

# **Washoe County School District**

## **Bernice Mathews Elementary School**

### **2024-2025 School Performance Plan**

**Classification: 2 Star School**

**Distinction Designations:**  
Title I



# Mission Statement

Together we will educate and inspire the whole child to SHINE at school, at home, and in our community.

## Vision

Together, we build a strong foundation for our students to shine to their full potential, embrace a growth mindset, and courageously tackle any challenge that comes their way.

## 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/report/profile\\_1?reportID=profile\\_1&scope=e21.y20&organization=65447&](https://nevadareportcard.nv.gov/di/report/profile_1?reportID=profile_1&scope=e21.y20&organization=65447&)

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# Comprehensive Needs Assessment

Revised/Approved: June 12, 2024

## Student Success

### Student Success Summary

Mathews Elementary School students produced across the board overall increases in multiple areas. Significant improvements were noted in the areas of proficiency and adequate growth percentiles in both ELA and Math. Students in subgroup populations increased in growth as well.

#### ELA

Students' overall proficiency on ELA SBAC increased from 21% to 31%.

Students' overall Student Growth Percentile increased from 41% to 52%

#### MATH

Students' overall proficiency on Math SBAC increased from 16% to 26%

Students' overall Student Growth Percentile increased from 40% to 58%

#### ACCESS

Students meeting adequate growth percentile increased from 34% to 43%

### Student Success Strengths

#### ELA

Students' overall proficiency on ELA SBAC increased from 21% to 31%.

Students' overall Student Growth Percentile increased from 41% to 52%

#### MATH

Students' overall proficiency on Math SBAC increased from 16% to 26%

Students' overall Student Growth Percentile increased from 40% to 58%

#### ACCESS

Students meeting adequate growth percentile increased from 34% to 43%

Chronic Absenteeism is less than 10%

### **Problem Statements Identifying Student Success Needs**

**Problem Statement 1 (Prioritized):** a) Only 52% of our students are making expected growth on SBAC ELA. b) Only 31% of students are proficient on the SBAC in ELA.

**Critical Root Cause:** 1. Tier 1 instructional capacity across the school needs to be continuously developed and supported due to the number of novice teachers and teachers with less than 5 years of experience. 2. Students have learning gaps and/or are behind in their learning. 3. A significant number of students are English Language Learners and require more time to learn the language and the content.

# Adult Learning Culture

## Adult Learning Culture Summary

Out of our 33 certified instructional staff, 3 are first year teachers, 6 are 2nd year teachers, and 15 have less than 5 years of teaching experience. After teachers have been developed into effective/highly effective professionals, they often can procure employment at schools with less challenges and thus we grow leaders who can shine in other schools. Therefore, we consistently are hiring and training novice teachers.

We have worked closely with TNTP over the years to develop strong systems of collaboration, and work to build teacher capacity quickly. Our PLCs are strong and supported by instructional leaders in the school. Professional development has been focused on needs and provided to staff throughout the year.

## Adult Learning Culture Strengths

- Well-Functioning Professional Learning Communities (PLCs)
- Strong culture of collaboration, trust and effort to improve
- Knowledgeable staff members, eager to learn and share knowledge

## Problem Statements Identifying Adult Learning Culture Needs

**Problem Statement 1 (Prioritized):** There is inconsistent implementation of rigorous grade-level instruction across teachers at Mathews. Tier 1 instructional capacity across the school needs to be continuously developed and supported due to the number of novice teachers and teachers with less than 5 years of experience integrating with established teachers.

**Critical Root Cause:** \* Teachers require more frequent specific feedback regarding instruction \* Teachers require support in scaffolding appropriately so all students can access Tier 1 instruction \* Curricular expectations are complex and challenging; staff needs PLC time to break down curricula and standards. Staff needs time for collaborative planning and preparation for all subject areas \* Students have learning gap

# Connectedness

## Connectedness Summary

Teachers and staff report an increase in overall happiness, feelings of support, and leadership through the Insight Survey. We have met multiple goals around our Parent Involvement. There are many families very engaged in their student's educational process and many families who don't engage. Attempts to provide more opportunities at varying times a day for Parent University events, school wide events, Parent Teacher Home Visits have increased our number of overall engaged families by a small amount, but they have deepened the connections with those active families. Families who are navigating many demands on their time are best reached through digital means.

