

**Washoe County School District**

**Alice Maxwell Elementary School**

**2024-2025 School Performance Plan**

**Classification: 3 Star School**

Title I

# Mission Statement

- To create a safe and equitable learning environment for life-long learners with a growth mindset.
- To partner with families and the greater community to provide a positive, enriching learning climate and culture.

# Vision

We are a diverse learning community of lifelong learners who strive for excellence through demonstrating responsibility, accountability, independence, kindness and empathy for others.

# 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/alice\\_maxwell\\_elementary/2023hool’s School Rating Report](https://nevadareportcard.nv.gov/DI/nv/washoe/alice_maxwell_elementary/2023hool’s%20School%20Rating%20Report).)

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# Comprehensive Needs Assessment

## Student Success

### Student Success Summary

- 2024 ELA SBAC results demonstrate an increase of 2% of students scoring level 3 or 4 when compared to 2023 results. The percentage of students scoring level 3 or 4 on the 2024 ELA SBAC is 4% above the district average. The percentage of students scoring level 3 or 4 on the 2024 SBAC is 19% higher than similar schools
- 6 students partaking in the ACCESS assessment scored 4.5 or higher the score required to exit the EL program. 4 Additional students in grade 5 who participated in the 2024 ACCESS assessment scored at the level required to exit the EL program.
- iReady Reading diagnostic indicated an increase from 77% median percent progress to 115% from MOY to EOY.
- iReady Reading diagnostic for mid, above to early on grade level increased from 41% at MOY to 54% at EOY
- iReady Math diagnostic indicated an increase from 63% median percent progress to 115% from MOY to EOY
- iReady Math diagnostic for mid, above to early on grade level increased from 34% at MOY to 51% at EOY.

### Student Success Strengths

- 2024 ELA SBAC results demonstrate an increase of 2% of students scoring level 3 or 4 when compared to 2023 results. The percentage of students scoring level 3 or 4 on the 2024 ELA SBAC is 4% above the district average. The percentage of students scoring level 3 or 4 on the 2024 SBAC is 19% higher than similar schools
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- iReady Math diagnostic for mid, above to early on grade level increased from 34% at MOY to 51% at EOY.

### Problem Statements Identifying Student Success Needs

**Problem Statement 1 (Prioritized):** A review of iReady diagnostic data indicates that 20% of students, kindergarten through fifth grade, are reading on or above grade level.  
**Critical Root Cause:** \* Lack of structures that focus on habits and dispositions in the classroom and schoolwide \* Lack of fidelity to standards-based curriculum \* Limited knowledge of the science of reading \* Inconsistent use of formative assessment to drive student learning and instructional practice

# Adult Learning Culture

## Adult Learning Culture Summary

- Systematic, Guaranteed PLC Process
  - Consistent, ongoing professional development for new supports (i.e. iReady). –
  - Incorporation of PDSA cycles (grade level and schoolwide)
  - Consistently providing opportunities through the sharing of books, webinars, articles, videos on best instructional practices
  - Mentor Teacher Program
- 
- Consistent use of assessment data for backwards planning of instructions and for targeted interventions

## Adult Learning Culture Strengths

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  - Mentor Teacher Program
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- Consistent use of assessment data for backwards planning of instructions and for targeted interventions

## Problem Statements Identifying Adult Learning Culture Needs

**Problem Statement 1 (Prioritized):** A review of the data indicates that staff learning is not consistently impacting student learning to the desired degree, due to lack of support and time to reflect on practices. In addition, positive habits and dispositions are not evident in all learning environments.

**Critical Root Cause:** \* Insufficient time to complete the PDSA cycle. Multiple and changing initiatives by the district over the past 3-5 years have made it difficult to increase teacher capacity in any single initiative. A limited repertoire of behavior management strategies to address student needs. Reflection and correction of practices that yield limited progress.

