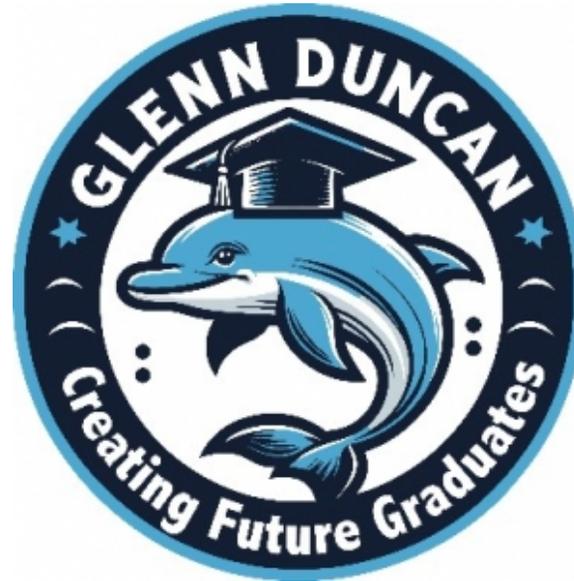


**Washoe County School District**  
**Glenn Duncan S.T.E.M. Academy**  
**2024-2025 School Performance Plan**

**Classification: 1 Star School**

**Distinction Designations:**

Title I  
TSI



# Mission Statement

We will meet each student where they are, as they are, while maintaining high expectations for academic success. We will teach students to be confident, critical thinkers and expose them to diverse opportunities.

# 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 [GLENN DUNCAN S.T.E.M. ACADEMY - Nevada Accountability Portal \(nv.gov\)](https://www.nv.gov/education/assessment/aca)

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# Comprehensive Needs Assessment

## Student Success

### Student Success Summary

We are proud to announce that our students made significant strides on the 2024 ACCESS assessment, with 72% of our English Learners (EL) exiting EL status—an increase from 66% in the previous year. Our school also outperformed the district average on ACCESS by 32%, a testament to the dedication of our students, teachers, and support staff.

While we celebrate these successes, we recognize there is room for growth in other areas. Our Smarter Balanced Assessment (SBA) proficiency scores in both English Language Arts (ELA) and Math saw a slight decline of 2% compared to last year. We are committed to addressing these challenges and implementing targeted strategies to ensure continued growth and academic excellence for all students.

### Student Success Strengths

- We had an increase of 6% exit rate from all designated EL students that took the ACCESS assessment in 2024, bringing our schoolwide total to 72%
- 5th grade students had 11% growth in ELA proficiency, measured by the SBA
  - 5th grade students had 12% growth in Math proficiency, measured by the SBA
- Students are resilient.
- We have offered an increase in student support such as Officer 360, Big Brother Big Sister, Project Aware, Kidscape, etc.

### Problem Statements Identifying Student Success Needs

**Problem Statement 1 (Prioritized):** In the past school year we had a 2% decrease of students in 3rd to 5th grades meeting proficiency goals, according to the 2024 SBA. This decrease was most noticeable for students on IEPs and English Learners. **Critical Root Cause:** District leadership directed school to suspend PLC and MTSS processes for the school year, students being pulled for SpEd minutes during whole-group instruction. Chronic absenteeism negatively impacts student performance.

# Adult Learning Culture

## Adult Learning Culture Summary

- Focus on more data-driven decisions using iReady in every PLC
- More vertical alignment in instruction, communication, and collaboration.
- Grade-level PLCs based on data analysis, learning intentions, success criteria
- Math – professional learning around the standards and best teaching practices to fill in the gaps based on iReady data and weekly assessments. Focus on problem-solving skills using the language of mathematics.
- Students track their own progress using data binders. Students need more ownership of their academic progress and growth.

## Adult Learning Culture Strengths

- Staff is eager to participate in professional learning opportunities: site leadership team, WCSD-approved in-service classes, book studies, etc.
- Staff engages in planning collaboratively with grade-level teams and ELD facilitator/teachers
- Positive climate and culture in the classrooms and overall schoolwide

## Problem Statements Identifying Adult Learning Culture Needs

**Problem Statement 1 (Prioritized):** Students are making growth in some content areas from year to year, but the growth is not consistent across student cohorts. Professional learning was targeted towards schoolwide PLCs. **Critical Root Cause:** District leadership directed school to suspend PLC process.