## Connectedness Strengths

- Staff perceptions of leadership, and overall school climate and culture have increased on the Insight Survey.
- Student perceptions of safety and positive climate & culture
- Sunshine Committee
- PBIS Committee/SEL
- Communities in Schools Coordinator
- Established Parent Teacher Home Visit Program

## Problem Statements Identifying Connectedness Needs

**Problem Statement 1 (Prioritized):** Not every parent or guardian engages with their child's teacher through regular communication, attendance to parent teacher conferences, utilization of access to the Parent Portal on Infinite Campus. **Critical Root Cause:** a) Staff communication to parents about educational supports are not reaching parents effectively; b) Parents have been unable to attend Parent University Classes or other events c) Parents feel lack of confidence in their understanding of content; d) Parents are not aware of other engagement techniques they can employ when unable to physically participate in school activities.

# Priority Problem Statements

**Problem Statement 1:** a) Only 52% of our students are making expected growth on SBAC ELA. b) Only 31% of students are proficient on the SBAC in ELA.

**Critical Root Cause 1:** 1. Tier 1 instructional capacity across the school needs to be continuously developed and supported due to the number of novice teachers and teachers with less than 5 years of experience. 2. Students have learning gaps and/or are behind in their learning. 3. A significant number of students are English Language Learners and require more time to learn the language and the content.

**Problem Statement 1 Areas:** Student Success

**Problem Statement 2:** There is inconsistent implementation of rigorous grade-level instruction across teachers at Mathews. Tier 1 instructional capacity across the school needs to be continuously developed and supported due to the number of novice teachers and teachers with less than 5 years of experience integrating with established teachers.

**Critical Root Cause 2:** \* Teachers require more frequent specific feedback regarding instruction \* Teachers require support in scaffolding appropriately so all students can access Tier 1 instruction \* Curricular expectations are complex and challenging; staff needs PLC time to break down curricula and standards. Staff needs time for collaborative planning and preparation for all subject areas \* Students have learning gap

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

**Problem Statement 3:** Not every parent or guardian engages with their child's teacher through regular communication, attendance to parent teacher conferences, utilization of access to the Parent Portal on Infinite Campus.

**Critical Root Cause 3:** a) Staff communication to parents about educational supports are not reaching parents effectively; b) Parents have been unable to attend Parent University Classes or other events c) Parents feel lack of confidence in their understanding of content; d) Parents are not aware of other engagement techniques they can employ when unable to physically participate in school activities.

**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
- 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

## Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Early reading assessment results

## Student Data: Student Groups

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

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

## Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- School leadership data
- Evaluation(s) of professional development implementation and impact

**Parent/Family/Community Data**

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

**Support Systems and Other Data**

- Organizational structure data
- Master schedule

# Goals


## **Goal 1: Student Success**


**Aligns with District Priority**


**Annual Performance Objective 1:** On ELA SBAC, increase the Student Growth Percentile from 52% to 60% by 2026. Grow ELA SBAC overall proficiency from 31% to 41% by 2026.


**Evaluation Data Sources:** NSPF data, SBAC

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1: iReady</b>  Action Steps * Develop walk-through schedule with area of focus for each week. * Revise walk-through form to target non-negotiables * Implement walk-through system that includes a process for teachers to access immediate feedback. * Assistant Principal and EL Coach to develop system/schedule/structure for providing instructional coaching. * Schedule and implement staff instructional rounds/peer walk-throughs. * EL Coach and Special Ed teachers participate in grade level PLCs and planning sessions * Continue PLC structure * Implement iReady with fidelity * Mentor teachers provide support and mentoring for novice teachers * Implement Phonics Professional learning and increase systemic phonics instruction in all grade levels (UFLI) Continue implementing GLAD and Elevation Strategy professional learning opportunities  <b>Formative Measures:</b> iReady data reports MAP scores <b>Position Responsible:</b> Principal Assistant Principal ELD Coach Grade Level Facilitators Mentors Teachers  <b>Student Groups This Strategy Targets:</b> FRL, EL, Chronically Absent - <b>Evidence Level:</b> Promising <b>Problem Statements/Critical Root Causes:</b> Student Success 1	Status Check		
	Jan	Apr	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Annual Performance Objective 1 Problem Statements:





Student Success
<b>Problem Statement 1:</b> a) Only 52% of our students are making expected growth on SBAC ELA. b) Only 31% of students are proficient on the SBAC in ELA. <b>Critical Root Cause:</b> 1. Tier 1 instructional capacity across the school needs to be continuously developed and supported due to the number of novice teachers and teachers with less than 5 years of experience. 2. Students have learning gaps and/or are behind in their learning. 3. A significant number of students are English Language Learners and require more time to learn the language and the content.

