

**Washoe County School District**  
**Alice Smith Elementary School**  
**2024-2025 School Performance Plan**

**Classification: 1 Star School**

**Distinction Designations:**  
Title I

# Mission Statement

It is our mission at Alice Smith Elementary to ensure high levels of learning and growth for each student within a positive atmosphere.

## Vision

To foster an inclusive and supportive learning environment where every student at Alice Smith experiences significant academic growth and personal development. We will promote a positive environment that all students feel safe and excited to come to school each day!

## 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 (Add a link to the school's School Rating Report.)

[https://nevadareportcard.nv.gov/DI/nv/washoe/alice\\_smith\\_elementary/2024](https://nevadareportcard.nv.gov/DI/nv/washoe/alice_smith_elementary/2024)

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# Comprehensive Needs Assessment

## Student Success

### Student Success Summary

At Alice Smith we continue to refine and support our practice with high expectations for all students. For the 2024-2025 school year we are consistently implementing grade level common planning and data reflection to support all students. Students also participate in a scheduled time of "what I need" support which supports each student learner.

### Student Success Strengths

Teachers are utilizing and implementing district required curriculum.

Teachers believe having high standards for tier 1 will improve student learning.

All students are engaged in Tier 1 instruction for ELA and Math.

### Problem Statements Identifying Student Success Needs

**Problem Statement 1 (Prioritized):** Our students proficiency levels are down in both areas of Math and ELA. ELA proficiency for the school was 27.3% (3rd 16%, 4th 29%, 5th 37%). Math proficiency for the school was 23.6% (3rd 20%, 4th 28%, 5th 23%). **Critical Root Cause:** Level of rigorous instruction across all content areas in all classrooms. Common planning and data discussion. Students aren't consistently involved in goal setting towards proficiency. Students entering grade level with significant gaps.

# Adult Learning Culture

## Adult Learning Culture Summary

At Alice Smith our adult learning culture includes a collaborative PLC time that is designated every Wednesday to analyze student assessment data. The teachers are involved in regular professional development to improve student learning and outcomes. The professional development they engage in is based off of student and school wide data. The teachers instructional day is planned through a school wide master schedule.

## Adult Learning Culture Strengths

Provided learning opportunities for staff (ex. teacher led PD, observations).

PLCs continue to grow and become tighter with collegiality and pacing.

Instructional day is planned through a school wide master schedule.

## Problem Statements Identifying Adult Learning Culture Needs

**Problem Statement 1 (Prioritized):** All staff need to be on the same page and receive the same professional learning focusing on tier 1 instruction. **Critical Root Cause:** All staff has received different training. Staff is not familiar with different components of current curriculum and interventions. Learning walks with admin needs to be calibrated so feedback is consistent.

# Connectedness

## Connectedness Summary

At Alice Smith we need to have a focus on the work in the area of reducing chronic absenteeism. Regular communication to family school connection should be an area of need as well as intervening early for students that are missing instruction.

## Connectedness Strengths

Increased parent attendance letters for awareness of missed days.

Increased attendance to parent events.

Students believe their teachers believe in them.

## Problem Statements Identifying Connectedness Needs

**Problem Statement 1 (Prioritized):** Chronic absenteeism is at 19.9% and Severely Chronically Absenteeism is at 4.07%. **Critical Root Cause:** Difficult to provide access to services to families specifically with mental health resources. Transportation continues to be a concern. Student behaviors increased and are more challenging-interfering with learning outcomes. Social emotional learning strategies are lacking.

# Priority Problem Statements

**Problem Statement 1:** Our students proficiency levels are down in both areas of Math and ELA. ELA proficiency for the school was 27.3% (3rd 16%, 4th 29%, 5th 37%). Math proficiency for the school was 23.6% (3rd 20%, 4th 28%, 5th 23%).

**Critical Root Cause 1:** Level of rigorous instruction across all content areas in all classrooms. Common planning and data discussion. Students aren't consistently involved in goal setting towards proficiency. Students entering grade level with significant gaps.

**Problem Statement 1 Areas:** Student Success

**Problem Statement 2:** All staff need to be on the same page and receive the same professional learning focusing on tier 1 instruction.

**Critical Root Cause 2:** All staff has received different training. Staff is not familiar with different components of current curriculum and interventions. Learning walks with admin needs to be calibrated so feedback is consistent.

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

**Problem Statement 3:** Chronic absenteeism is at 19.9% and Severely Chronically Absenteeism is at 4.07%.

**Critical Root Cause 3:** Difficult to provide access to services to families specifically with mental health resources. Transportation continues to be a concern. Student behaviors increased and are more challenging-interfering with learning outcomes. Social emotional learning strategies are lacking.

