Washoe County School District

Silver Lake Elementary School

2024-2025 School Performance Plan

Classification: 3 Star School

The road to success is always under construction

Mission Statement

Shared Mission: It is the mission of Silver Lake Elementary School to develop students and staff as leaders who will reach the height of their potential. Our school is a diverse community dedicated to creating a culture where staff, students, and parents can solve problems equitably within a safe environment.

Vision

Shared Vision: With the implementation of a professional learning community (PLC), we envision a school in which:

· Staff work together collaboratively

·Teachers and students frequently discuss student data to drive instruction

· Staff create SMART (Specific, Measurable, Attainable, Relevant, Timely) goals to drive data-based decisions

· Staff use scientifically research-based strategies to improve student learning

· Staff will build a community with the implementation of the 7 habits SEL (Social Emotional Learning) curriculum

Value Statement

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at (Add a link to the school's School Rating Report.)

https://nevadareportcard.nv.gov/DI/nv/washoe/silver_lake_elementary/2024

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Comprehensive Needs Assessment

Student Success

Student Success Summary

At Silver Lake Elementary School, we have seen commendable growth in student achievement over the past year, particularly in Mathematics. Our overall Math proficiency increased significantly from 29% to 39%, reflecting a 10% gain, which highlights the strength of our instructional strategies and student efforts in this area.

Focusing on specific grade levels, our 3rd-grade students demonstrated remarkable progress in Math, with proficiency levels jumping from 24% to 43%, a substantial 19% growth. Similarly, our 4th-grade students achieved a notable increase in Math proficiency, rising from 32% to 49%, a 17% gain. These results underscore the effectiveness of our targeted support and intervention strategies in Math, driving the most significant improvements across the school.

While we are pleased with this progress, particularly in Math, we have also identified an area for growth. Through data analysis and classroom observations, we found that, in response to the learning loss from COVID-19, the rigor of Tier 1 instruction had unintentionally decreased. This has resulted in a lack of student endurance and perseverance when faced with more rigorous academic tasks.

To address this, our focus moving forward will be on re-calibrating Tier 1 instruction to reintroduce appropriate levels of rigor. By enhancing our instructional practices and supporting students in developing greater academic stamina, we aim to build on our Math successes and continue to improve student outcomes across all subjects.

Student Success Strengths

- As a school our overall ELA proficiency grew from 38% to 41% (3% growth)
- As a school our overall Math proficiency grew from 29% to 39% (10% growth)
- Our 3rd grade students overall ELA proficiency grew from 35% to 40% (5% growth)
- Our 4th grade student overall ELA proficiency grew from 35% to 42% (7% growth)
- Our 3rd grade student's overall math proficiency grew from 24% to 43% (19% growth)
- Our 4th grade student's overall math proficiency grew from 32% to 49% (17% growth)

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): We found through data analysis and classroom observations that in an effort to support students due to loss of learning through Covid that the rigor of tier 1 instruction had decreased. This has created a lack of student endurance and perseverance in the face of rigorous academic tasks. **Critical Root Cause:** * Over scaffolding * Reliance on non-standards-based curriculum. * Not having a working understanding of the difference between intervention, differentiation, accommodation, and modification

Adult Learning Culture

Adult Learning Culture Summary

At Silver Lake Elementary School, our commitment to fostering a strong adult learning culture is evident through several key strengths and areas for growth. During the 2023-2024 school year, our Professional Learning Communities (PLC) meetings have been consistently taking place with strong administrative support and guidance, ensuring a collaborative environment for teachers to reflect on and improve their instructional practices. This collaborative focus, particularly on Math instruction, contributed to a notable 10% increase in Math proficiency among our 3rd-5th grade students. Furthermore, as a staff, we successfully created a whole-school agreement on Math instruction, promoting consistency and alignment across grade levels.

However, there are areas for growth that need to be addressed to further enhance our adult learning culture. While learning objectives are being utilized in classrooms, they are often applied for compliance rather than serving as a meaningful tool to set clear purposes for learning and establish success criteria. This indicates a need for a shift from procedural use to a more strategic and intentional use of learning objectives to drive student outcomes.

Critical Root Causes

1. **Overall Lack of Teacher Clarity in Planning and Implementation**: There is a need for greater clarity among teachers in both planning lessons and implementing instructional strategies to ensure that learning objectives are effectively communicated and understood.

2. **Inconsistent Alignment Within Grade-Level Teams**: Not all grade-level team members are fully aligned or committed to the established instructional agreements, leading to inconsistencies in instruction and potential gaps in student learning experiences.

3. **Lack of Rigor and Engagement in Tier 1 Instruction**: A key challenge identified is the insufficient rigor and engagement in Tier 1 instruction, which impacts student learning outcomes and hinders their ability to meet higher academic expectations.

To address these challenges, our focus will be on strengthening teacher clarity through targeted professional development, fostering greater alignment and collaboration within grade-level teams, and enhancing the rigor and engagement of Tier 1 instruction. By building a more cohesive and intentional adult learning culture, we aim to create a more effective and supportive environment for both teachers and students, driving continued growth and success across our school.