# Connectedness

## Connectedness Summary

- Improvement in student attendance is one of our most important priorities
- More family engagement at school events will increase student attendance

## Connectedness Strengths

- Attendance intervention team that meets weekly to discuss individualized attendance issues and barriers
- Community relationships and partnerships
- Strong presence on social media and Class Dojo
- Celebrating diversity schoolwide
- Family engagement including volunteering opportunities, community events, classes for families

## Problem Statements Identifying Connectedness Needs

**Problem Statement 1 (Prioritized):** In the 2023-2024 school year, chronic absenteeism was approximately 25%. The amount of time students were out of school impacted their overall growth and achievement. **Critical Root Cause:** COVID-era habits, families taking students out of the country for more than 2 weeks at a time

# Priority Problem Statements

**Problem Statement 1:** In the past school year we had a 2% decrease of students in 3rd to 5th grades meeting proficiency goals, according to the 2024 SBA. This decrease was most noticeable for students on IEPs and English Learners.

**Critical Root Cause 1:** District leadership directed school to suspend PLC and MTSS processes for the school year, students being pulled for SpEd minutes during whole-group instruction. Chronic absenteeism negatively impacts student performance.

**Problem Statement 1 Areas:** Student Success

**Problem Statement 2:** Students are making growth in some content areas from year to year, but the growth is not consistent across student cohorts. Professional learning was targeted towards schoolwide PLCs.

**Critical Root Cause 2:** District leadership directed school to suspend PLC process.

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

**Problem Statement 3:** In the 2023-2024 school year, chronic absenteeism was approximately 25%. The amount of time students were out of school impacted their overall growth and achievement.

**Critical Root Cause 3:** COVID-era habits, families taking students out of the country for more than 2 weeks at a time

**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
- College and career readiness goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Expenditures
- Prior year improvement plans - Formative and summative reviews
- Planning and decision-making committee minutes
- State and federal planning requirements

## 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
- 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
- Economically disadvantaged
- Male/Female
- Special education
- Migrant
- At-risk
- EL
- Homeless data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI)

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

## **Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- School leadership data
- School department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- 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**

- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

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

**Annual Performance Objective 1:** All students (100%) will make typical growth on iReady in Reading and Math by the End of Year diagnostic assessment.

**Evaluation Data Sources:** iReady Diagnostics

| Improvement Strategy 1 Details  | Status Checks |     |      |
|---|---------------|-----|------|
| <p><b>Improvement Strategy 1:</b> iReady</p> <p>We will implement iReady schoolwide in all classrooms, K-5. We will utilize bi-weekly iReady reports in PLC to monitor how students are making academic growth in ELA and math.</p> <p>*Professional learning will be based around iReady implementation and interpretation of data in reports. Our admin team will assist teachers with student growth data.</p> <p>*The leadership team will begin a book study on Mike Schmoker on PLC improvement strategies, which will be implemented schoolwide.</p> <p>*Administrators will provide protected time for the ELD facilitator to support Tier 1 instruction.</p> <p>*We will increase the value and productivity in PLCs.</p> <p>*We will create an ELD support model and include direct ELD Tier 1 support and instruction in the master schedule.</p> <p>*Administrators will monitor the time students spend on iReady to ensure that students are using the program for 30-49 minutes per subject, per week.</p> <p><b>Formative Measures:</b> iReady</p> <p><b>Position Responsible:</b> Administration, ELD Facilitators, Instructional Staff</p> <p><b>Student Groups This Strategy Targets:</b><br/>                     FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- <b>Evidence Level:</b><br/>                     Promising</p> <p><b>Problem Statements/Critical Root Causes:</b> Student Success 1</p> | Status Check  |     |      |
|   | Jan           | Apr | June |
|   |               |     |      |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>  |               |     |      |

**Annual Performance Objective 1 Problem Statements:**

## Student Success

**Problem Statement 1:** In the past school year we had a 2% decrease of students in 3rd to 5th grades meeting proficiency goals, according to the 2024 SBA. This decrease was most noticeable for students on IEPs and English Learners. **Critical Root Cause:** District leadership directed school to suspend PLC and MTSS processes for the school year, students being pulled for SpEd minutes during whole-group instruction. Chronic absenteeism negatively impacts student performance.

