

Washoe County School District
Sarah Winnemucca Elementary School
2024-2025 School Performance Plan

Classification: 2 Star School

Mission Statement

Our school commits to teaching students as individuals, valuing their unique qualities, and challenging them to work hard, do their best, and never give up. We believe that our community strengthens our commitment to supporting and celebrating our students.

Vision

Sarah Winnemucca School seeks to empower students to foster a love of learning, build compassion, and make positive impacts in the world.

Values-Collaboration, Kindness, Curiosity, Friendship, Hard Work

Demographics & Performance Information

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.)

[NSPF Report for SARAH WINNEMUCCA ELEMENTARY - Nevada Accountability Portal \(nv.gov\)](#)

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Comprehensive Needs Assessment

Revised/Approved: August 28, 2024

Student Success

Student Success Summary

Based on preliminary data, we have shown steady growth in ELA. Our Keep Up Goals grew as a school in all areas. Our school went from 46% in 2023, to 69% in 2024. The largest subgroup to grow in this area was Hispanic at 73%.

Our meeting state catch-up/keep-up scores also rose in ELA schoolwide. As a school we went from 38% in 2023 to 46% in 2024.

Other areas of success were our math median growth percentile by race as a school, which went from 38 in 2023 to 51 in 2024. We also grew in our Hispanic math percentile from 42 to 57 and White from 34 to 55. Math growth by special programs grew in all areas—FRL 31 to 51, IEP 47 to 53, and EL 43 to 52.

A highlight in 5th grade was their math growth. In 5th grade, our school went from 20 to 54, our Hispanic students went from 24 to 58, and our white students went from 21 to 58. Special programs also made growth; FRL went from 20 to 53, and IEP went from 28 to 56.

A highlight in 4th grade ELA is growth shown in all areas by race/ethnicity and special programs. As a school, we went from 43 to 58, Hispanic students went from 41 to 78, and white students went from 43 to 56.

Special program growth in 4th grade ELA- FRL-41 to 49, IEP 41 to 49, and EL a slight growth of 28 to 31.

I Ready- As a school, we made 114% typical growth in Reading and 103% typical growth in math school-wide.

Student Climate Data:

Adult respect - up 3 points to 83%

Student engagement up 4 points to 69%

Student respect- up 2 points to 74%

Parent Climate survey-Physical safety-100%

Quality Education-98%

Relationships/Respect-95%

Student Success Strengths

Math in 5th grade: Overall growth was 20% in 2023 and 54% in 2024. This is a 34-point jump!

I Ready grew whole school. We had 114% growth in ELA and 103% typical growth in Math, however, not all grade levels made at least 100% growth.

Students felt more respected and engaged in 2023.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Chronic Absenteeism has increased to 22%

Critical Root Cause: Not all families are connected to the school. Students stay home instead of going to school., even if they are not sick. If a student is absent, they are not learning.

Problem Statement 2 (Prioritized): I ready school wide math data did not show as much growth as expected- 104%

Critical Root Cause: Students lost interest in I Ready and engagement went down. Some grade levels did not make 100% growth

Problem Statement 3: SBAC math data decreased in 4th grade overall

Critical Root Cause: Students struggle with the elevated level of instruction compared to 3rd grade. More difficult concepts and more students struggling with understanding.

Problem Statement 4: K-3 MAP ELA was flat from Fall to Spring at 53% growth

Critical Root Cause: Inconsistent from grade level to grade level

Problem Statement 5: Only 64% of parents feel that Winnemucca is a "good fit" for their family.

Critical Root Cause: Strong parent engagement is not happening for all Winnemucca Families

Problem Statement 6: Student safety scores have fallen by 18 points

Critical Root Cause: The restrooms and other areas such as code red/lock down drills have made students feel unsafe at school

Adult Learning Culture

Adult Learning Culture Summary

Staff in our building appreciate learning new strategies and reviewing data to better support students. PLCs are our primary method of collaboration, consistency and support for grade level teams.

