

Washoe County School District

Lincoln Park Elementary School

2024-2025 School Performance Plan

Classification: 1 Star School

Distinction Designations:
Title I



Mission Statement

*We the staff, students, and community of Lincoln Park Elementary School will educate the whole child and build a lifelong love of learning.
We can, and will ROAR.*

Vision

Where Lions Grow with the Pride

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

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Comprehensive Needs Assessment

Student Success

Student Success Summary

Lincoln Park historically has a high percentage of English Language Learners, several of which are new to the country. By June 2024, our goal was for our EL students will increase proficiency on the WIDA ACCESS assessment by increasing the number of students showing 0.5 overall growth from 29% to 35%. Based on the ACCESS growth trajectory that predicts the number of students that will earn a scaled score that is associated with exiting the EL designation, all grade levels have increased within this area.

Student Success Strengths

PLC Meetings among grade levels are established and work focuses on continuous cycles of instruction.

ELA interventions are focused using intervention programs that are effective, and data driven.

Strategic and purposeful scheduling across grade levels.

Implementation of the ELD Site Facilitator and EL Teachers among all grade levels with effective co-planning opportunities.

Strong foundations for MTSS that focuses on individual student academic needs.

Schoolwide focus of EL Strategies within the classroom utilizing ELlevation.

Implementation of Academic Conversations between students.

Focus on academic vocabulary across all grade levels.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Overall, ELA proficiency has decreased from 24% to 22% from 2023 to 2024 on the SBAC assessment. Overall, Math proficiency has decreased from 18% to 14% from 2023 to 2024 on the SBAC assessment. **Critical Root Cause:** Lack of effective Tier I instruction, that provides the opportunity to demonstrate mastery of grade level standards, will increase overall proficiency across 3rd through 5th grades. Engagement Strategies and Differentiation differ across grade levels. Lack of Academic Conversations between students. Lack of focus on academic vocabulary to support.

Adult Learning Culture

Adult Learning Culture Summary

During the 2023-2024 School Year, Lincoln Park Elementary School focused on implementing a structured PLC cycle where all teachers meet together, with a focus on student growth towards targeted grade level standards. The goal of these PLCs is to address student weaknesses and target instruction towards proficiency. Last school year, we worked to develop this process and will continue with the implementation of these PLCs in the current school year.

Adult Learning Culture Strengths

Lincoln Park Elementary School teachers meet weekly in the mornings for PLCs outside of normal team planning and prep time. These PLC meetings are focused and aligned to grade level standards. All teachers attend and actively participate in these meetings. These meetings have also given the teachers the opportunity collaborate with EL and SPED teachers to implement a variety of strategies into their teaching. Meetings are data driven.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Overall ELA proficiency for students receiving EL services has decreased from 12% to 5% from 2023 to 2024 on the SBAC assessment. Overall math proficiency for students receiving EL services has decreased from 13% to 8% from 2023 to 2024 on the SBAC assessment. **Critical Root Cause:** Lack of focus on EL Strategies within the classroom. Lack of Academic Conversations between students. Lack of focus on academic vocabulary to support EL learners. EL focus across grade levels became stagnant.

Connectedness

Connectedness Summary

Lincoln Park Elementary School has, historically, struggled with chronic absenteeism. This area was a major weakness during the 2023-2024 school year where chronic absenteeism rose from 18% to 27%. A variety of factors contributed to this change including transiency, parent communication and a lack of interventions.

Connectedness Strengths

Lincoln Park Elementary School has already worked in the 2024-2025 school year to implement changes to correct chronic absenteeism. The attendance team is making daily phone calls to families regarding absences and working to better explain the district's attendance policies. Additionally, we have worked to implement more Tier I interventions to encourage and reward consistent attendance. We also have new Tier II and Tier III processes, attending parent teacher conferences, home visits, contacting families every day, for addressing chronically absent students.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Overall Chronic Absenteeism for students Kindergarten through 5th grade was 27% for the 2023-2024 school year. Students identified in the subgroup CIT had an overall chronic absenteeism of 43%, the highest of all subgroups. Student engagement during the 2023-2024 school year was effected due to lack of exposure to Tier I due to absences. **Critical Root Cause:** Lack of Tier I practices for attendance. Lack of strong Tier II and Tier III attendance interventions.

Priority Problem Statements

Problem Statement 1: Overall, ELA proficiency has decreased from 24% to 22% from 2023 to 2024 on the SBAC assessment. Overall, Math proficiency has decreased from 18% to 14% from 2023 to 2024 on the SBAC assessment.

Critical Root Cause 1: Lack of effective Tier I instruction, that provides the opportunity to demonstrate mastery of grade level standards, will increase overall proficiency across 3rd through 5th grades. Engagement Strategies and Differentiation differ across grade levels. Lack of Academic Conversations between students. Lack of focus on academic vocabulary to support.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Overall ELA proficiency for students receiving EL services has decreased from 12% to 5% from 2023 to 2024 on the SBAC assessment. Overall math proficiency for students receiving EL services has decreased from 13% to 8% from 2023 to 2024 on the SBAC assessment.