Adult Learning Culture Strengths

- PLC Meetings are taking place with administrator support and guidance.
- With a focus on math instruction for the 2023-2024 school year our students from 3rd-5th grade increased proficiency by 10%
- Within the 2023-2024 school year as a staff, we created a whole school agreement on math instruction within our building.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Learning objectives are being used for compliance not as a tool to set a purpose for learning and success criteria. **Critical Root Cause:** *Overall lack of teacher clarity in planning and implementation *Grade level team members not all on board for overall alignment within the grade level. *Lack of rigor and

engagement in Tier 1 instruction.

Connectedness

Connectedness Summary

At Silver Lake Elementary School, chronic absenteeism is a significant concern, with a current rate of 16%. This level of absenteeism affects student learning, engagement, and overall school performance. The issues contributing to chronic absenteeism at Silver Lake ES can be attributed to several factors:

1. **Socioeconomic Barriers**: Many families face economic challenges that impact student attendance, such as lack of transportation, unstable housing, or the need for older students to care for younger siblings. These factors can lead to frequent absences as students struggle to prioritize school attendance.

2. **Health and Wellness Issues**: Health problems, including chronic illnesses, mental health issues, and lack of access to healthcare, can cause students to miss school regularly. Additionally, inadequate nutrition and poor living conditions can lead to illnesses that contribute to absenteeism.

3. **Family and Home Dynamics**: Family instability, such as divorce, domestic violence, or parental neglect, can create an environment where students are either unable or unmotivated to attend school. A lack of parental engagement or understanding of the importance of consistent attendance also plays a role.

4. **School Climate and Student Engagement**: Some students may feel disconnected from the school environment due to a lack of positive relationships with peers or teachers, feeling unsafe, or not seeing relevance in the curriculum. This lack of connectedness can decrease student motivation to attend school.

5. **Behavioral and Academic Challenges**: Students struggling academically or facing behavioral issues may develop avoidance behaviors, feeling embarrassed, overwhelmed, or unsupported. These challenges can lead to disengagement and increased absenteeism.

6. **Limited Awareness and Support Systems**: There may be limited awareness among families about the impact of chronic absenteeism on student success. Additionally, the absence of robust support systems to address attendance barriers can hinder efforts to improve attendance rates.

Addressing chronic absenteeism at Silver Lake ES requires a comprehensive approach that includes understanding the root causes, fostering a positive school climate, engaging families and communities, and providing targeted interventions to support at-risk students.

Connectedness Strengths

Based on our Parent Climate Survey.

- Communication with school increased from 85% to 89%
- Relationships and Respect increased from 56% to 94%
- Supportive School Environment increased from 79% to 88%

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): At Silver Lake Elementary School 16% of our student body is chronically absent. **Critical Root Cause:** *Community feeling on attendance after covid response. *Increase in student enrollment and increase in enrollments of students with absenteeism. *Lack of tiered supports for students needing support with attendance.

Priority Problem Statements

Problem Statement 1: We found through data analysis and classroom observations that in an effort to support students due to loss of learning through Covid that the rigor of tier 1 instruction had decreased. This has created a lack of student endurance and perseverance in the face of rigorous academic tasks.

Critical Root Cause 1: * Over scaffolding * Reliance on non-standards-based curriculum. * Not having a working understanding of the difference between intervention, differentiation, accommodation, and modification

Problem Statement 1 Areas: Student Success

Problem Statement 2: Learning objectives are being used for compliance not as a tool to set a purpose for learning and success criteria.

Critical Root Cause 2: *Overall lack of teacher clarity in planning and implementation *Grade level team members not all on board for overall alignment within the grade level. *Lack of rigor and engagement in Tier 1 instruction.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: At Silver Lake Elementary School 16% of our student body is chronically absent.

Critical Root Cause 3: *Community feeling on attendance after covid response. *Increase in student enrollment and increase in enrollments of students with absenteeism. *Lack of tiered supports for students needing support with attendance.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- School goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Expenditures
- Prior year improvement plans - Formative and summative reviews
- Planning and decision-making committee minutes
- State and federal planning requirements

Accountability Data

- State assessment performance report
- Comprehensive, Targeted, and/or Additional Targeted Support data

Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- At-risk
- EL
- Section 504 data
- Foster
- Gifted and talented data
- Dyslexia data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Attendance data

- Social Emotional Learning
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- Evaluation(s) of professional development implementation and impact
- Teacher evaluation
- Administrator evaluation

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation
- Volunteer opportunities, attendance, and participation

Support Systems and Other Data

- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Capacity building resources data

Goals

Goal 1: Student Success

> **Aligns with District Priority**

Annual Performance Objective 1: One hundred percent of students in grades K-5 will meet their typical growth target in reading on the third iReady Diagnostic. 75% of students who are two or more grade levels below on the first reading iReady Diagnostic will meet their stretch growth target on the third Diagnostic.

