Washoe County School District

Dorothy Lemelson S.T.E.M. Academy

2024-2025 School Performance Plan

Classification: 2 Star School

Distinction Designations:
Title I

Mission Statement

All students will develop skills and experiences to reach their fullest potential as critical thinkers and empowered global citizens.

Vision

Dorothy Lemelson STEM Academy will

- set and achieve high expectations for student learning aligned with Nevada Academic Standards at each grade level creating a foundation for educational excellence to graduate high school and be college or career ready.
- use asset-based language to build the social-emotional competencies of each student.
- empower our English Language Learners to meet performance expectations through a language rich learning environment focused on collaborative conversations, academic vocabulary, and writing experiences.
- create opportunities for all students to engage in and experience a high-quality science, technology, engineering, and mathematics (STEM) education that supports life in the New Nevada and global economy.

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 s
ystem based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at https://nevadareportcard.nv.gov/DI/nv/washoe/dorothy_lemelson_s.t.e.m._academy_es/2024

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Comprehensive Needs Assessment

Student Success

Student Success Summary

Math Data

SBAC grades 3-5 Proficiency – 16%

Grade 3: 10%

Grade 4: 16%

Grade 5: 23%

Overall median growth percentile – 56 up from 50

- **IEP from 18 to 46**
- EL from 49 to 47
- Hispanic 42 to 46

Grade 4 median growth percentile - **46 down from 54**

- Hispanic 52 to 42
- El 55 to 45

Grade 5 median growth percentile – **65 up from 48**

- **Hispanic – 70 up from 45**

It appears fourth grade students have less growth than fifth grade students. There is no dis-proportionality in grade 5 whereas there is **dis-proportionality in grade 4 for students receiving El services and those of Hispanic ethnicity.**

Catch Up: Only 22% of our students are growing enough to catch up to proficiency within 3 years. This is evident across all sub-populations.

Keep Up Data Fell from 55% to 50% indicating a 5% drop in students remaining proficient from year to year.

Students who **were Level 1 in 2023 have a significantly lower growth percentile than those at a level 2 (10 points) for EL students (19 points)**

IReady Data

Typical Growth (46%) **Stretch Growth** (16%) **Improved Placement**

Kinder	56%	35%	47%
First	53%	25%	59%
Second	28%	6%	53%
Third	36%	2%	61%
Fourth	43%	13%	61%
Fifth	57%	19%	76%

Areas of Strength:

- On average 59% of our students improved their placement on the IReady math diagnostic.
- Although proficiency is low as demonstrated on the SBAC, our growth median continues to increase. Our students with an IEP had the highest increased growth percentile from 18 to 46.

Areas for Growth

- Disproportionality in grade 4 for students receiving El services and those of Hispanic ethnicity.
- Proficiency (mastery of grade level content) across grades 3-5.

Student Success Strengths

Student data correlates across most assessments (state testing, EOY grade level assessments, I-Ready)

Grades are an accurate representation of student performance.

Fifth grade students have the highest median growth percentile with an equitable distribution across all sub-groups.

Students with an IEP demonstrate strong growth (18 to 46)

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Students are not meeting grade level standards across all measurements. **Critical Root Cause:** Students are not engaged in thinking mathematically, and more often than not, wait to be given answers. Students are not able to apply skills to problem-solving situations.

Adult Learning Culture

Adult Learning Culture Summary

The staff at Lemelson engaged in professional learning communities frequently, twice a month, to review data, plan lessons, and correct course. Professional development has focused on foundational reading skills in the early grades. Staff believe applying the same process to math instruction our students will find more success with the content.

Adult Learning Culture Strengths

Staff engage frequently in professional learning communities and are aware of the limitations of our math instruction.

Staff participated in a book study, "The Thinking Classroom", and were highly engaged in the conversations and comparatives made with current math instruction.

Grades 3 - 5 have departmentalized to provide a more intensive focus on math instruction; having a concentrated focus in two areas vs four areas may help improve math instruction.

Teachers are vested in creating a plan for improved math instruction to develop students with critical thinking skills.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Staff are using a math curriculum that is limited in developing mathematical thinking in students to apply skills to problem solving situations.
Critical Root Cause: Staff may not have the depth of content knowledge to make instructional moves to assist students in moving through the landscape of learning for each math domain.

Connectedness

Connectedness Summary

Students need to be at school to learn. Absenteeism rates were at their highest in 2023 with 32% of our students chronically absent especially in the lower grades. We begin weekly monitoring of attendance and connecting more with families. This allowed us to lower our 2024 chronic absenteeism rate to 19%!!

Connectedness Strengths

- Weekly meetings between the school and the truancy/re-engagement office.
- Student attendance contracts.
- Student incentives.
- Consistent contact with families about student absences.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Chronic absenteeism remains high at 19% with the most students missing school in grades K-2. **Critical Root Cause:** Families may have other priorities for their students or not value the importance of early education.

Priority Problem Statements

Problem Statement 1: Students are not meeting grade level standards across all measurements.

Critical Root Cause 1: Students are not engaged in thinking mathematically, and more often than not, wait to be given answers. Students are not able to apply skills to problem-solving situations.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Staff are using a math curriculum that is limited in developing mathematical thinking in students to apply skills to problem solving situations.