**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 - Actions and strategies
- Planning and decision-making committee minutes

## **Accountability Data**

- State assessment performance report
- Comprehensive, Targeted, and/or Additional Targeted Support data

## **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
- Local benchmark or common assessments data

## **Student Data: Student Groups**

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Special education
- At-risk
- EL
- Section 504 data
- Homeless data
- Foster
- 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

## **Employee Data**

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- School leadership data



- Professional development needs assessment data
- Teacher retention
- Administrator evaluation

#### **Parent/Family/Community Data**

- Parent/family surveys and/or other feedback
- Parent/family engagement, 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
- Study of best practices

# 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. 60% of students who are two or more grade levels below on the first reading diagnostic will meet their stretch growth target on the third diagnostic.

**Evaluation Data Sources:** iReady

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1:</b> iReady  School rewards for meeting goals Students self progress monitoring Prioritize minutes and classroom environment for iReady MyPath minutes.  <b>Formative Measures:</b> iReady, student self monitoring notes, school celebrations/rewards, master schedule  <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

0%

No Progress

100%

Accomplished

→

Continue/Modify

✗

Discontinue

**Annual Performance Objective 1 Problem Statements:**

Student Success
<b>Problem Statement 1:</b> Our students proficiency levels are down in both areas of Math and ELA. ELA proficiency for the school was 27.3% (3rd 16%, 4th 29%, 5th 37%). Math proficiency for the school was 23.6% (3rd 20%, 4th 28%, 5th 23%). <b>Critical Root Cause:</b> Level of rigorous instruction across all content areas in all classrooms. Common planning and data discussion. Students aren't consistently involved in goal setting towards proficiency. Students entering grade level with significant gaps.

Goal 1: Student Success

**Annual Performance Objective 2:** One hundred percent of students in grades K-5 will meet their typical growth target in math on the third iReady Diagnostic. 60% of students who are two or more grade levels below on the first math diagnostic will meet their stretch growth target on the third diagnostic.

Evaluation Data Sources: iReady

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1:</b> iReady  School rewards for meeting goals Students self progress monitoring Prioritize minutes and classroom environment for iReady MyPath minutes.  <b>Formative Measures:</b> iReady, student self monitoring notes, school celebrations/rewards, master schedule <b>Position Responsible:</b> Admin and Leadership Team  <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
<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 2 Problem Statements:

Student Success
<b>Problem Statement 1:</b> Our students proficiency levels are down in both areas of Math and ELA. ELA proficiency for the school was 27.3% (3rd 16%, 4th 29%, 5th 37%). Math proficiency for the school was 23.6% (3rd 20%, 4th 28%, 5th 23%). <b>Critical Root Cause:</b> Level of rigorous instruction across all content areas in all classrooms. Common planning and data discussion. Students aren't consistently involved in goal setting towards proficiency. Students entering grade level with significant gaps.

Goal 2: Adult Learning Culture  
Aligns with District Priority

Annual Performance Objective 1: 100% of certified staff will actively participate in ongoing professional learning focusing on tier 1 instruction planning and data analysis.

Evaluation Data Sources: Agendas, walk through forms

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1: PLC's</b>  Tier 1 differentiated instruction Vocabulary for all/Elevation strategies Observe other teachers during the instructional day Calibrated learning walks Teacher led professional development iReady training  <b>Formative Measures:</b> PD agendas, Teacher Clarity focus walk through forms, protocol and plan for teacher data analysis <b>Position Responsible:</b> Admin  <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><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>			

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture
<b>Problem Statement 1:</b> All staff need to be on the same page and receive the same professional learning focusing on tier 1 instruction. <b>Critical Root Cause:</b> All staff has received different training. Staff is not familiar with different components of current curriculum and interventions. Learning walks with admin needs to be calibrated so feedback is consistent.

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 from 19.9% to 9% when compared to the 23-24 school year.

**Evaluation Data Sources:** BIG Attendance Reports

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1:</b> Teacher Home Visits  Stallions poster to track 100% class attendance in each class with student voted reward Incentive Friday attendance Increased engagement with organized activities at recess Regularly address and intervene for absenteeism  <b>Formative Measures:</b> contracts/agreements, attendance reports, attendance review data, outreach communication, attendance process/protocols, home visit data <b>Position Responsible:</b> Admin and Home Visit Coordinator  <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

0%

No Progress

100%

Accomplished

→

Continue/Modify

✗

Discontinue

Annual Performance Objective 1 Problem Statements:

Connectedness
<b>Problem Statement 1:</b> Chronic absenteeism is at 19.9% and Severely Chronically Absenteeism is at 4.07%. <b>Critical Root Cause:</b> Difficult to provide access to services to families specifically with mental health resources. Transportation continues to be a concern. Student behaviors increased and are more challenging-interfering with learning outcomes. Social emotional learning strategies are lacking.