

Washoe County School District
Elizabeth Lenz Elementary School
2024-2025 School Performance Plan

Classification: 4 Star School

Mission Statement

We are committed to providing a safe and positive environment where students are inspired to learn, grow, and persevere.

Vision

We believe in the potential of every child to succeed in the life path they choose.

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 [ELIZABETH LENZ ELEMENTARY - Nevada Accountability Portal \(nv.gov\)](#)

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Comprehensive Needs Assessment

Student Success

Student Success Summary

Student success for Lenz during the 2023-24 school year showed improved proficiency and growth, especially in the 3rd and 4th grades as well as with our special education population.

Student Success Strengths

According to the 2023-24 SBAC data, Lenz showed many strengths in both ELA and Math.

ELA:

Overall, 67% of students were proficient and the number of students scoring a Level 1 dropped from 16% to 11%

3rd Grade: 76% of students were proficient compared with 74% in 2023-24

4th Grade: 70% of students were proficient compared with 65% in 2023-24

Lenz students improved in making adequate growth and closing the opportunity gap.

36% of special education students were proficient compared to 31% in 2023-24. Only 14% scored a Level 1 compared to 50% in 2023-24

Math:

Overall, 70% of students were proficient in math.

3rd Grade: 90% of students were proficient compared with 73% from 2023-24

4th Grade: 76% of students were proficient compared with 64% in 2023-24

Lenz students improved in making adequate growth, median growth, and maintained closing the opportunity gap.

53% of special education students were proficient compared to 33% in 2023-24. Only 21% scored a Level 1 compared to 39% in 2023-24

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): According to SBAC data from 2023-24, only 47% of 5th grade students are on track to catch up/keep up in ELA. **Critical Root Cause:** Lack of vertical alignment Inconsistently meeting in PLCs due to absences or holidays Limited knowledge in the format of common assessments Lack of systematic phonics instruction Lack

of resources to challenge students who are already meeting or exceeding standards. Lack of teacher clarity around expectations for student learning.

Adult Learning Culture

Adult Learning Culture Summary

The adult learning culture at Lenz Elementary School demonstrates a commitment to student learning and professional growth. PLCs were held weekly throughout the 2023-24 school year with time and space allocated for addressing concerns, discussing students, and collaborative planning. Putting this system in place has set us up for moving into a more purposeful use of time that will focus on backward planning using essential standards, student data, and teacher clarity.

MTSS was well organized and systematic with a consistent team meeting weekly to discuss both tier 2 and tier 3 students by grade level.

Adult Learning Culture Strengths

Grade-level teams work cooperatively together and get along well. They are diligent about timeliness and engage fully to maximize time together.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Time spent was not as focused as would be expected for ALL grade levels. Some grade levels would request time to work on grading assignments, entering grades or other clerical type of work. Another met on Friday which caused missed opportunities to meet due to absences or holidays. **Critical Root Cause:** Last year was used as a transitional year for teachers to develop the habit of meeting more regularly with specific norms and expectations. Lack of knowledge around PLC process. Grade levels in different places as far as working together to focus on student learning.

Connectedness

Connectedness Summary

Lenz is a strong community where students, staff, and families feel connected. In 2023/24 Lenz improved the percentage of chronic absenteeism for students from 11.46% to 9.66%. Visitor often comment on the atmosphere they feel when they enter the building. Students are kind and friendly and staff caring deeply for every student.

Connectedness Strengths

In 2023/24 Lenz improved the percentage of chronic absenteeism for students from 11.46% to 9.66%.

Staff build strong relationships with students.

SEL block is built into the master schedule.

According to the Parent Climate Survey, Lenz improved in the following areas:

Communication with School up 1% to 92%

Physical Safety up 4% to 99%

Quality Education up 3% to 93%

Relationships/Respect up 4% to 95%

School Fit up 3% to 72%

Supportive Place up 1% to 85%

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): While Lenz is a strong community, there is always room for improvement around ensuring all stakeholders feel connected to school. According to the Parent Climate Survey, 85% of families perceive Lenz as a supportive place, this is 4% below the average for WCSD elementary schools. **Critical Root Cause:** Chronic Absenteeism Increase is economic diversity

Priority Problem Statements

Problem Statement 1: According to SBAC data from 2023-24, only 47% of 5th grade students are on track to catch up/keep up in ELA

Critical Root Cause 1: Lack of vertical alignment Inconsistently meeting in PLCs due to absences or holidays Limited knowledge in the format of common assessments Lack of systematic phonics instruction Lack of resources to challenge students who are already meeting or exceeding standards. Lack of teacher clarity around expectations for student learning.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Time spent was not as focused as would be expected for ALL grade levels. Some grade levels would request time to work on grading assignments, entering grades or other clerical type of work. Another met on Friday which caused missed opportunities to meet due to absences or holidays.

