

Washoe County School District
Incline Elementary School
2024-2025 School Performance Plan

Classification: 1 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/incline_elementary/2024

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Comprehensive Needs Assessment

Revised/Approved: October 14, 2024

Student Success

Student Success Summary

Decreased chronic absenteeism by 7.7% for all students, Hispanic 8.8% and Special Education by 8.2%.

Science proficiency increased by 11.9% by all students and increased by 49.7% for White/Caucasian.

Student Success Strengths

AGP increase in ELA for IEP population.

AGP increase in Math “Keep up” and “Catch up” scores for Hispanic subgroup.

ACCESS scores for EL Population improved in all areas and showed higher growth than the district as a whole.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): There is a significant annual decline in overall achievement in ELA on SBAC and needed greater improvement in Math proficiency. **Critical Root Cause:** Teacher observations and PLC student data review reveal a lack of consistent and data-driven differentiated instruction and interventions to meet the needs of our diverse school population, which has resulted in insufficient growth in reading and writing as measured by SBAC.

Adult Learning Culture

Adult Learning Culture Summary

Staff is reading Learning By Doing and utilizing the strategies for improved PLC's

Change of leadership/administration

Implementation of SEL with all staff regularly

Adult Learning Culture Strengths

Veteran teachers

Advocacy for all students

STEM program school wide

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): School-Wide implementation of the PLC Process is not consistent, or data driven between summative assessments. **Critical Root Cause:** Lack of professional development around PLCs, lack of consistent, data driven, differentiated instruction and interventions across grade level teams.

Connectedness

Connectedness Summary

Enrollment continues to decrease yearly.

Created the 1st student advisory (student voice) council.

Robust community advocates.

Connectedness Strengths

Family Climate survey indicated that families felt very positive about the quality education, relationships, communication, physical safety and supports in place.

Relationship with students is very strong.

A strong parent advisory group

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): The perceptions for our school in the local community is low. Chronic absenteeism. **Critical Root Cause:** Low performance on state assessments and decreasing enrollment.

Priority Problem Statements

Problem Statement 1: School-Wide implementation of the PLC Process is not consistent, or data driven between summative assessments.

Critical Root Cause 1: Lack of professional development around PLCs, lack of consistent, data driven, differentiated instruction and interventions across grade level teams.

Problem Statement 1 Areas: Adult Learning Culture

Problem Statement 2: There is a significant annual decline in overall achievement in ELA on SBAC and needed greater improvement in Math proficiency.

Critical Root Cause 2: Teacher observations and PLC student data review reveal a lack of consistent and data-driven differentiated instruction and interventions to meet the needs of our diverse school population, which has resulted in insufficient growth in reading and writing as measured by SBAC.

Problem Statement 2 Areas: Student Success

Problem Statement 3: The perceptions for our school in the local community is low. Chronic absenteeism.

Critical Root Cause 3: Low performance on state assessments and decreasing enrollment.

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

- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Formative and summative reviews

Accountability Data

- State assessment performance report

Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity
- Male/Female
- Special education
- At-risk
- EL

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Professional development needs assessment data
- Teacher evaluation

Parent/Family/Community Data

- Parent/family surveys and/or other feedback

Support Systems and Other Data

- Study of best practices

Goals

Goal 1: Student Success

Aligns with District Priority

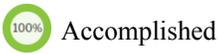
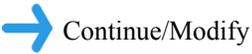
Annual Performance Objective 1: Incline Elementary School students will exhibit performance that shows achieving higher proficiency in ELA and Math. We will move from a 40% proficiency in math to 45% overall by the end of the school year. We will move from a 40% proficiency rate in ELA to 45% overall proficiency by the end of the school year. Specifically, we are targeting subgroups of (White and FRL).

As a staff, Incline ES will implement PLC Practice to implement high quality Tier 1 instruction during the instructional day with a focus on data driven instruction, common planning, personalized intervention (iReady), and enrichment in both ELA and Math.