# Connectedness

## Connectedness Summary

According to the 23-24 School Climate survey:

- 84% of students believe the school are very clear at their school
- 87% of students believe teacher and staff at school trust them to make good choice
- 76% of students agree or strongly agree that at least one teacher understands their needs
- 89% of student agree or strongly agree that at least one teacher understands their strengths
- 85 of students feel like they are part of the school
- 85% of students are happy to be at school
- All these measures exceed District averages.

## Connectedness Strengths

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- 76% of students agree or strongly agree that at least one teacher understands their needs
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- All these measures exceed District averages.

## Problem Statements Identifying Connectedness Needs

**Problem Statement 1 (Prioritized):** As evidenced by Maxwell's attendance data for the 23-24 school year, 2% of students are severely chronically absent and 15% of students are chronically absent.

**Critical Root Cause:** \* Working families lacking flexibility to accommodate for adjusted schedules \* Potential perception on the part of families that other priorities such as siblings care taking for younger siblings takes precedence over attending school

# Priority Problem Statements

**Problem Statement 1:** A review of iReady diagnostic data indicates that 20% of students, kindergarten through fifth grade, are reading on or above grade level.

**Critical Root Cause 1:** \* Lack of structures that focus on habits and dispositions in the classroom and schoolwide \* Lack of fidelity to standards-based curriculum \* Limited knowledge of the science of reading \* Inconsistent use of formative assessment to drive student learning and instructional practice

**Problem Statement 1 Areas:** Student Success

**Problem Statement 2:** A review of the data indicates that staff learning is not consistently impacting student learning to the desired degree, due to lack of support and time to reflect on practices. In addition, positive habits and dispositions are not evident in all learning environments.

**Critical Root Cause 2:** \* Insufficient time to complete the PDSA cycle. Multiple and changing initiatives by the district over the past 3-5 years have made it difficult to increase teacher capacity in any single initiative. A limited repertoire of behavior management strategies to address student needs. Reflection and correction of practices that yield limited progress.

**Problem Statement 2 Areas:** Adult Learning Culture

**Problem Statement 3:** As evidenced by Maxwell's attendance data for the 23-24 school year, 2% of students are severely chronically absent and 15% of students are chronically absent.

**Critical Root Cause 3:** \* Working families lacking flexibility to accommodate for adjusted schedules \* Potential perception on the part of families that other priorities such as siblings care taking for younger siblings takes precedence over attending school

**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 - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Formative and summative reviews

## Accountability Data

- State assessment performance report
  - Nevada Report Card data, SBAC, iReady, MAP, ACCESS

## Student Data: Assessments

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

## Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Special education
- At-risk
- EL
- Homeless data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Social Emotional Learning
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends
- School safety data

## Employee Data

- Staff surveys and/or other feedback



- Professional learning communities (PLC) data
- School leadership data
- Teacher evaluation
- 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
- Communications data
- Capacity building resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

Revised/Approved: October 3, 2024

## Goal 1: Student Success

Aligns with District Priority



**Annual Performance Objective 1:** One hundred percent of students grades K-5 will meet their typical growth target in reading on the third iReady Diagnostic. 30% 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 grades K-5 will meet their typical growth target in math on the third iReady Diagnostic. 30% 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.

Providing professional development on best practices for implementing iReady personalized path into daily instruction.

- \* Educating parents on the benefits and ways they can support their child(ren) with iReady.
- \* Weekly review of student usage, lesson passage rate, and growth.
- \* Continuous sharing of best practices through the PLC process utilizing Guiding Coalition format for collaboration.
- \* Use of reflection data during the PLC process.
- \* Developing strategies for students not meeting weekly goal.

**Evaluation Data Sources:** \* Student lesson tracker, weekly personalized instruction summary, master schedule

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1:</b> Improvement Strategy: iReady  * Providing professional development on best practices for implementing iReady personalized path into daily instruction. * Educating parents on the benefits and ways they can support their child(ren) with iReady. * Weekly review of student usage, lesson passage rate, and growth. * Continuous sharing of best practices through the PLC process. * Use of reflection data during the PLC process. * Developing strategies for students not meeting weekly goal.  <b>Formative Measures:</b> iReady BOY, MOY and EOY Diagnostic Assessments MyPath individual, class and school data monitoring <b>Position Responsible:</b> Teachers, EL/SPED Team, Administration  <b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk <b>- Evidence Level:</b> Promising <b>Problem Statements/Critical Root Causes:</b> Student Success 1	Status Check		
	Jan	Apr	June
			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Annual Performance Objective 1 Problem Statements:

