Washoe County School District

Veterans Memorial S.T.E.M. Academy

2024-2025 School Performance Plan

Classification: 1 Star School

Distinction Designations:
Title I
ATSI
AB219

Mission Statement

It is the mission of Veterans to pursue the continuous learning necessary to ensure grade level achievement for every student.

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 (Add a link to the school's School Rating Report.)

https://nevadareportcard.nv.gov/DI/nv/washoe/veterans_memorial_s.t.e.m._academy/2024

https://nevadareportcard.nv.gov/DI/nv/washoe/veterans_memorial_s.t.e.m._academy/2024/nspf/

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Table of Contents

Comprehensive Needs Assessment

Student Success

Student Success Summary

Veterans Memorial exited 5 EL students in 2024 on WIDA ACCESS Testing. 23% of students met expected growth overall. More growth is necessary for our EL students to meet expected growth on ACCESS testing- Listening, Speaking, Reading, Writing.

Student Success Strengths

5 EL students exited WIDA ACCESS testing in 2024.

Growth was shown towards goals- 23% of students tested met expected growth on ACCESS WIDA.

Currently, 6 students are in the Level 4 language range and expected to exit.

21 students are in the Level 3 language range and are close to exiting.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): After the 2024 Beginning of the Year i-Ready Diagnostic, 43% of students in grades K-5 are two or more grade levels below standard in Reading and 46% of students in grades K-5 are one grade level below standard in Reading.   **Critical Root Cause:** Lack of Language Acquisition and Foundational Skills in all grades K-5. Students processing multiple languages between school and home. Teacher capacity regarding language acquisition in Tier 1 Instruction- Teachers do not fully understand the language demands of the academic standards across content areas. Lack of teacher capacity surrounding Teacher Clarity- alignment to standards, planning

Adult Learning Culture

Adult Learning Culture Summary

During informal and formal classroom observations, less than 50% of classroom teachers are consistently sharing Daily Learning Intentions with students during instruction and implementing the four components of Teacher Clarity. More capacity building around Teacher Clarity is necessary during Professional Development and weekly PLCs.

Adult Learning Culture Strengths

All classroom teachers meet weekly for grade-level PLCs with Administration, Dean of Students, and EL Teacher for support.

Classroom teachers are motivated to learn about the four components of Teacher Clarity, and have already started to engage in professional development.

The Master Schedule includes grade-level blocks for Specials (Music, Library, Computers, Art), so all teachers in a grade-level have time to meet and collaborate together 4 times a week.

Teachers in grades 3-5 have started to engage in extra planning time, outside of their PLCs, to focus on Teacher Clarity work and understanding, including focuses on standard alignment, backward lesson planning, and student intervention.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Based on data collection around Teacher Clarity and Learning Intentions, teachers are not consistently including the use of daily learning intentions, success criteria, and specific feedback during their instruction.   **Critical Root Cause:** Building teacher capacity around Teacher Clarity Building teacher capacity around Language Acquisition and Foundational Literacy Skills Teacher willingness to co-teach with building EL Teacher and EL Facilitator Missed instruction and pacing issues Lack of purposeful planning for learning intentions Choosing the most appropriate interventions for students based on learning needs

Connectedness

Connectedness Summary

The percentage of identified Chronically Absent students at Veterans Memorial has gone from 14% in 2022 to 27% in 2023 to 24% in 2024. Students are missing school and missing core, foundational instruction, which has led to high percentages of students not meeting their typical growth expectations.

Connectedness Strengths

The identified percentage of Chronically Absent students went from 27% in 2023 to 24% in 2024. The percentage is moving in the right direction, but improvements must be made to get identified students attending school consistently.

The staff at Veterans Memorial have initiated some changes and ideas this year for students and families to feel more connected at school. The staff is focusing on attendance incentives at the individual (improvement) level, classroom level, grade level, and school-wide level.

The school is bringing in Parent University classes and events for families on a monthly basis.

Veterans Memorial is now a part of Communities in Schools (CIS) and have a CIS Coordinator on site to work with families regarding attendance challenges.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): The percentage of students identified as Chronically Absent at Veterans Memorial went from 14% in 2022 to 27% in 2023. In 2024, 24% of students were chronically absent. This is a tremendous issue that needs to be addressed for students to be in attendance at school to receive instruction. **Critical Root Cause:** Families keeping students at home due to lack of value for education. Families not understanding that certain/some restrictions for illness have changed. Families not understanding the importance of instructional minutes and how much learning is lost when students miss school.

Priority Problem Statements

Problem Statement 1: After the 2024 Beginning of the Year i-Ready Diagnostic, 43% of students in grades K-5 are two or more grade levels below standard in Reading and 46% of students in grades K-5 are one grade level below standard in Reading.

Critical Root Cause 1: Lack of Language Acquisition and Foundational Skills in all grades K-5. Students processing multiple languages between school and home. Teacher capacity regarding language acquisition in Tier 1 Instruction- Teachers do not fully understand the language demands of the academic standards across content areas. Lack of teacher capacity surrounding Teacher Clarity- alignment to standards, planning

Problem Statement 1 Areas: Student Success

Problem Statement 2: Based on data collection around Teacher Clarity and Learning Intentions, teachers are not consistently including the use of daily learning intentions, success criteria, and specific feedback during their instruction.

