

Washoe County School District
Dorothy Lemelson S.T.E.M. Academy
2024-2025 Status Check with Notes

Mission Statement

All students will develop skills and experiences to reach their fullest potential as critical thinkers and empowered global citizens.

Vision

Dorothy Lemelson STEM Academy will

- set and achieve high expectations for student learning aligned with Nevada Academic Standards at each grade level creating a foundation for educational excellence to graduate high school and be college or career ready.
- use asset-based language to build the social-emotional competencies of each student.
- empower our English Language Learners to meet performance expectations through a language rich learning environment focused on collaborative conversations, academic vocabulary, and writing experiences.
- create opportunities for all students to engage in and experience a high-quality science, technology, engineering, and mathematics (STEM) education that supports life in the New Nevada and global economy.

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/dorothy_lemelson_s.t.e.m._academy_es/2024

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Goals






Goal 1: Student Success

Aligns with District Priority

Annual Performance Objective 1: By June 2025, the average number of students meeting their typical growth in math as measured by I-Ready end of year diagnostic will improve from 59% to 75%. By June 2027, math proficiency rates on SBAC will increase from 16% in 2024 to 30% in 2027.

Evaluation Data Sources: I ready diagnostic - May 2025
SBAC math proficiency - May 2027

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: i-Ready</p> <p>Teachers will use math progressions from I-Ready to prepare students for grade level work. Students will use vertical spaces to enhance student discourse during instruction.</p> <p>Formative Measures: Student surveys Observational data Teacher reflections Student quick check data</p> <p>Position Responsible: Classroom teachers Kris Hugdal, Implementation Specialist Susan Novelli, Principal</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Promising</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p>	<div> <div>Jan</div> <div>  </div> </div> <p>January Lessons Learned</p> <p>Students are consistently using vertical spaces to engage with others on grade level standards. This has deepened student understanding when collaborative conversation protocols are in place. Teachers are not using math progressions to prepare students for grade level work.</p> <p>January Next Steps/Need</p> <p>Review of I-Ready data to ensure all students are getting on the program. Delve deeper into learning progressions and personalized learning paths to support improved growth.</p> <div> <div>Apr</div> <div> <p>April Lessons Learned</p> <p>April Next Steps/Need</p> </div> </div> <div> <div>June</div> <div> <p>June Lessons Learned</p> <p>June Next Steps/Need</p> </div> </div>

Improvement Strategy 2 Details	Status Checks
<p>Improvement Strategy 2: i-Ready</p> <p>Students will engage with IReady math lessons for 40 minutes per week and reach 50% of their typical growth by January and meet their typical growth by June as set by IReady.</p> <p>Formative Measures: IReady</p> <p>Position Responsible: Susan Novelli, principal Classroom and special education teachers.</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Promising</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p>	<div> <div>Jan</div> <div>  <div>45%</div> </div> </div> <p>January Lessons Learned</p> <p>49% of students met 50% of their typical growth which is significantly below our goals.</p> <p>January Next Steps/Need</p> <p>Monitor student use of program on weekly basis. Train teachers on how to adjust the personalized path to engage more students who believe the work is too easy.</p> <div> <div>Apr</div> <div> <p>April Lessons Learned</p> <p>April Next Steps/Need</p> </div> </div> <div> <div>June</div> <div> <p>June Lessons Learned</p> <p>June Next Steps/Need</p> </div> </div>
<div> <div>  <div>0%</div> </div> <div>No Progress</div> </div> <div> <div>  <div>100%</div> </div> <div>Accomplished</div> </div> <div> <div>  </div> <div>Continue/Modify</div> </div> <div> <div>  </div> <div>Discontinue</div> </div>	

Goal 2: Adult Learning Culture
Aligns with District Priority

Annual Performance Objective 1: By June 2025, all staff teaching mathematics in grades K-5 will have participated in professional development on learning progressions in the four operations and be applying their knowledge in the classroom through strategic questioning.

Evaluation Data Sources: Attendance sheets
Surveys
Observation/learning walk data






Improvement Strategy 1 Details	Status Checks																
<p>Improvement Strategy 1: PLC's</p> <p>Online course focused on supporting fluency and progressive development of big ideas, strategies and models for addition/subtraction and multiplication/division using problem strings.</p> <p>Formative Measures: Attendance sheet Exit tickets Classroom observations</p> <p>Position Responsible: Susan Novelli Math committee</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1</p>	<table><tr><td>Jan</td><td>January Lessons Learned</td></tr><tr><td>N/A</td><td>Monies were released at the end of January for the course. We anticipate starting in mid-February once all the paperwork is completed and approved.</td></tr><tr><td></td><td>January Next Steps/Need</td></tr><tr><td></td><td>We have adjusted the course to be only addition/ subtraction. We anticipate doing multiplication/ division Fall 2025, if funding is available.</td></tr><tr><td>Apr</td><td>April Lessons Learned</td></tr><tr><td></td><td>April Next Steps/Need</td></tr><tr><td>June</td><td>June Lessons Learned</td></tr><tr><td></td><td>June Next Steps/Need</td></tr></table>	Jan	January Lessons Learned	N/A	Monies were released at the end of January for the course. We anticipate starting in mid-February once all the paperwork is completed and approved.		January Next Steps/Need		We have adjusted the course to be only addition/ subtraction. We anticipate doing multiplication/ division Fall 2025, if funding is available.	Apr	April Lessons Learned		April Next Steps/Need	June	June Lessons Learned		June Next Steps/Need
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Goal 3: Connectedness
Aligns with District Priority

Annual Performance Objective 1: By June 2025, chronic absenteeism rates will show a 5% decline from 2024 as measured on the BIG absenteeism dashboard.

Evaluation Data Sources: Weekly data from IC
BIG absenteeism dashboard
Attendance rates on NSPF

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: Family Engagement Weekly meetings with truancy and re-engagement office. Contact with families of students approaching chronic absenteeism. Attendance groups and incentives. Formative Measures: Calendar dates Summary Position Responsible: Rebeca Alcaraz, counselor Sean Brosius, social worker Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Chronically Absent, At Risk - Evidence Level: Strong Problem Statements/Critical Root Causes: Connectedness 1	Jan N/A January Lessons Learned Despite all our efforts, our chronic absenteeism is 4% higher than last year. January Next Steps/Need Will meet with a neighboring school to discuss more ideas. Apr April Lessons Learned April Next Steps/Need June June Lessons Learned June Next Steps/Need

Improvement Strategy 2 Details	Status Checks
<p>Improvement Strategy 2: Parent Teacher Home Visit Program</p> <p>Staff training Complete 19 home visits</p> <p>Formative Measures: Visits completed</p> <p>Position Responsible: Sean Brosius, social worker</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p>	<div> <div>Jan</div> <div>  <div>5%</div> </div> </div> <p>January Lessons Learned</p> <p>There appears to be some apathy to completing PTHV. We met with the District team to discuss more ideas to motivate teachers.</p> <p>January Next Steps/Need</p> <p>3 PTHV will be completed by March by the grade level to meet our goal of 19 families.</p> <div> <div>Apr</div> <div> <p>April Lessons Learned</p> <p>April Next Steps/Need</p> </div> </div> <div> <div>June</div> <div> <p>June Lessons Learned</p> <p>June Next Steps/Need</p> </div> </div>
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