Student Success
<b>Problem Statement 1:</b> A review of iReady diagnostic data indicates that 20% of students, kindergarten through fifth grade, are reading on or above grade level. <b>Critical Root Cause:</b> * Lack of structures that focus on habits and dispositions in the classroom and schoolwide * Lack of fidelity to standards-based curriculum * Limited knowledge of the science of reading * Inconsistent use of formative assessment to drive student learning and instructional practice

## Goal 2: Connectedness

Aligns with District Priority



**Annual Performance Objective 1:** The percentage of students identified as chronically absent in the 24-25 school year will decrease by 4% when compared to the 23-24 percent identified as chronically absent.


**Evaluation Data Sources:** \* Attendance Tracking Sheet


\* FACE school representative to plan and schedule events


\* Community contributions to create incentives for families with student having improved, perfect to near perfect attendance


\* Inclusion of Truancy Officer in Leadership/Progressive Discipline meetings

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1:</b> Improvement Strategy: * PBIS * Use historical data to identify students who are at risk for chronic absenteeism. * Conduct bi-weekly reviews of attendance to identify students with 2-3 consecutive absences, with 10% or more absent days, and with more than one unverified absence. * Form an attendance team to coordinate efforts to develop individualized attendance contracts/agreement with students identified through bi-weekly attendance reviews. * Establish process/protocol for teachers to communicate with attendance team regarding student absences. * Establish process/protocol for communicating with families regarding student absences in a timely manner. * Match each at-risk student with staff member based on factors such as personality, background and availability. * Celebrate achievements with students and families related to improved attendance.  <b>Formative Measures:</b> BIG Reports, Daily Attendance measures <b>Position Responsible:</b> Teachers, Staff, Administration, District Supports  <b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk <b>- Evidence Level:</b> Moderate <b>Problem Statements/Critical Root Causes:</b> Connectedness 1	Status Check		
	Jan	Apr	June
			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

### Annual Performance Objective 1 Problem Statements:

### Connectedness

**Problem Statement 1:** As evidenced by Maxwell's attendance data for the 23-24 school year, 2% of students are severely chronically absent and 15% of students are chronically absent. **Critical Root Cause:** \* Working families lacking flexibility to accommodate for adjusted schedules \* Potential perception on the part of families that other priorities such as siblings care taking for younger siblings takes precedence over attending school


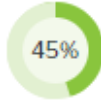




### Goal 3: Adult Learning Culture

Aligns with District Priority

#### Annual Performance Objective 1: Adult Learning Culture

Classroom walkthroughs will indicate at least 75% of teachers consistently implement the four components of Teacher Clarity (clarity of organization, clarity of explanation, clarity of examples and guided practice and clarity of assessment of student learning).

**Evaluation Data Sources:** Teacher Clarity plans, digital walk-through documentation

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1:</b> Improvement Strategy: * PLC * Create a master schedule with specific time allotted for weekly planning. * Develop a schedule for weekly meeting for guiding coalition team to recap bright spots and opportunities for growth with each grade level * Provide professional learning to all instructional staff multiple times throughout the school year. * Utilize the Teacher Clarity Focus Walk through form (digital) to monitor the incorporation of Teacher Clarity in daily instruction. * Learning intentions and success criteria will be utilized in all classrooms for both ELA and mathematics.  <b>Formative Measures:</b> Digital walk-through form <b>Position Responsible:</b> Administration and Classroom teachers  <b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk <b>- Evidence Level:</b> Moderate <b>Problem Statements/Critical Root Causes:</b> Adult Learning Culture 1	Status Check		
	Jan	Apr	June
			
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>			

#### Annual Performance Objective 1 Problem Statements:

Adult Learning Culture
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# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Sharisse Crowe	FACE	Title I	