Critical Root Cause 2: Last year was used as a transitional year for teachers to develop the habit of meeting more regularly with specific norms and expectations. Lack of knowledge around PLC process. Grade levels in different places as far as working together to focus on student learning.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: While Lenz is a strong community, there is always room for improvement around ensuring all stakeholders feel connected to school. According to the Parent Climate Survey, 85% of families perceive Lenz as a supportive place, this is 4% below the average for WCSD elementary schools.

Critical Root Cause 3: Chronic Absenteeism Increase is economic diversity

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

Accountability Data

- State assessment performance report
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- Early reading assessment results

Student Data: Student Groups

- Special programs
- Economically disadvantaged
- Special education
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Attendance data
- Social Emotional Learning

Employee Data

- Professional learning communities (PLC) data
- School leadership data
- Evaluation(s) of professional development implementation and impact

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation
- Volunteer opportunities, attendance, and participation

Support Systems and Other Data

- Master schedule

Goals

Goal 1: Student Success
Aligns with District Priority

Annual Performance Objective 1: By the end of the 2024-25 school year, 5th grade students will be proficient with ELA essential standards as well as increase the overall growth percentage on SBAC by 4%.

Evaluation Data Sources: SBAC

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: iReady</p> <p>All students will fully access Tier 1 ELA curriculum including daily, systematic phonics, and participate in common assessments focused on WCSD-identified essential standards</p> <p>Interventions around iReady data iReady resources for intervention</p> <p>Formative Measures: Common Formative Assessments Summative Assessments iReady Data</p> <p>Position Responsible: Teachers, LF, Principal</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: Promising</p> <p>Problem Statements/Critical Root Causes: 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: According to SBAC data from 2023-24, only 47% of 5th grade students are on track to catch up/keep up in ELA. **Critical Root Cause:** Lack of vertical alignment Inconsistently meeting in PLCs due to absences or holidays Limited knowledge in the format of common assessments Lack of systematic phonics instruction Lack of resources to challenge students who are already meeting or exceeding standards. Lack of teacher clarity around expectations for student learning.

Goal 2: Adult Learning Culture

Aligns with District Priority

Annual Performance Objective 1: All (100%) of teachers will engage in collaborative planning to create learning intentions to clearly communicate goals and objectives for 100% of students as measured by walkthrough data and student responses.

During the 2024-25 school year, grade level teams will engage in consistent PLC cycles to include backward planning around essential standards and assessment analysis to meet individual student needs.

Evaluation Data Sources: PLC Notes

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: PLCs</p> <p>Teachers will be provided designated time during the school week, outside of their prep time to engage in meaningful PLC practices guided by preset agendas and support to collaborate around student learning goals. During the 2024-25 school year, grade level teams will engage in consistent PLC cycles to include backward planning around essential standards and assessment analysis to meet individual student needs.</p> <p>Formative Measures: PLC Notes/Agendas Common Formative Assessments iReady data MAP data</p> <p>Position Responsible: Teachers, LF, Principal</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
	Empty cells for status checks		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: Time spent was not as focused as would be expected for ALL grade levels. Some grade levels would request time to work on grading assignments, entering grades or other clerical type of work. Another met on Friday which caused missed opportunities to meet due to absences or holidays. **Critical Root Cause:** Last year was used as a transitional year for teachers to develop the habit of meeting more regularly with specific norms and expectations. Lack of knowledge around PLC process. Grade levels in different places as far as working together to focus on student learning.

Goal 3: Connectedness

Aligns with District Priority

Annual Performance Objective 1: Lenz ES will see an increase on the parent climate survey in family efficacy by 5%, and an increase in learning behaviors by 5%.

During the 2024-25 school year, staff will work with families to ensure they feel welcome and create goals with parents to include them in the education of their child/children.

Evaluation Data Sources: Parent Climate Survey, Conference attendance and notes, parent feedback

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: Family Engagement</p> <p>During parent/teacher conferences, teachers will share current and relevant data with parents and include them in setting educational goals to support their children. During the 2024-25 school year, staff will work with families to ensure they feel welcome and create goals with parents to include them in the education of their child/children.</p> <p>Formative Measures: Climate surveys Parent feedback</p> <p>Position Responsible: Teachers, LF, Principal</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: Promising</p> <p>Problem Statements/Critical Root Causes: Connectedness 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:

Connectedness
<p>Problem Statement 1: While Lenz is a strong community, there is always room for improvement around ensuring all stakeholders feel connected to school. According to the Parent Climate Survey, 85% of families perceive Lenz as a supportive place, this is 4% below the average for WCSD elementary schools. Critical Root Cause: Chronic Absenteeism Increase is economic diversity</p>