Adult Learning Culture Strengths

- Staff Values meeting and collaborating
- PLC Leadership Team- new process- after meeting with admin. in a PLC planning meeting where we discuss data, pacing guides, standards and assessments, a member of each team takes the lead for facilitating the meetings, collecting data, sharing communication from leadership
- We have PLCs every other week (academic)
- We have student support PLCs every other week

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Our staff is still working on refining our process and consistency in PLCs

Critical Root Cause: We are strengthening our PLC process as a school and becoming more consistent and effective in the process

Connectedness

Connectedness Summary

According to the student climate survey, students report feeling respected and more engaged while at school. However, safety has declined by 18 points. The area of most concern is that only 56% of 5th grade students feel safe in the restroom.

Last year, Chronic absenteeism increased to 22%, which is a concern that we will be addressing as a school.

Connectedness Strengths

Student Climate survey scores (5th graders) increased in several areas. Adult respect went up by 3, Student engagement went up by 4, and student respect went up by 2.

Problem Statements Identifying Connectedness Needs

Problem Statement 1: Student safety scores have fallen by 18 points

Critical Root Cause: The restrooms and other areas such as code red/lock down drills have made students feel unsafe at school

Problem Statement 2 (Prioritized): Chronic Absenteeism has increased to 22%

Critical Root Cause: Not all families are connected to the school. Students stay home instead of going to school., even if they are not sick. If a student is absent, they are not learning.

Problem Statement 3: Only 64% of parents feel that Winnemucca is a "good fit" for their family.

Critical Root Cause: Strong parent engagement is not happening for all Winnemucca Families

Stakeholder Engagement

Stakeholder Engagement Summary

Prompt	Response
In 2-3 sentences, describe how the district engages required stakeholder groups in the needs assessment and decision making processes including: Parents and families, students at risk of failure and dropping out, educators and school leaders, community groups, historically underrepresented groups (ELs and MLs, racially & ethnically diverse stakeholders, indigenous populations, economically disadvantaged, transient populations), private and charter schools, and other hard-to-reach groups.	Our school engages parents through evening and daytime events. We offer both fun and academic opportunities for parents and families to engage. Dojo is also an excellent in-the-moment form of communication, as families can read and respond in their primary language.
What lessons did you learn from your stakeholder groups that are informing your improvement priorities for the upcoming school year?	Our PTO and Pack Parents have opportunities to weigh in and share concerns and feedback with staff and admin.
What has worked well in your previous engagement efforts? What might you do differently to increase or improve engagement moving forward?	Offering daytime and evening events. Our Kinder Open We will be involved in the Parent-Teacher Home Visit program and have had a high level of interest from staff. This will be the first year the program is being offered.

Stakeholder Engagement Strengths

Our Kindergarten Open House was an extremely effective event in helping parents become connected to school. In addition, our Back to School Nights are well attended.

Our evening events, such as our Harvest Festival and Turn Off Technology Nights, were created to engage families and bring them to school for fun and educational events.

Problem Statements Identifying Stakeholder Engagement Needs

Problem Statement 1: Only 64% of parents feel that Winnemucca is a "good fit" for their family.

Critical Root Cause: Strong parent engagement is not happening for all Winnemucca Families

Priority Problem Statements

Problem Statement 1: I ready school wide math data did not show as much growth as expected- 104%

Critical Root Cause 1: Students lost interest in I Ready and engagement went down. Some grade levels did not make 100% growth

Problem Statement 1 Areas: Student Success

Problem Statement 2: Our staff is still working on refining our process and consistency in PLCs

Critical Root Cause 2: We are strengthening our PLC process as a school and becoming more consistent and effective in the process

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Chronic Absenteeism has increased to 22%

Critical Root Cause 3: Not all families are connected to the school. Students stay home instead of going to school., even if they are not sick. If a student is absent, they are not learning.

Problem Statement 3 Areas: Student Success - 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 - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- 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
 - SBAC, MAP data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Local diagnostic reading assessment data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- At-risk
- EL

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback

- Professional learning communities (PLC) data
- School leadership data

Support Systems and Other Data

- Master schedule


Goals





Goal 1: Student Success: By Spring 2025, all students will make 100% or more typical growth in reading and math as measured by the Spring 2025 I Ready Diagnostic.

