Washoe County School District

Elmcrest Elementary School

2024-2025 School Performance Plan

Classification: 2 Star School

Distinction Designations:
Title I
ATSI

Mission Statement

1. All staff uses best instructional practices, with a focus on having an engaging classroom environment to foster academic growth. We also focus on social-emotional growth through having a growth mindset as well as our PBIS goals of being safe, respectful and responsible.

2. All members of our Elmcrest learning community, including staff, parents, families, and students, will focus on raising achievement and developing characteristics of compassion.

Vision

At Elmcrest Elementary School, we work to ensure that all learners develop the academic skills as well as a mindset to be self-confident, knowledgeable, and compassionate citizens who work toward achieving their aspirations and goals for a successful future.

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

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Comprehensive Needs Assessment

Revised/Approved: August 23, 2024

Student Success

Student Success Summary

Elmcrest decreased chronic absenteeism from 28% to 15% during the 2023-2024 school year. Spring 2024 SBAC data shows overall ELA median student growth at 59%, with overall math median student growth at 49%. Spring 2024 data also shows SBAC ELA proficiency levels (students earning a 3 or 4 on SBAC) rose by 13% from 2023, and rose by 8% in math proficiency.

Student Success Strengths

In SBAC ELA proficiency, Elmcrest students scoring in level 1 decreased from 46% to 37%, which means fewer students are scoring far below grade level, thus closing the achievement gap.

In SBAC Math proficiency, Elmcrest students scoring level 1 decreased from 49% to 43%, which means fewer students are scoring far below grade level, thus closing the achievement gap.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Students on IEPs were the only subgroup to have an increase in level 1 scores on 2024 SBAC ELA, and SBAC Math.   **Critical Root Cause:** Targeted and specific interventions were not effectively used with students benefiting IEPs.

Adult Learning Culture

Adult Learning Culture Summary

Teachers follow standards-based Curriculum and provide Tier 1 instruction, utilizing curriculum and pacing guides provided by the school district. Over the 2023-2024 school year am intentional professional development plan was implemented to encourage engaging tier 1 instruction and focus on strategies to support English Language Learners.

Adult Learning Culture Strengths

Teachers follow standards-based Curriculum and provide Tier 1 instruction. Teachers engaged in year-long professional development and consistent feedback during the 2023-2024 school year.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Teachers need to be provided strategies for differentiated and engaging strategies for Tier 1 instruction. **Critical Root Cause:** * Lack of focused plan for professional development for differentiated Tier 1 instruction.

Connectedness

Connectedness Summary

According to the student climate survey for the year 2023-2024, student engagement decreased providing much opportunity for growth in the area.

Connectedness Strengths

Elmcrest's 2023-2024 student climate data showed 77% of students agree or strongly agree that what they are learning school is interesting, which is a 12% increase from the previous year.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Among our students, 39% do not feel engaged in their learning.   **Critical Root Cause:** Lack of professional development in the area of differentiated student engagement for specific groups of students, such as students on IEPs.

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.	Every year the district sends out a climate survey to stakeholders in the community. This is advertised to parents directly by the schools as well, but also on social media for the community at large to take. The survey encompasses district questions as well as site specific questions.
What lessons did you learn from your stakeholder groups that are informing your improvement priorities for the upcoming school year?	By attaching a student incentive to the survey, we doubled our responses from 33 to 66 in the 2023-2024 school year. This was done primarily by our Family and Community Engagement Liaison who dedicated time and efforts to get parents and families to engage in the survey.
What has worked well in your previous engagement efforts? What might you do differently to increase or improve engagement moving forward?	We had success including an incentive for the students if the parents completed the survey. We also created small take home QR codes we could pass out at morning and afternoon drop off to make the survey more accessible to the families. Moving forward, we would discuss the importance of the survey and what changes we made directly because of the survey to the parents. This will show their input is not only valuable but making visible changes.

Stakeholder Engagement Strengths

Over 50% of our families attended back to school night. Over 75% of our families attended music performances by students. Over 98% of our families attended parent teacher conferences.

Problem Statements Identifying Stakeholder Engagement Needs

Problem Statement 1 (Prioritized): Less than 50% of our families take our climate survey.   **Critical Root Cause:** Families do not understand the value of the climate survey.

Priority Problem Statements

Problem Statement 1: Students on IEPs were the only subgroup to have an increase in level 1 scores on 2024 SBAC ELA, and SBAC Math.
Critical Root Cause 1: Targeted and specific interventions were not effectively used with students benefiting IEPs.
Problem Statement 1 Areas: Student Success

Problem Statement 2: Teachers need to be provided strategies for differentiated and engaging strategies for Tier 1 instruction.
Critical Root Cause 2: * Lack of focused plan for professional development for differentiated Tier 1 instruction.
Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Among our students, 39% do not feel engaged in their learning.
Critical Root Cause 3: Lack of professional development in the area of differentiated student engagement for specific groups of students, such as students on IEPs.
Problem Statement 3 Areas: Connectedness

Problem Statement 4: Less than 50% of our families take our climate survey.
Critical Root Cause 4: Families do not understand the value of the climate survey.
Problem Statement 4 Areas: Stakeholder Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- School goals
- Early childhood literacy and math 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 - 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
  - SBAC, iReady, MAP
- 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
- EL
- Section 504 data
- Homeless data
- Foster
- Gifted and talented 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
- Class size averages by grade and subject
- Enrollment trends
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- School leadership data
- School department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Teacher retention
- Administrator evaluation

Parent/Family/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Capacity building resources data
- Budgets/entitlements and expenditures data
- Action research results

Goals

Goal 1: Student Success

Aligns with District Priority

Annual Performance Objective 1: In the 2025 Spring SBAC students will increase proficiency in both ELA and Math by 5%.