Critical Root Cause 2: Building teacher capacity around Teacher Clarity Building teacher capacity around Language Acquisition and Foundational Literacy Skills Teacher willingness to co-teach with building EL Teacher and EL Facilitator Missed instruction and pacing issues Lack of purposeful planning for learning intentions Choosing the most appropriate interventions for students based on learning needs

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: The percentage of students identified as Chronically Absent at Veterans Memorial went from 14% in 2022 to 27% in 2023. In 2024, 24% of students were chronically absent. This is a tremendous issue that needs to be addressed for students to be in attendance at school to receive instruction.

Critical Root Cause 3: Families keeping students at home due to lack of value for education. Families not understanding that certain/some restrictions for illness have changed. Families not understanding the importance of instructional minutes and how much learning is lost when students miss 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
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Planning and decision-making committee minutes

Accountability Data

- State assessment performance report

Student Data: Assessments

- 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
- Special education
- EL

Student Data: Behavior and Other Indicators

- Attendance data
- Social Emotional Learning

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- School leadership data

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
- Capacity building resources data

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 i-Ready Diagnostic.

Evaluation Data Sources: i-Ready Data- Typical and Stretch Growth
WIDA ACCESS Data
MAP Data (K-3)
Formative Assessment Data

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: ELLevations	**Status Check**		
Focus on Tier I Instruction- Alignment to Standards-Based Instruction and Continuing the Use of ELLevation and GLAD Strategies	**Jan**	**Apr**	**June**
Formative Measures: i-Ready Data- Typical and Stretch Growth			
ACCESS Data			
MAP Data			
Position Responsible: Classroom Teachers			
EL Teacher			
EL Facilitator			
Dean of Students			
Principal			
Student Groups This Strategy Targets:			
FRL, EL, Students with Disabilities, Racial/Ethnic Groups, Chronically Absent			
- **Evidence Level:**			
Moderate			
Problem Statements/Critical Root Causes: Student Success 1			

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

Annual Performance Objective 1 Problem Statements:

Student Success

Problem Statement 1: After the 2024 Beginning of the Year i-Ready Diagnostic, 43% of students in grades K-5 are two or more grade levels below standard in Reading and 46% of students in grades K-5 are one grade level below standard in Reading. **Critical Root Cause**: Lack of Language Acquisition and Foundational Skills in all grades K-5. Students processing multiple languages between school and home. Teacher capacity regarding language acquisition in Tier 1 Instruction- Teachers do not fully understand the language demands of the academic standards across content areas. Lack of teacher capacity surrounding Teacher Clarity- alignment to standards, planning

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: PLC Agendas
Lesson Plans
Formative Assessment Data
Walk-Through Data Collection- Learning Walks

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: PLCs	**Status Check**		
Within PLC meetings, teachers will collaborate to define clear learning intentions for daily lessons across all subject areas, aligned with curriculum standards and student needs. Four components of Teacher Clarity **Formative Measures:** PLC agendas/document Lesson Plans Formative Assessment Data Classroom Walk-Through Data **Position Responsible:** Classroom Teachers EL Teacher EL Facilitator Dean Principal **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	**Jan**	**Apr**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: Based on data collection around Teacher Clarity and Learning Intentions, teachers are not consistently including the use of daily learning intentions, success criteria, and specific feedback during their instruction. **Critical Root Cause**: Building teacher capacity around Teacher Clarity Building teacher capacity around Language Acquisition and Foundational Literacy Skills Teacher willingness to co-teach with building EL Teacher and EL Facilitator Missed instruction and pacing issues Lack of purposeful planning for learning intentions Choosing the most appropriate interventions for students based on learning needs

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: District and State Chronic Absenteeism Data

Improvement Strategy 1 Details			Status Checks		
Improvement Strategy 1: MTSS/Family Engagement			**Status Check**		
Collaborate with families to develop individualized attendance plans for students at risk of chronic absenteeism, and create and implement a system of incentives and recognition for students and families who demonstrate improved attendance.			**Jan**	**Apr**	**June**
Formative Measures: Attendance records Event Attendance Individualized Attendance Plans for Students **Position Responsible:** CIS (Communities in Schools) Coordinator Dean Principal Other School Staff **Student Groups This Strategy Targets:** Chronically Absent **- Evidence Level:** Moderate, 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: The percentage of students identified as Chronically Absent at Veterans Memorial went from 14% in 2022 to 27% in 2023. In 2024, 24% of students were chronically absent. This is a tremendous issue that needs to be addressed for students to be in attendance at school to receive instruction. **Critical Root Cause**: Families keeping students at home due to lack of value for education. Families not understanding that certain/some restrictions for illness have changed. Families not understanding the importance of instructional minutes and how much learning is lost when students miss school.

Site Based Decision Making Team

Team Role	Name	Position
Administrator	Monique Madrid-Luankaw	Principal
Administrator	Erin O'Leary	Dean of Students
English Language	Chelsea Sae-Wong	EL Teacher
English Language	Silvia Rios	EL Teacher Assistant
Special Education	Shajmila Amin	Resource Teacher
Teacher	Roselia Lacow	Kindergarten Teacher
Teacher	Judith Diaz Frybarger	1st Grade Teacher
Teacher	Erica Linnett	2nd Grade Teacher
Teacher	Jackie Knaub	3rd Grade Teacher
Teacher	Margaret Choltco	4th Garde Teacher
Teacher	Stephanie Loveless	5th Grade Teacher
Team Member	Yareth Almazan-Osorio	Parent