**Goal 2: Adult Learning Culture**  
Aligns with District Priority

**Annual Performance Objective 1:** 100% of students will make typical growth on iReady diagnostic assessment from the beginning of the year to the end of the year diagnostic windows.

**Evaluation Data Sources:** iReady Diagnostic data reports

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1:</b> Walk Throughs and Instructional Rounds Promising Evidence  Action Steps * Develop walk-through schedule with area of focus for each week. * Revise walk-through form * Implement walk-through system that includes a process for teachers to access immediate feedback. * Learning Facilitator, and EL Coach to develop system/schedule/structure for providing instructional coaching. * Schedule and implement staff instructional rounds/peer walk-throughs. * EL Coach and Special Ed teachers participate in grade level PLCs and planning sessions. * iReady * Continue PLC structure * Coach to assist in development of student/class data binders * School administrators and coaches will conduct walk-throughs of each classroom and provide documented feedback regularly. Teachers will participate in Instructional Rounds observing each other and providing feedback.  <b>Formative Measures:</b> * Completed Walk-Through Forms * District Common Formative Assessments * PLC-developed common assessments * MAP and iReady Data  <b>Position Responsible:</b> Principal, Assistant Principal, & EL Coach Instructional Rounds- All teaching staff to participate  <b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities - <b>Evidence Level:</b> Promising <b>Problem Statements/Critical Root Causes:</b> Adult Learning Culture 1	Status Check		
	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture
<p><b>Problem Statement 1:</b> There is inconsistent implementation of rigorous grade-level instruction across teachers at Mathews. Tier 1 instructional capacity across the school needs to be continuously developed and supported due to the number of novice teachers and teachers with less than 5 years of experience integrating with established teachers. <b>Critical Root Cause:</b> * Teachers require more frequent specific feedback regarding instruction * Teachers require support in scaffolding appropriately so all students can access Tier 1 instruction * Curricular expectations are complex and challenging; staff needs PLC time to break down curricula and standards. Staff needs time for collaborative planning and preparation for all subject areas * Students have learning gap</p>

**Goal 3:** Connectedness: 90% of families will be connected to the school Class Dojo system, and will use the app regularly to receive updates, information, and communication with teaching staff.

**Aligns with District Priority**





**Annual Performance Objective 1:** Connectedness: 90% of families will be connected to the school Class Dojo system, and will use the app regularly to receive updates, information, and communication with teaching staff.

**Evaluation Data Sources:** Class Dojo Reports and messages

Leadership Team Microsoft Form Survey

Parent Teacher Conference Attendance

Improvement Strategy 1 Details		Status Checks		
<b>Improvement Strategy 1:</b> Parent University Promising Evidence  Action Steps  * Provide stronger encouragement to complete the Climate Survey * Set computers and iPads up in the lobby for parents to complete survey when the visit the school * Provide incentives for parents to attend Parent Teacher Conferences * Provide optional homework opportunities for students * Increase the number of parent engagement academic opportunities and vary the times of day they are offered * Encourage more sign ups for the Homevisit program. Offer a "Super Saturday" Event 3 times a year. * Increase number of teachers trained in Home visiting to actually complete a home visit * Revisit purpose and structure of schoolwide PBIS system with staff * Ensure that the PBIS Expectation Posters are hung in all classrooms and other environments (i.e., cafeteria, hall, etc.) * Revise Parent University Schedule to include more events at varying times a day * Teach SEL Curriculum -Hold Parent Sessions at Back to School Night that will teach and support parent use of communication app, Class Dojo, and Infinite Campus Parent Portal. - Send Connect Ed messages to inform parents of Connectedness goals -Provide class incentives for reaching 100% connectedness on Dojo  <b>Formative Measures:</b> * Number of completed survey responses * Number of completed homevisits * Number and varying schedule of family educational events offered * Percentage of parents who attend Parent Teacher Conferences - Percentage of parents who interact on Class Dojo on a quarterly basis to monitor connectedness  <b>Position Responsible:</b> Principal, Assistant Principal, Counselor, Communities in Schools Coordinator, PBIS Committee, Family Event Committees, teaching staff  <b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - <b>Evidence Level:</b> Promising  <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:** Not every parent or guardian engages with their child's teacher through regular communication, attendance to parent teacher conferences, utilization of access to the Parent Portal on Infinite Campus. **Critical Root Cause:** a) Staff communication to parents about educational supports are not reaching parents effectively; b) Parents have been unable to attend Parent University Classes or other events c) Parents feel lack of confidence in their understanding of content; d) Parents are not aware of other engagement techniques they can employ when unable to physically participate in school activities.