Evaluation Data Sources: iReady weekly lessons and assessments, common assessments, preparation for SBAC testing integrated throughout school year, & exit tickets.

Summative Evaluation: Continue

Next Year's Recommendation: Increase SBAC scores by 5%

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: iReady	**Status Check**		
iReady teacher led resources for intentional Tier 1 differentiated instruction. Action steps:	**Jan**	**Apr**	**June**

-Do iReady Diagnostics
- Uninterrupted scheduling of Tier 1 instructional blocks
- Creating small groups based on iReady data
- Scheduled 45 minutes per week of iReady for each student
-Part time licensed interventionist hired, small groups intentionally targeted to improve skills.
- Time for teachers and specialists to collaborate and make unified plan for students to practice SBAC questions and utilize iReady data across classes and subject areas.
 	
    Formative Measures: iReady assessment data
    Position Responsible: Dean of Students
 	
    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
	50%		

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

Annual Performance Objective 1 Problem Statements:

Student Success
Problem Statement 1: Students on IEPs were the only subgroup to have an increase in level 1 scores on 2024 SBAC ELA, and SBAC Math.   **Critical Root Cause**: Targeted and specific interventions were not effectively used with students benefiting IEPs.

Goal 2: Adult Learning Culture

    Aligns with District Priority

Annual Performance Objective 1: Elmcrest teachers will be provided 10 hours of professional development to improve their use of iReady resources, and differentiated Tier 1 instruction over the course of the 24-25 school year.

    Evaluation Data Sources: iReady training attendance, observational data, teacher feedback forms.

    Summative Evaluation: Continue

    Next Year's Recommendation: Teachers will continue to benefit from training on integrating iReady into Tier 1 instruction.

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: i-Ready PLC and Teacher Clarity	Status Check		

Action Steps:
- Schedule the following days for PD: 3 teacher work days built into schedule, 3 onsite PD days, totaling 10 hours.
- Do iReady Diagnostics
-iReady training for teachers, specifically in the area of Teacher led lessons
- Modeled use of iReady teacher led lessons & resources
- Clarification for teachers through Professional Development of classification of iReady resources (Tier 1, 2 or 3)
 	
    Formative Measures: Walk through data forms with feedback for teachers, observational data
 	
    Position Responsible: Site Administrator
 	
    Student Groups This Strategy Targets:
    FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk
    - Evidence Level:
    Moderate, Promising
    Problem Statements/Critical Root Causes: Adult Learning Culture 1
	Jan	**Apr**	**June**

	50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Teachers need to be provided strategies for differentiated and engaging strategies for Tier 1 instruction.   **Critical Root Cause**: * Lack of focused plan for professional development for differentiated Tier 1 instruction.

Goal 3: Connectedness

    Aligns with District Priority

Annual Performance Objective 1: Elmcrest ES will increase student engagement as measured by the 5-question section in the student climate survey titled "Student Engagement" 61% to 70%.

    Evaluation Data Sources: Student climate surveys throughout year, walk through data collection with feedback for teachers, observational data.

    Summative Evaluation: Continue

    Next Year's Recommendation: Continue to work to increase student engagement.

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

Implement professional development plan to help teachers target specific student needs, guidance lessons with new counselor, Student Action Committee for student feedback.
 Action Steps:
 - Counselor and teachers collaborate to review specific survey questions with students to ensure understanding.
 - Explain to students' vocabulary used in surveys like "most", "seems", "happy" and "feel".
 - Implement Student Advisory Committee.
 - Continue attendance rewards for students.
 - Guidance lessons with school counselor.
 	
     Formative Measures: Student Action Committee feedback monthly, preliminary student climate survey
     Position Responsible: Counselor
 	
     Student Groups This Strategy Targets:
     FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk
     - **Evidence Level:**
 Strong
     Problem Statements/Critical Root Causes: Connectedness 1
	Jan	**Apr**	**June**

	50%		
	0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue		

Annual Performance Objective 1 Problem Statements:

Connectedness
Problem Statement 1: Among our students, 39% do not feel engaged in their learning.   **Critical Root Cause**: Lack of professional development in the area of differentiated student engagement for specific groups of students, such as students on IEPs.

Title I Personnel

Name	Position	Program	FTE
Anne Kehrig	Intervention Teacher	Elementary Reading	.5