

Washoe County School District
Van Gorder Elementary School
2024-2025 School Performance Plan

Classification: 4 Star School



Mission Statement

We, the staff students, and families of Van Gorder Elementary School, will create a learning community that promotes high academic achievement, personal success, moral responsibility and the fulfillment of higher educational goals for 100% of our students. We Teach Kids!

Value Statement

http://nevadareportcard.nv.gov/DI/nv/washoe/van_gorder_elementary/2024

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Comprehensive Needs Assessment

Student Success

Student Success Summary

This year, Van Gorder Elementary made significant strides in improving student success, teacher development, and family engagement. In mathematics, the school implemented iReady for frequent assessment and progress monitoring, aiming to have 80% of students in Grades 3-5 meet or exceed SBAC Claim 1 standards. Early results showed strong progress, though professional development (PD) around iReady interventions needs to catch up to the set cycles. With additional resources like Fluency Flight and ongoing data tracking, the school plans to continue refining its approach to bridge learning gaps and support students' growth.

Student Success Strengths

The key strength in the Student Success area is the successful integration of frequent assessment cycles using iReady, which has allowed for timely tracking of both individual and group progress. Weekly reports on iReady usage and student success in lessons have enhanced data-driven decision-making. Teachers have begun to implement more targeted interventions based on this data, contributing to progress towards meeting Claim 1 standards of the Smarter Balanced Assessment Consortium (SBAC). Despite being the first year of iReady implementation, the consistent monitoring and sharing of performance data have created a strong foundation for future growth.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): A concern regarding students' performance in meeting the standards outlined in Claim 1 of the Smarter Balanced Assessment Consortium (SBAC) for mathematics remains. Claim 1 focuses on students' ability to demonstrate proficiency in understanding and applying mathematical concepts. Despite the curriculum's emphasis on mathematical skills, a number of our students do not meet standards. **Critical Root Cause:** Resource Constraints: Our school might lack adequate resources, such as SBAC aligned materials, interactive tools, and specialized math intervention programs, necessary to create an environment conducive to improving mathematical proficiency. Teacher Readiness: Disparities in teachers' familiarity with effective math teaching techniques and strategies may lead to inconsistent delivery.

Adult Learning Culture

Adult Learning Culture Summary

In terms of teacher development, the focus was on implementing strategies from the *Teacher Clarity Playbook* to improve communication of learning intentions and success criteria. Professional development sessions were well-received, though teachers felt more time was needed to dive deeper into the modules and collaborate with their peers. Observational learning and further PD will help sustain this growth next year.

Adult Learning Culture Strengths

In the Adult Learning Culture area, teachers have shown strong commitment to implementing the *Teacher Clarity Playbook* strategies, focusing on communicating learning intentions and success criteria more effectively. Professional Development (PD) sessions, presented in collaboration with RPDP, have been well-received, with staff actively engaging in the modules. The combination of early-release Wednesdays and dedicated PD days has provided an effective structure for ongoing learning. Additionally, there is a growing culture of collaboration, as teachers express interest in observing peers to strengthen their own practice and application of the Teacher Clarity strategies.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): At Van Gorder, there exists a challenge in effectively conveying learning intentions and success criteria to our students consistently across all content areas. Currently, students often lack a clear understanding of what they are expected to learn and how their progress will be evaluated. This communication gap hinders their ability to engage actively in their learning process. **Critical Root Cause:** Insufficient Student Involvement: If students are not given the opportunity to participate in setting their learning goals or reflecting on their progress, they might not feel a sense of ownership over their education. This can lead to a lack of motivation and a disconnect from the learning process. Inconsistent Communication Methods: There might be inconsistency in how they are communicated.

Connectedness

Connectedness Summary

Van Gorder worked to strengthen family engagement with iReady, aiming to build a stronger home-school partnership. Initial family surveys showed high awareness and support, and the school plans to continue refining its communication and resources to ensure families remain actively involved in their children's learning progress.

Connectedness Strengths

The Connectedness area has demonstrated considerable success in fostering family engagement with the iReady online program. Initial survey results showed strong awareness and willingness among families to support their children's use of iReady at home, with 84% of families indicating that they felt equipped to help. Teachers effectively used diagnostic results during parent-teacher conferences to share valuable data on student progress, further building this home-school connection. The focus on continuous communication and the integration of family feedback have strengthened the partnership between the school and families, supporting student academic achievement.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Over the past few years, we have had many more students that are chronically absent. While COVID factors and exclusions were a noted issue, since then, we continue to have families that do not meet the requirements to have absences excused (visiting a dr., etc.). **Critical Root Cause:** Families tend to be overly cautious in sending their students to school when they are sick given some past protocols around COVID mitigation. Along with this, when a parent is contacted about their child not feeling well, they are much more likely to pick them up for the day. Along with this, we are only able to excuse these absences with a Dr. note. Secondly, our CIT #'s have risen.

Priority Problem Statements

Problem Statement 1: A concern regarding students' performance in meeting the standards outlined in Claim 1 of the Smarter Balanced Assessment Consortium (SBAC) for mathematics remains. Claim 1 focuses on students' ability to demonstrate proficiency in understanding and applying mathematical concepts. Despite the curriculum's emphasis on mathematical skills, a number of our students do not meet standards.

Critical Root Cause 1: Resource Constraints: Our school might lack adequate resources, such as SBAC aligned materials, interactive tools, and specialized math intervention programs, necessary to create an environment conducive to improving mathematical proficiency. Teacher Readiness: Disparities in teachers' familiarity with effective math teaching techniques and strategies may lead to inconsistent delivery.