One hundred percent of students in grades K-5 will meet their typical growth target in math on the third iReady Diagnostic. 75% of students who are two or more grade levels below on the first math iReady Diagnostic will meet their stretch growth target on the third Diagnostic.

> **Evaluation Data Sources:** i-Ready, PLC observations

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: i-Ready	**Status Check**		

Action Steps
1. Expectation set that all students K-5 will use the iReady program for 30-45 minutes per subject per week
2. Monitor student progress and passing rate of at least 70% or higher on all lessons.
3. Administration will monitor student use and meet in PLC's to discuss progress and areas of improvement.
    Formative Measures: *iReady diagnostic (three times a year)
    *Weekly/monthly iReady data dive through PLC conversations
    * Weekly/monthly iReady checks (total min./passes lessons/progress towards goals)
    Position Responsible: Principal, Dean, classroom teachers
 	
    Student Groups This Strategy Targets:
    FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk
    - **Evidence Level:**
    Promising
    Problem Statements/Critical Root Causes: Student Success 1
	Jan	**Apr**	**June**

0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Annual Performance Objective 1 Problem Statements:

Student Success
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Goal 2: Adult Learning Culture
Aligns with District Priority

Annual Performance Objective 1: 100% of PLC agendas will include professional development around Teacher Clarity practices.
100% of PLC agendas will include time to disaggregate and discuss student data to inform pedagogy.

Evaluation Data Sources: Formative Measures:
* Walk through data.
* PLC meeting notes
* Classroom common data

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: PLCs	**Status Check**		

Deliver Professional Development to teachers and staff through the lens of Teacher Clarity using "The Science of Reading in Action" text and practices.
 	
Action Steps:
1. Purchase and distribute "The Science of Reading in Action" text
2. Plan and deliver PD around Teacher Clarity and "The Science of Reading in Action" text.
3. Meet with PLC teams to analyze classroom data, tier 1 instruction, as well as support the creation of objectives, and success criteria.
4. Develop a shared understanding of academic standards, curriculum expectations, and instructional best practices through The Science of Reading.
5. Design PLC agendas to include incorporating Teacher Clarity into instructional practices across grade levels and subject areas.
6. Within PLC meetings, teachers will collaborate to analyze student data and adjust Tier I instruction in a timely manner.
7. Utilize the Teacher Clarity Focus Walk Form to monitor the incorporation of The Science of Reading instruction.
 	
    Formative Measures: Walk through data, PLC meeting notes, Classroom common data
 	
    Position Responsible: Principal, Dean, Classroom Teachers
 	
    Student Groups This Strategy Targets:
FRL, EL, Students with Disabilities, Foster/Homeless, Chronically Absent, At Risk
 - **Evidence Level:**
Promising
    Problem Statements/Critical Root Causes: Adult Learning Culture 1
	Jan	**Apr**	**June**

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture
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Goal 3: Connectedness
    Aligns with District Priority

Annual Performance Objective 1: Silver Lake ES will lower the percentage of chronically absent students by 5% (from 16.8% to 11.8%) by the end of school year 2024-25.

Evaluation Data Sources: Formative Measures:
* Daily attendance calls/ monthly letters/ home visits/ wrap around supports
* Monthly Newsletter/Dojo messages with a section on the importance of attendance and sharing our current data.
* Encouragement/Incentivize good attendance/ attendance improvement.

Improvement Strategy 1 Details		Status Checks		
Improvement Strategy 1: Improvement Strategy 1		**Status Check**		
Family Engagement/Home Visits Action Steps: 1. Pull daily attendance reports and call all absent student families. 2. Send monthly letters home to notify parents of absences. 3. Work with truancy officer to support families and students. 4. Send monthly newsletter and Dojo messages with tips and information about attendance and the effects of not attending school regularly. 5. Plan and implement incentives for good/ improved attendance. 6. Develop a comprehensive outreach campaign to inform families about the importance of regular attendance and the potential consequences of chronic absenteeism. 7. Utilize various communication channels such as email, newsletters, phone calls and social media platforms to reach out to parents. 8. Collaborate with families to develop individualized attendance plans for students at risk of chronic absenteeism. 9. Create and implement a system of incentives and recognition for students and families who demonstrate improved attendance. 10. Conduct home visits for students who are at risk of chronic absenteeism. 11. Monitor and support families with who have chronically absent students	**Jan**	**Apr**	**June**
	Formative Measures: Formative Measures: * Daily attendance calls/ monthly letters/ home visits/ wrap around supports * Monthly Newsletter/Dojo messages with a section on the importance of attendance and sharing our current data. * Encouragement/Incentivize good attendance/ attendance improvement. **Position Responsible:** Principal, Dean, Office Staff, Counselor **Student Groups This Strategy Targets:** FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - **Evidence Level:** Strong, Promising **Problem Statements/Critical Root Causes:** Connectedness 1			

Annual Performance Objective 1 Problem Statements:

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