Washoe County School District

Lois Allen Elementary School

2024-2025 School Performance Plan

Classification: 1 Star School

Distinction Designations:
ATSI
ATSI

Demographics & Performance Information

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 http://nevadareportcard.nv.gov/DI/nv/washoe/lois_allen_elementary/2024/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Summary

Based on iReady Data students K-5 are demonstrating growth in both ELA and Math. School-wide, 57% of students demonstrated typical growth in ELA and 50% in Math. Stretch growth in ELA was 27% and Math was 22%. 58% of K-5 students had improved placement in Math and 63% had improved placement in ELA.

Based on the WIDA/Access test, 52% of students made adequate growth percentile.

Student Success Strengths

K-5, students are showing proficiency and growth in both reading and math based on iReady diagnostic assessment results. 22% of students met their annual Stretch Growth for Math and 27% of students met their annual Stretch Growth for ELA. For K-5 students, on iReady "MyPath" lessons, 89% of lessons were passed in Math and 79% of lessons were passed in ELA.

Based on the WIDA/Access test, 52% of students made adequate growth percentile.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): During the 2023-24 school year, only 27% of students met stretch growth in ELA, and 22% met stretch growth in Math on the end of year iReady diagnostic.
Critical Root Cause: As a school, only 38% of the students met minimum minute requirements (30 plus minutes per week) in ELA and 40% in Math.

Adult Learning Culture

Adult Learning Culture Summary

Staff Climate survey demonstrated a decline in PLC implementation from 2023-24 school year. The overall implementation dropped from 95% to 71%. As a staff, 79% reported there are clear expectations for PLC focus. 79% also reported teams regularly share lessons and strategies. 64% of the staff surveyed responded that collaborative teams take a collective responsibility for student learning and have sufficient time in the schedule to meet.

Adult Learning Culture Strengths

On the staff Insight survey, over 61% indicated that they agreed that the school's policies and practices provided all students a fair chance at academic success. Also, 78% of staff describes that they are teaching all new or mostly new content. On the climate survey, 84% of staff indicated that they have between 30 minutes and 2 hours of collaborative time to plan. 93% of staff is meeting weekly with their collaborative teams and 71% claimed that an instructional leader was involved in PLCs most or all of the time.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Teacher teams need time and opportunity for collaborative planning to define clear learning intentions.
Critical Root Cause: Scheduling for teacher teams to meet with instructional leaders and clear expectations and focus for collaborative teams.

Connectedness

Connectedness Summary

Student attendance improved from 28% chronically absent during the 2022-23 school year to 19% chronically absent in the 2023-24 school year.

Connectedness Strengths

The number of students who are chronically absent was reduced during the 2023-2024 school year. School-wide, students with attendance less that 90% decreased from 28% to 19%.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): 19% of students in Kinder through 5th grade were chronically absent.
Critical Root Cause: Inconsistent and uneven engagement strategies used throughout the school.

Priority Problem Statements

Problem Statement 1: During the 2023-24 school year, only 27% of students met stretch growth in ELA, and 22% met stretch growth in Math on the end of year iReady diagnostic.
Critical Root Cause 1: As a school, only 38% of the students met minimum minute requirements (30 plus minutes per week) in ELA and 40% in Math.
Problem Statement 1 Areas: Student Success

Problem Statement 2: Teacher teams need time and opportunity for collaborative planning to define clear learning intentions.
Critical Root Cause 2: Scheduling for teacher teams to meet with instructional leaders and clear expectations and focus for collaborative teams.
Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: 19% of students in Kinder through 5th grade were chronically absent.
Critical Root Cause 3: Inconsistent and uneven engagement strategies used throughout the school.
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

Accountability Data

- State assessment performance report
  - iReady diagnostic report

Student Data: Assessments

- Local diagnostic reading assessment data
- Local diagnostic math assessment data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Special education
- EL

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Staff surveys and/or other feedback