Problem Statement 1 Areas: Student Success

Problem Statement 2: At Van Gorder, there exists a challenge in effectively conveying learning intentions and success criteria to our students consistently across all content areas. Currently, students often lack a clear understanding of what they are expected to learn and how their progress will be evaluated. This communication gap hinders their ability to engage actively in their learning process.

Critical Root Cause 2: Insufficient Student Involvement: If students are not given the opportunity to participate in setting their learning goals or reflecting on their progress, they might not feel a sense of ownership over their education. This can lead to a lack of motivation and a disconnect from the learning process. Inconsistent Communication Methods: There might be inconsistency in how they are communicated.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Over the past few years, we have had many more students that are chronically absent. While COVID factors and exclusions were a noted issue, since then, we continue to have families that do not meet the requirements to have absences excused (visiting a dr., etc.).

Critical Root Cause 3: Families tend to be overly cautious in sending their students to school when they are sick given some past protocols around COVID mitigation. Along with this, when a parent is contacted about their child not feeling well, they are much more likely to pick them up for the day. Along with this, we are only able to excuse these absences with a Dr. note. Secondly, our CIT #'s have risen.

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 - Needs Assessment
- Prior year improvement plans - Actions and strategies
- Planning and decision-making committee minutes

Accountability Data

- State assessment performance report
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Early reading assessment 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
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Attendance data
- Social Emotional Learning
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- Teacher/Student Ratio
- School leadership data
- Equity data
- Teacher retention
- 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
- Budgets/entitlements and expenditures data

Goals

Goal 1: Student Success

Aligns with District Priority

Annual Performance Objective 1: The goal is to enhance elementary school students' performance in meeting Claim 1 standards of the Smarter Balanced Assessment Consortium (SBAC) by implementing a comprehensive approach that involves frequent assessment, data analysis, and the establishment of professional learning communities (PLCs). This initiative aims to improve mathematics, bridging the gaps in students' understanding and application of key concepts. By the end of the academic year, at least 80% of Van Gorder Grades 3-5 students will demonstrate significant progress towards meeting Claim 1 standards in mathematics, as evidenced by scoring "At or Above Standard" on the SBAC assessment and deeper engagement with the subject matter.

Evaluation Data Sources: SBAC, Walkthrough Data, Annual Observation Data on Instruction, Participation in Professional Development around Mathematics

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: iReady/MTSS Once collected, we will analyze the data to identify specific skill gaps, misconceptions, and patterns of struggle to then utilize and inform instructional decisions and adjust teaching strategies accordingly. Based on data analysis, develop targeted action plans within iReady and MTSS that address the identified skill gaps. Implement differentiated instruction and intervention strategies to support struggling students. Teacher Development: Providing continuous professional development opportunities to teachers, focusing on effective math teaching techniques, differentiated instruction, and strategies to cater to diverse learning needs. Curriculum Enhancement: Reviewing and enhancing the math curriculum to incorporate a variety of engaging materials that align with students' interests and aptitude levels. Math Support Initiatives: Implementing targeted math intervention programs to assist struggling students, offering additional support and personalized attention to enhance their math skills. Parental Engagement: Involving parents through workshops, communication channels, and resources to promote math-related activities at home and foster a supportive learning environment. Technology Integration: Infusing educational technology and digital resources into math education to augment students' interaction with mathematical concepts and create a more immersive learning experience using tools like iReady. Data-Driven Instruction: Regularly evaluating students' mathematical proficiency and using data to tailor teaching approaches to individual requirements and monitor progress over time. Formative Measures: SBAC, iReady Position Responsible: Administration & Teaching Staff Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent - Evidence Level: Moderate, Promising Problem Statements/Critical Root Causes: Student Success 1	Status Check		
	Jan	Apr	June
<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></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>			

Annual Performance Objective 1 Problem Statements:

Student Success
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Goal 2: Adult Learning Culture
Aligns with District Priority

Annual Performance Objective 1: As a school-wide Professional Development focus, 100% of Van Gorder teachers will implement strategies from the Teacher Clarity Playbook by Douglas Fisher/Nancy Frey to improve the communication of learning intentions and success criteria, resulting in increased student engagement, ownership of learning, and meta-cognitive skills development in meeting the essential learning outcomes.

Evaluation Data Sources: Walkthrough Data, PLC Meetings with Data Review, Annual Observation Data

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: PLCs Implement structured weekly PLC meetings with explicit agendas to discuss instructional practices, student data, and components of The Teacher Clarity Playbook. Analyze and dissect grade level subject standards to determine appropriate rigor of instruction. 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. Implement peer observation and feedback protocols and share observation takeaways during PLC meetings to promote continuous improvement. Formative Measures: PLC agendas, lesson plans, formative assessment data Position Responsible: Administration Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, At Risk - Evidence Level: Moderate Problem Statements/Critical Root Causes: Adult Learning Culture 1	Status Check		
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Annual Performance Objective 1 Problem Statements:

Adult Learning Culture

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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 3% when compared to the 23-24 percent identified as chronically absent. From 7% to 4% for SY 24/25.

Evaluation Data Sources: Daily Attendance Reports, BIG, MTSS Meetings.

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Family Engagement Communication Strategy: Utilize email, newsletters, phone calls, and social media to consistently inform families about the importance of regular attendance and the negative impact of chronic absenteeism. Individualized Attendance Plans: Collaborate with families to create tailored attendance plans for students at risk of chronic absenteeism, offering personalized support. Incentives & Recognition: Implement a system to recognize and reward students and families who show significant improvement or maintain good attendance. Community Involvement: Encourage parents and guardians to engage in the school community through volunteering, fostering stronger school-family connections. Formative Measures: Attendance records, event attendance, home visit data, individualized attendance plans for students with 3+ absences. Student Groups This Strategy Targets: Chronically Absent - Evidence Level: Promising Problem Statements/Critical Root Causes: Connectedness 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>			

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