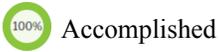
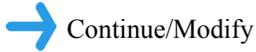
**Goal 2: Adult Learning Culture**

**Aligns with District Priority**

**Annual Performance Objective 1:** Teaching staff will engage in professional learning surround "Tackling Attendance Challenges", "Teacher Clarity", and "Routines for Reasoning". Effectiveness will be measured by our school outcomes: chronic absenteeism reduced by 15% and all students meeting typical yearly growth in iReady in Reading and Math.

**Evaluation Data Sources:** Weekly BIG reports, daily attendance reports, iReady diagnostic status/results, iReady progress monitoring, schoolwide iReady 'lessons passed' report.

| Improvement Strategy 1 Details  | Status Checks |     |      |
|---|---------------|-----|------|
| <p><b>Improvement Strategy 1: PLCs</b></p> <p>Glenn Duncan Administration will invite qualified staff to join the Site Leadership Team, which will create a more structured, teacher-designed PLC process. This team will also provide relevant professional learning topics to be included schoolwide.</p> <p>*Surveys will be sent out to all staff members that participated in professional learning to learn the following information: The effectiveness of the professional learning, instructional response to professional learning, ideas for vertical collaboration, and ideas for future professional learning sessions aligned to the SPP.</p> <p>*Administrators and Learning Facilitator will build teacher capacity on iReady implementation, small-group instruction, and accessing helpful reports.</p> <p><b>Formative Measures:</b> Weekly BIG reports, daily attendance reports, iReady diagnostic status/results, iReady progress monitoring, schoolwide iReady 'lessons passed' report</p> <p><b>Position Responsible:</b> Administration, Counselor, ELD Facilitators, Site Leadership Team, Instructional Staff</p> <p><b>Student Groups This Strategy Targets:</b><br/>FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- <b>Evidence Level:</b><br/>Moderate</p> <p><b>Problem Statements/Critical Root Causes:</b> Adult Learning Culture 1</p> | Status Check  |     |      |
|   | Jan           | Apr | June |
|   |               |     |      |


**Annual Performance Objective 1 Problem Statements:**

## Adult Learning Culture

**Problem Statement 1:** Students are making growth in some content areas from year to year, but the growth is not consistent across student cohorts. Professional learning was targeted towards schoolwide PLCs. **Critical Root Cause:** District leadership directed school to suspend PLC process.

**Goal 3: Connectedness**

**Aligns with District Priority**

**Annual Performance Objective 1:** Chronic absenteeism will decrease by 15% as measured by attendance data and BIG.

**Evaluation Data Sources:** BIG report, attendance data

| Improvement Strategy 1 Details   | Status Checks |     |      |
|--|---------------|-----|------|
| <p><b>Improvement Strategy 1:</b> Family Engagement</p> <p>We will work together, as a team, to create more communication with Duncan families by leveraging the support of Communities in Schools (CIS) and our FACE Liaison, our Counselor. We will also include the importance of good attendance in our messaging with families to increase the importance of academic culture.</p> <p><b>Formative Measures:</b> Weekly BIG reports, daily attendance reports</p> <p><b>Position Responsible:</b> Administrators, counselor, truancy officer, admin assistants, classroom teachers, CIS Coordinator, Leadership Team</p> <p><b>Student Groups This Strategy Targets:</b><br/>FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p><b>- Evidence Level:</b><br/>Promising</p> <p><b>Problem Statements/Critical Root Causes:</b> Connectedness 1</p> | Status Check  |     |      |
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**Annual Performance Objective 1 Problem Statements:**

| <b>Connectedness</b>  |
|---|
| <p><b>Problem Statement 1:</b> In the 2023-2024 school year, chronic absenteeism was approximately 25%. The amount of time students were out of school impacted their overall growth and achievement. <b>Critical Root Cause:</b> COVID-era habits, families taking students out of the country for more than 2 weeks at a time</p> |