

**Washoe County School District**  
**Spanish Springs Elementary School**  
**2024-2025 School Performance Plan**

**Classification: 3 Star School**

# 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/spanish\\_springs\\_elementary/2024](https://nevadareportcard.nv.gov/DI/nv/washoe/spanish_springs_elementary/2024)

Table of Contents

Comprehensive Needs Assessment ..... 4

    Student Success ..... 4

    Adult Learning Culture ..... 5

    Connectedness ..... 6

Priority Problem Statements ..... 7

Comprehensive Needs Assessment Data Documentation ..... 8

Goals ..... 9

    Goal 1: Student Success ..... 9

    Goal 2: Adult Learning Culture ..... 11

    Goal 3: Connectedness ..... 12

# Comprehensive Needs Assessment

## Student Success

### Student Success Summary

The bottom end of our math claims improved in two of the three categories and in the third one we went from 5% to 6%. Still a really low percentage for us there and we are happy with the improvement for our lower end students.

### Student Success Strengths

Math was our goal and focus last year and particularly in the claim of Concepts and Procedures. It was nice to see the lowest of our students improved by 4%.

### Problem Statements Identifying Student Success Needs

**Problem Statement 1 (Prioritized):** Our SBAC ELA and Math scores can be improved. **Critical Root Cause:** Staff balancing the tier 1 learning and the required iReady lessons by the school district.

# Adult Learning Culture

## Adult Learning Culture Summary

Spanish Springs has a strong family type positive culture. We had only one employee leave us between 23-24 and 24-25 and she retired. That includes teachers and support staff.

## Adult Learning Culture Strengths

One of our strengths are the grade level teams work so well together. Strong teams and teamwork.

## Problem Statements Identifying Adult Learning Culture Needs

**Problem Statement 1 (Prioritized):** Learning the new iReady program **Critical Root Cause:** it was in its first year of roll out

# Connectedness

## Connectedness Summary

Chronic absenteeism increased yet again for the third year in a row despite the many different efforts we have put forward.

## Connectedness Strengths

Teachers communicating with families using Dojo or Class Tag

Administration sends a weekly message to parents

We offer both fall and spring conferences

Involved PTO offering many family evening events both academic and for community building

## Problem Statements Identifying Connectedness Needs

**Problem Statement 1 (Prioritized):** Families wish to enjoy family time on long weekends or vacations outside of the school district planned vacation days. **Critical Root Cause:** We believe during the COVID years, families realized what was important to them and they continue to believe that spending time with the family is important and are willing to give up any school time for it.

# Priority Problem Statements

**Problem Statement 1:** Our SBAC ELA and Math scores can be improved.

**Critical Root Cause 1:** Staff balancing the tier 1 learning and the required iReady lessons by the school district.

**Problem Statement 1 Areas:** Student Success

**Problem Statement 2:** Learning the new iReady program

**Critical Root Cause 2:** it was in its first year of roll out

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

**Problem Statement 3:** Families wish to enjoy family time on long weekends or vacations outside of the school district planned vacation days.

**Critical Root Cause 3:** We believe during the COVID years, families realized what was important to them and they continue to believe that spending time with the family is important and are willing to give up any school time for it.

**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
- Covid-19 factors, and/or waivers

## **Accountability Data**

- State assessment performance report

## **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
- Special education

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Social Emotional Learning



# Goals

**Goal 1: Student Success**  
**Aligns with District Priority**

**Annual Performance Objective 1:** Seventy percent of students in grades K-5 will meet their typical growth target in reading on the third iReady Diagnostic. Forty percent 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.

Sixty percent of student in grades K-5 will meet their typical growth target in math on the third iReady Diagnostic. Thirty percent 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.

**Evaluation Data Sources:** iReady Diagnostic

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1:</b> iReady Action Steps 1. Teachers will assess all students with the three iReady formative assessments during the 24-25 school year 2. Teachers will have students work on their individualized personal instruction plan in both Math and ELA weekly with a target of 30 minutes in each per week. 3. Administration and Teachers will take classes from iReady to learn how to dissect the data and then plan accordingly for students to be able to meet their growth goals. IReady company will be giving the PD in this area. <b>Formative Measures:</b> three iReady assessments Fall, Winter and Spring <b>Position Responsible:</b> Teachers, Administration, and iReady PD 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> Moderate <b>Problem Statements/Critical Root Causes:</b> Student Success 1	Status Check		
	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></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:**

<b>Student Success</b>
<b>Problem Statement 1:</b> Our SBAC ELA and Math scores can be improved. <b>Critical Root Cause:</b> Staff balancing the tier 1 learning and the required iReady lessons by the school district.

Goal 2: Adult Learning Culture  
Aligns with District Priority

**Annual Performance Objective 1:** Throughout the 24-25 schoolyear, using the early release Wednesday time, 100% of the teachers will use and participate in the Professional Learning Community (PLC) process as measured by weekly attendance sheets to increase teacher capacity around Learning Objectives from the teacher clarity playbook by pre and post teacher reflections.

**Evaluation Data Sources:** Teacher Reflections

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1:</b> PLC's with a focus on Learning Objectives and Teacher Clarity  Action Steps 1. Teachers will participate in weekly PLC's during early release Wednesdays. Administration will manage the Teacher sign in sheets. 2. One Wednesday each month will be used to focus on the Learning Objectives and Clarity work using The Teacher Clarity Playbook by Fisher and Frey. 3. Administration will take classes once a month and then bring that learning back to teach to staff  <b>Formative Measures:</b> Weekly Sign-in sheet <b>Position Responsible:</b> Administration, Teachers, WCSD PD team (focused on teaching 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>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>			

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture
<b>Problem Statement 1:</b> Learning the new iReady program <b>Critical Root Cause:</b> it was in its first year of roll out

Goal 3: Connectedness  
Aligns with District Priority

Annual Performance Objective 1: Decrease chronic absenteeism by four percent school-wide by targeting students and families that were chronically absent during the 23-24 school year and any student who reaches ten or more absences in the 24-25 school year.

Evaluation Data Sources: Infinite Campus

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1: MTSS team</b>  Action Steps 1. Administration talking to parents via weekly phone and email message reminding them the importance of attendance 2. Run attendance report every 10 days 3. Review attendance intervention from the MTSS Website 4. Contact families with letters, phone calls, and the re-engagement officer depending on number of absences from the attendance reports 5. Write Prior Written Notices for students who have an IEP 6. Create Action Plan for re-engagement with support from the WCSD re-engagement officer  <b>Formative Measures:</b> Attendance Reports <b>Position Responsible:</b> Clerk, Counselor, Dean, Re-engagement Officer  <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> 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> Families wish to enjoy family time on long weekends or vacations outside of the school district planned vacation days. <b>Critical Root Cause:</b> We believe during the COVID years, families realized what was important to them and they continue to believe that spending time with the family is important and are willing to give up any school time for it.