Critical Root Cause 2: Lack of focus on EL Strategies within the classroom. Lack of Academic Conversations between students. Lack of focus on academic vocabulary to support EL learners. EL focus across grade levels became stagnant.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Overall Chronic Absenteeism for students Kindergarten through 5th grade was 27% for the 2023-2024 school year. Students identified in the subgroup CIT had an overall chronic absenteeism of 43%, the highest of all subgroups. Student engagement during the 2023-2024 school year was effected due to lack of exposure to Tier I due to absences.

Critical Root Cause 3: Lack of Tier I practices for attendance. Lack of strong Tier II and Tier III attendance interventions.

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

- School goals
- Prior year improvement plans - Performance objectives (SMART goals)

Accountability Data

- State assessment performance report

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. 50% 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. 50% 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: iReady Diagnostic tool

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: iReady Conduct weekly reviews of student usage and lesson passage with the goal of students passing 3 or more reading and 3 or more math lessons each week. Develop master schedule with specific time allocated for students to complete iReady Personalized Path lessons. Create an incentive program/system to support students in meeting weekly lesson passage goals. Students will utilize a lesson data tracker to monitor Personalized Path Lesson passage. Formative Measures: Data chats, testing schedule, percentage tested, student pledge, Diagnostic Growth Report, Weekly Personalized Instruction Summary Position Responsible: Classroom Teachers, Dean of Students, Principal. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - 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	Status Check		
	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Annual Performance Objective 1 Problem Statements:

Student Success
Problem Statement 1: Overall, ELA proficiency has decreased from 24% to 22% from 2023 to 2024 on the SBAC assessment. Overall, Math proficiency has decreased from 18% to 14% from 2023 to 2024 on the SBAC assessment. Critical Root Cause: Lack of effective Tier I instruction, that provides the opportunity to demonstrate mastery of grade level standards, will increase overall proficiency across 3rd through 5th grades. Engagement Strategies and Differentiation differ across grade levels. Lack of Academic Conversations between students. Lack of focus on academic vocabulary to support.

Goal 2: Adult Learning Culture
Aligns with District Priority

Annual Performance Objective 1: Classroom walk-throughs 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, clarity of assessment of student learning)

Evaluation Data Sources: Walk Through Data, Professional Learning Communities (PLCs)

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: PLC Create the master schedule with specific time allotted for weekly PLC meetings. A member of the administrative team or instructional coach will be present at all PLC meetings to lead the collaboration around Teacher Clarity. Within PLC meeting, teachers will collaborate to define clear learning intentions for daily lessons across all subject areas, aligned with curriculum standards and student needs. Lesson plans will identify formative assessments that will be used to inform and adjust instruction. Formative Measures: PLC agendas, lesson plans, formative assessment data Position Responsible: Classroom Teachers, Dean of Students, Principal. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - 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: Adult Learning Culture 1	Status Check		
	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Overall ELA proficiency for students receiving EL services has decreased from 12% to 5% from 2023 to 2024 on the SBAC assessment. Overall math proficiency for students receiving EL services has decreased from 13% to 8% from 2023 to 2024 on the SBAC assessment. Critical Root Cause: Lack of focus on EL Strategies within the classroom. Lack of Academic Conversations between students. Lack of focus on academic vocabulary to support EL learners. EL focus across grade levels became stagnant.

Goal 3: 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 10% when compared to the 23-24 percent identified as chronically absent.

Evaluation Data Sources: Infinite Campus(IC), BIG data, Weekly Attendance Reports.

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Family Engagement Develop a comprehensive outreach campaign to inform families about the importance of regular attendance and the potential consequences of chronic absenteeism. Utilize various communication channels such as email, newsletters, phone calls and social media platforms to reach out to parents. Organize workshops and information sessions specifically designed for parents/guardians to educate them on the importance of attendance and provide strategies for improving their child' attendance. Collaborate with families to develop individualized attendance plans for students at risk of chronic absenteeism. Create and implement a system of incentives and recognition for students and families who demonstrate improved attendance. Conduct home visits for students who are at risk of chronic absenteeism. Formative Measures: Attendance records, event attendance, home visit data, individualized attendance plans for students with 3+ absences. Position Responsible: Teachers, Counselor, FACE Liaison, Dean of Students, Principal. Schoolwide and Targeted Assistance Title I Elements: 4.1, 4.2 - 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: Connectedness 1	Status Check		
	Jan	Apr	June

0%

No Progress

100%

Accomplished

→

Continue/Modify

✗

Discontinue

Annual Performance Objective 1 Problem Statements:

Connectedness

Problem Statement 1: Overall Chronic Absenteeism for students Kindergarten through 5th grade was 27% for the 2023-2024 school year. Students identified in the subgroup CIT had an overall chronic absenteeism of 43%, the highest of all subgroups. Student engagement during the 2023-2024 school year was effected due to lack of exposure to Tier I due to absences. **Critical Root Cause:** Lack of Tier I practices for attendance. Lack of strong Tier II and Tier III attendance interventions.