Aligns with District Priority

Annual Performance Objective 1: By Spring of 2025, I ready Typical Student Growth goals in math and reading will reach 100% or more in every grade level.

Evaluation Data Sources: Spring 2025 I Ready Diagnostic typical growth scores

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: i-Ready Teachers will use I Ready Intervention Lessons based on data and student needs Teachers will provide time for students to use I Ready 49 minutes a week per subject Teachers will use I Ready data to drive their teaching and small groups Formative Measures: I ready Position Responsible: Principal, Dean, teachers, intervention 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 2	Status Check		
	Jan	Apr	June
			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Annual Performance Objective 1 Problem Statements:






Student Success
Problem Statement 2: I ready school wide math data did not show as much growth as expected- 104% Critical Root Cause: Students lost interest in I Ready and engagement went down. Some grade levels did not make 100% growth

Goal 2: Adult Learning Culture: Teachers will regularly meet in student centered, highly effective and untactful PLCs as evidenced by a standards and data based note-taker.

Aligns with District Priority

Annual Performance Objective 1: Teachers will meet at least bi-weekly in grade level or vertical PLC teams to discuss student progress, analyze data and meet individual needs of students.

- Evaluation Data Sources:** Note-taker
Attendance in PLCs
Support from Leadership Team
Attendance at PLC Leadership and planning meetings (1 per grade level)

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: PLC Teachers will meet in bi-weekly grade level or vertical PLC teams to discuss student progress, analyze data and meet individual needs of students -Vertical PLCs -Consistent note-taker/agenda -Admin. attending PLC -Create Formative assessments using standards -Built in time for PLCs -Student support PLC (student support focus) Formative Measures: PLC agenda/note-taker Attendance sheets by PLC Leaders and teachers Reflections/surveys of PLC engagement and effectiveness Position Responsible: Principal, Dean, teachers, PLC Leaders Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent - Evidence Level: Moderate Problem Statements/Critical Root Causes: Adult Learning Culture 1	Status Check		
	Jan	Apr	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Annual Performance Objective 1 Problem Statements:






Adult Learning Culture

Problem Statement 1: Our staff is still working on refining our process and consistency in PLCs **Critical Root Cause:** We are strengthening our PLC process as a school and becoming more consistent and effective in the process

Goal 3: Connectedness: By Spring 2025, chronic attendance percentages will decrease by at least 5%.
Aligns with District Priority

Annual Performance Objective 1: By Spring 2025, chronic attendance percentages will decrease by at least 5%.
Students will receive attendance support through the school counselor, dean, teachers, principal and other staff
Student recognition and incentive efforts
Parent Teacher Home Visits

Evaluation Data Sources: BIG Attendance reports, daily, weekly, monthly
Attendance logs for teacher home visits

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Parent-Teacher Home Visits Staff members taking a more proactive role in attendance challenges Incentives such as attendance awards and recognition Monthly meetings to discuss attendance (include truancy officer) Laser focus on attendance data and actionable solutions Student attendance meetings Supportive communication with parents Formative Measures: BIG Attendance Data-daily AGP, weekly, monthly, quarterly Student interviews about why they are absent District data Tracking attendance data for individual students and documenting parent/student responses Position Responsible: Principal, Dean, Counselor, Secretary, teachers Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Moderate Problem Statements/Critical Root Causes: Student Success 1 - Connectedness 2	Status Check		
	Jan	Apr	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Annual Performance Objective 1 Problem Statements:

Student Success
Problem Statement 1: Chronic Absenteeism has increased to 22% Critical Root Cause: Not all families are connected to the school. Students stay home instead of going to school., even if they are not sick. If a student is absent, they are not learning.
Connectedness
Problem Statement 2: Chronic Absenteeism has increased to 22% Critical Root Cause: Not all families are connected to the school. Students stay home instead of going to school., even if they are not sick. If a student is absent, they are not learning.