Parent/Family/Community Data

- Parent/family engagement, opportunities, attendance, and participation

Support Systems and Other Data

- Master schedule
- Processes and procedures for teaching and learning, including program implementation

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. 40% of students who are two or more grade levels below in 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. 45% of student 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

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: iReady	Status Check		

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 and minute goals.
    Formative Measures: iReady teacher report, Master schedule, PBiS chart
    Position Responsible: Principal, Assistant Principal and school staff
 	
    Student Groups This Strategy Targets:
    FRL, EL, Students with Disabilities, Racial/Ethnic Groups, Chronically Absent, At Risk
    - **Evidence Level:**
    Promising
    Problem Statements/Critical Root Causes: Student Success 1
	Jan	**Apr**	**June**

	40%		
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Annual Performance Objective 1 Problem Statements:

Student Success
Problem Statement 1: During the 2023-24 school year, only 27% of students met stretch growth in ELA, and 22% met stretch growth in Math on the end of year iReady diagnostic. **Critical Root Cause**: As a school, only 38% of the students met minimum minute requirements (30 plus minutes per week) in ELA and 40% in Math.

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

Improvement Strategy 1 Details		Status Checks		
Improvement Strategy 1: Professional Learning Communities (PLCs)		**Status Check**		
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. **Formative Measures:** PLC agendas, grade level, lesson plans **Position Responsible:** Principal, Assistant Principal and staff **Student Groups This Strategy Targets:** FRL, EL, Students with Disabilities, Racial/Ethnic Groups, Chronically Absent, At Risk - **Evidence Level:** Moderate **Problem Statements/Critical Root Causes:** Adult Learning Culture 1		**Jan**	**Apr**	**June**
		35%		
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Teacher teams need time and opportunity for collaborative planning to define clear learning intentions.   **Critical Root Cause**: Scheduling for teacher teams to meet with instructional leaders and clear expectations and focus for collaborative teams.

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: IC and BIG absenteeism reports

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Family Engagement (Level 3 Promising)	**Status Check**		
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.	**Jan**	**Apr**	**June**
	15%		
Create and implement a system of incentives and recognition for students and families who demonstrate improved attendance. Offer opportunities for parents/guardians to become involved in the community through volunteering. **Formative Measures:** daily attendance rates, absenteeism reports **Position Responsible:** Principal, Assistant Principal and staff **Student Groups This Strategy Targets:** FRL, EL, Students with Disabilities, Racial/Ethnic Groups, Chronically Absent, At Risk - **Evidence Level:** Promising **Problem Statements/Critical Root Causes:** Connectedness 1			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Annual Performance Objective 1 Problem Statements:

Connectedness
Problem Statement 1: 19% of students in Kinder through 5th grade were chronically absent.   **Critical Root Cause**: Inconsistent and uneven engagement strategies used throughout the school.

Addendums

According to NRS 388.408, all schools who are rated in the lowest 30 percent of public schools in this State in the achievement of pupils who are English learners, shall adopt, submit to the Department (NDE) and publish on an Internet website maintained by the school a corrective action plan. This template is designed to help schools write a plan that satisfies NRS 388.408 and integrates into their School Performance Plan.

School Contact Information

School Year:	
School Name:	Lois Allen Elementary School
District:	Washoe County School District
Principal:	Michon Boucher
Principal email:	mboucher@washoeschools.net
EL Specialist:	Karly Millar
EL Specialist email:	kmillar@washoeschools.net

Root Cause Analysis	*When considering the achievement of the English learners at your school, your team might ask the following questions to better understand the underlying reasons why your English learners aren't seeing greater academic success.*
Student Success	- On 2024 SBAC, English Learner students scored at 9.7% proficient in ELA while the school proficiency was 19%. In math, school proficiency was 14% and EL students were 7.6% proficient. - On 2024 MAP Reading, school proficiency was 17.1% while English learns were 8.1%. - Schoolwide chronic attendance for the 2024 year was 15.8%, English Language Learner student chronic absenteeism was 14.5%. - EL students are demonstrating growth that is similar or better than the whole school on the SBAC assessment in both Reading and Math. - EL students also demonstrated a 49.6% growth rate on Access. - EL students are demonstrating growth, however not enough growth to reach proficiency.