Critical Root Cause 2: Staff may not have the depth of content knowledge to make instructional moves to assist students in moving through the landscape of learning for each math domain.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Chronic absenteeism remains high at 19% with the most students missing school in grades K-2.

Critical Root Cause 3: Families may have other priorities for their students or not value the importance of early education.

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 - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Formative and summative reviews
- Planning and decision-making committee minutes

Accountability Data

- State assessment performance report

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
- Male/Female
- Special education
- At-risk
- EL
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback

- Professional learning communities (PLC) data
- 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

Support Systems and Other Data

- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Goal 1: Student Success

Aligns with District Priority

Annual Performance Objective 1: By June 2025, the average number of students meeting their typical growth in math as measured by I-Ready end of year diagnostic will improve from 59% to 75%. By June 2027, math proficiency rates on SBAC will increase from 16% in 2024 to 30% in 2027.

Evaluation Data Sources: I ready diagnostic - May 2025
SBAC math proficiency - May 2027

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: i-Ready	Status Check		
	Jan	Apr	June
Teachers will use math progressions from I-Ready to prepare students for grade level work. Students will use vertical spaces to enhance student discourse during instruction. **Formative Measures:** Student surveys Observational data Teacher reflections Student quick check data **Position Responsible:** Classroom teachers Kris Hugdal, Implementation Specialist Susan Novelli, Principal **Student Groups This Strategy Targets:** FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk **- Evidence Level:** Promising **Problem Statements/Critical Root Causes:** Student Success 1			

Improvement Strategy 2 Details	Status Checks		
	Status Check		
	Jan	Apr	June
Improvement Strategy 2: i-Ready Students will engage with IReady math lessons for 40 minutes per week and reach 50% of their typical growth by January and meet their typical growth by June as set by IReady. **Formative Measures:** IReady **Position Responsible:** Susan Novelli, principal Classroom and special education teachers. **Student Groups This Strategy Targets:** FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk **- Evidence Level:** Promising **Problem Statements/Critical Root Causes:** Student Success 1			

 No Progress  Accomplished  Continue/Modify  Discontinue

Annual Performance Objective 1 Problem Statements:

Student Success
Problem Statement 1: Students are not meeting grade level standards across all measurements. **Critical Root Cause**: Students are not engaged in thinking mathematically, and more often than not, wait to be given answers. Students are not able to apply skills to problem-solving situations.

Goal 2: Adult Learning Culture

Aligns with District Priority

Annual Performance Objective 1: By June 2025, all staff teaching mathematics in grades K-5 will have participated in professional development on learning progressions in the four operations and be applying their knowledge in the classroom through strategic questioning.

Evaluation Data Sources: Attendance sheets
Surveys
Observation/learning walk data

Improvement Strategy 1 Details	Status Checks		
	Status Check		
	Jan	Apr	June
Improvement Strategy 1: PLC's Online course focused on supporting fluency and progressive development of big ideas, strategies and models for addition/subtraction and multiplication/division using problem strings. **Formative Measures:** Attendance sheet Exit tickets Classroom observations **Position Responsible:** Susan Novelli Math committee **Student Groups This Strategy Targets:** FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk **- Evidence Level:** Moderate **Problem Statements/Critical Root Causes:** Adult Learning Culture 1			

No Progress

Accomplished


Continue/Modify


Discontinue

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Staff are using a math curriculum that is limited in developing mathematical thinking in students to apply skills to problem solving situations. **Critical Root Cause**: Staff may not have the depth of content knowledge to make instructional moves to assist students in moving through the landscape of learning for each math domain.

Goal 3: Connectedness

Aligns with District Priority

Annual Performance Objective 1: By June 2025, chronic absenteeism rates will show a 5% decline from 2024 as measured on the BIG absenteeism dashboard.

Evaluation Data Sources: Weekly data from IC
BIG absenteeism dashboard
Attendance rates on NSPF

Improvement Strategy 1 Details	Status Checks		
	Status Check		
	Jan	Apr	June
Improvement Strategy 1: Family Engagement Weekly meetings with truancy and re-engagement office. Contact with families of students approaching chronic absenteeism. Attendance groups and incentives. **Formative Measures:** Calendar dates Summary **Position Responsible:** Rebeca Alcaraz, counselor Sean Brosius, social worker **Student Groups This Strategy Targets:** FRL, EL, Students with Disabilities, Foster/Homeless, Chronically Absent, At Risk **- Evidence Level:** Strong **Problem Statements/Critical Root Causes:** Connectedness 1			

Improvement Strategy 2 Details	Status Checks		
	Status Check		
	Jan	Apr	June
Improvement Strategy 2: Parent Teacher Home Visit Program Staff training Complete 19 home visits **Formative Measures:** Visits completed **Position Responsible:** Sean Brosius, social worker **Student Groups This Strategy Targets:** FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk **- Evidence Level:** Strong **Problem Statements/Critical Root Causes:** Connectedness 1			

 No Progress  Accomplished  Continue/Modify  Discontinue

Annual Performance Objective 1 Problem Statements:

Connectedness
Problem Statement 1: Chronic absenteeism remains high at 19% with the most students missing school in grades K-2. **Critical Root Cause**: Families may have other priorities for their students or not value the importance of early education.