Evaluation Data Sources: -Assign all certified staff to professional learning communities weekly
-Align teacher observation schedule with PLC calendar
-Principal attends weekly PLC to provide resources, guide conversations, and ensure adherence to PLC best practices

Summative Evaluation: Continue/Modify

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: iReady</p> <p>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.</p> <p>Provide staff professional learning focused on best practices for incorporating iReady Personalized Path lesson completion into daily class schedule.</p> <p>Create an incentive program/system to support students in meeting weekly lesson passage goals.</p> <p>Formative Measures: Weekly Personalized Instruction summary</p> <p>Professional Learning agenda</p> <p>PLC data</p> <p>Position Responsible: Teacher leaders</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p>	Status Check		
	Jan	Apr	June


Annual Performance Objective 1 Problem Statements:

Student Success
<p>Problem Statement 1: There is a significant annual decline in overall achievement in ELA on SBAC and needed greater improvement in Math proficiency. Critical Root Cause: Teacher observations and PLC student data review reveal a lack of consistent and data-driven differentiated instruction and interventions to meet the needs of our diverse school population, which has resulted in insufficient growth in reading and writing as measured by SBAC.</p>

Goal 2: Adult Learning Culture

Aligns with District Priority

Annual Performance Objective 1: IES will implement PLCs for all teachers across all grade levels. Using Du Four's questions to utilize data drive instruction when making decisions about planning and interventions. This goal will be measured by the completion of weekly PLC meetings.

The common assessment results will be analyzed to assess the effectiveness of the Tier 1 instruction and identify opportunities for instructional modifications and reteaching/enrichment with accurate use of data-analysis process to be making informed data driven instructional decision making

Evaluation Data Sources: PLC Process Implementation- In advancing PLC practices to reflect the Teaching and Learning Model.

Professional Learning school wide

Administration participates and coaches during the weekly grade level PLCs to ensure high-level implementation of PLCs

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: PLC's</p> <p>Teachers will collaborate in PLC meetings to analyze student data and adjust Tier I instruction in a timely manner.</p> <p>Implement peer observation and feedback protocols and share observation takeaways during PLC meetings to promote continuous improvement.</p> <p>Analyze and dissect grade level subject standards to determine appropriate rigor of instruction.</p> <p>Formative Measures: PLC agendas</p> <p>Lesson plans</p> <p>Teacher data analysis</p> <p>Position Responsible: Leadership Team</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1</p>	Status Check		
	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: School-Wide implementation of the PLC Process is not consistent, or data driven between summative assessments. Critical Root Cause: Lack of professional development around PLCs, lack of consistent, data driven, differentiated instruction and interventions across grade level teams.
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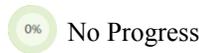
Goal 3: Connectedness

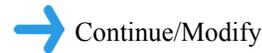
Aligns with District Priority

Annual Performance Objective 1: Greater presence of Social Emotional Learning (SEL) practices integrated into the classroom and school environment by increasing the number of observable teacher and student SEL practices and positive reinforcement engagement. Decrease in percentage of Chronic Absenteeism to reflect less than or equal to 10% students chronically absent.

Evaluation Data Sources: Professional Learning around SEL strategies
Integration of SEL practices in the classroom setting

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: SEL</p> <p>Celebrate achievements related to improved attendance.</p> <p>Establish a student advisory (student voice) council who will develop a plan to increase student engagement and improve the school climate.</p> <p>Establish a plan to ensure that each student is greeted by an adult at the start of each day.</p> <p>Formative Measures: Improved attendance data</p> <p>Student advisory (student voice) agenda</p> <p>Student Climate survey</p> <p>Position Responsible: Leadership Team</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p>	Status Check		
	Jan	Apr	June
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Annual Performance Objective 1 Problem Statements:

Connectedness

Problem Statement 1: The perceptions for our school in the local community is low. Chronic absenteeism. **Critical Root Cause:** Low performance on state assessments and decreasing enrollment.