Adult Learning Culture	- The school experienced unfilled positions throughout the 2023-24 school year. This included teacher assistants, general education teachers, and unfilled substitute positions. These unfilled positions caused significant challenges in which teachers without classrooms, such as EL teachers were needed to cover classrooms throughout the school year. - Four first year teachers were hired for the 2023-2024 school year. Support staff and coaches were often needed to support the new teachers with basic classroom management and curriculum before working through Language acquisition strategies. - Due to scheduling constraints, grade level and teacher teams had less time for collaborative planning with EL teachers and coaches to identify clear language learning expectations, language acquisition strategies, and specific supports for English language learners.
Connectedness	- Based on language walkthrough data, seven out of 20 classroom teachers in grades K-5 were effectively using Tier I language acquisition strategies consistently through the school year. - English Language learners demonstrated less chronic absenteeism as compared to the rest of the school. School-wide chronic absenteeism was 15.8% while EL students were 14.5%.
English learner Achievement Root Cause Analysis Summary	SBAC Proficiency data shows only 9.7% of English Learners were proficient in ELA and 7.6% of English Learners were proficient in Math. Language Walk data shows that less than 35% or 7 out of 20 classrooms are implementing effective language learning scaffolds and supports during Tier I instruction. The lack of scaffolds and supports may be impeding English Language learners' access to grade level content.
English Learner Achievement Problem Statement	English Learners at Lois Allen are demonstrating similar academic growth in both ELA and Math to the rest of the school, however, are not reaching proficiency.

English Learner Achievement Plan Goals, Strategies, Action Steps and Persons Responsible

SMARTIE Goal #1	By the spring SBAC assessment, Lois Allen English Learners will increase ELA proficiency by 6%.
Performance Objective	Increase the number of classrooms effectively implementing Tier I language acquisition strategies by 30% or 13 out of 20 classrooms.
Strategies for APO/Goal	Grade level teams will collaborate with EL professionals to integrate GLAD and/or Ellevation strategies into ELA Tier I instruction.
Action Steps for Strategies	1. Grade level teams plan with EL and coaching professionals 2. Implementation of PDSA cycle with focus on language acquisition strategies 3. Language Learning walks with feedback 4. Whole staff professional learning for GLAD, Ellevation and engagement strategies for Tier I instruction focusing on supporting language acquisition.
Position Responsible	Karly Millar Ashley Croney Jill Dickey Michon Boucher Christina Malone Mabel Sedano Grade Level Teams
SMARTIE Goal #2	By the spring SBAC assessment, Lois Allen English Learners will increase Math proficiency by 8%.
Performance Objective	Increase the number of classrooms effectively implementing Tier I language scaffolding supports for content vocabulary specific to math by 30% or 13/20 classrooms.
Strategies for APO	Grade level teams will collaborate with EL professionals to integrate scaffolds in Tier I Math instruction to support MML understanding of vocabulary and language for math.
Action Steps for Strategies	1. Grade level teams plan with EL and coaching professionals to include specific strategies to support students explaining and justifying thinking during math instruction 2. Grade level teams plan with EL and coaching professionals to include specific strategies to support content vocabulary and language specific to math 3. Implementation of PDSA cycle with focus on language for math strategies 4. Language Learning walks with feedback specific to mathematical language to support MML understanding of content 5. Whole staff professional learning with focus on GLAD, Ellevation and engagement strategies for Tier I

	instruction focusing on supporting the language for math.
Position Responsible	Karly Millar Ashley Croney Jill Dickey Mabel Sedano Christina Malone Michon Boucher Grade Level Teams