Washoe County School District

Marvin Moss Elementary School

2024-2025 School Performance Plan

Classification: 3 Star School

Mission Statement

We, the community of Marvin Moss, set high expectations for academic excellence, while promoting social and emotional well-being for all students.

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.)

http://nevadareportcard.nv.gov/DI/nv/washoe/marvin_moss_elementary/2024/nspf/

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: July 23, 2024

Student Success

Student Success Summary

IREADY

Reading: Percentage of students meeting typical growth

Kinder 67%, First 69%, Second 71%, Third 69%, Fourth 55%, Fifth 51%

Percentage of students meeting stretch growth

Kinder 33%,First 47%, Second 47%, Third 40%, Fourth 27%, Fifth 23%

Percentage of students improving placement

Kinder 85%, First 80%, Second 90%, Third 73%, Fourth 55%, Fifth 49%

Math: Percentage of students meeting typical growth

Kinder 72%, First 63%, Second 61%, Third 62%, Fourth 49%, Fifth 57%

Percentage of students meeting stretch growth

Kinder 57%, First 31%, Second 25%, Third 27%, Fourth 18%, Fifth 15%

Improvement of Placement

Kinder 78%, First 73%, Second 67%, Third 84%, Fourth 82%, Fifth 68%

In the area of English Language Arts, Marvin Moss had 59% proficiency. We met our goal from our 23-24 SPP Goal in this area.

Third Grade: 68% proficiency - goal met

Fourth Grade: 51% proficiency- goal met

Fifth Grade: 57% proficiency- goal not met

Claims At or Near and Above Standard:

Reading : 74%

Writing: 67%

Listening: 86%

82%

MAPS Growth:

Goal for Spring MAPS were as follows:

Kindergarten: 60% - met goal with 83%

First Grade: 60% - met goal with 68%

Second Grade: 60% - met goal with 64%

Third Grade: 80% - didn't't meet goal (70%)

In the area of Mathematics, Marvin Moss had 51% proficiency. We met our 23-24 SPP Goal in this area.

Third Grade: 64% proficiency - goal met

Fourth Grade: 49% - goal not met

Fifth Grade: 43% - goal not met

Claims At or Near and Above Standard:

Concepts and Procedures: 67%

Problem Solving, Modeling/Data Analysis: 91%

Communicating Reasoning: 93%

In the area of Science, Marvin Moss Fifth Graders had 28% proficiency.

Subgroups: Hispanic 18%.

Special Programs: Free and Reduced Lunch 20%

Claims At or Near or Above Standard:

Science and Engineering

Gathering: 25%, Reasoning 25%, Communicating 29%

Disciplinary Core Ideas:

Life Science 25%, Physical Science 42%, Earth and Space Science 30%

Crosscutting Concepts:

Causality, Patterns and Connections 22% and Systems and System Models 51%

ACCESS Data

14/17 students made growth (82%)

6/17 made expected growth (35%)

2 students exited

The domain of Speaking was the lowest in two grade levels (1st and 3rd). Listening (2nd grade) and reading (4th grade) were the lowest in two grade levels.

Student Success Strengths

IREADY

Reading: Percentage of students meeting typical growth

Kinder 67%, First 69%, Second 71%, Third 69%, Fourth 55%, Fifth 51%

Percentage of students improving placement

Kinder 85%, First 80%, Second 90%, Third 73%, Fourth 55%, Fifth 49%

Math: Percentage of students meeting typical growth

Kinder 72%, First 63%, Second 61%, Third 62%, Fourth 49%, Fifth 57%

Improvement of Placement

Kinder 78%, First 73%, Second 67%, Third 84%, Fourth 82%, Fifth 68%

English/Language Arts:

Proficiency levels increased from 2023 40% to 2024 59%

Proficiency levels increased for all of the subgroups: Hispanic went from 29% to 39%, White went from 53% to 68% and Multi racial went from 38% to 69%.

Proficiency levels increased for all of the Special Programs subgroups: Free and Reduced Lunch 26%-44%

Fourth Grade Cohort improved from 33% to 51% proficiency.

Fifth Grade Cohort improved from 52% to 57% proficiency.

Mathematics:

Proficiency levels increased from 2023 38% to 2024 51%.

Proficiency levels increased for the subgroups: Hispanic went from 27% to 37%. White went from 52% to 59% and Multi racial went from 38% to 69%.

Proficiency levels increased for all Special Programs subgroups: Free and Reduced Lunch went from 21% to 39%, IEP went from 18% to 39%, and EL went from 25% to 40%.

Fourth Grade Cohort improved from 41% to 49% proficiency.

Science:

Proficiency levels increased from 2023 13% to 2024 28%

Proficiency levels increased from 13% to 28%.

Proficiency level increased for our subgroups: 0% to 18% and FRL from 0% to 20%.

ACCESS

82% of our students showed growth.

The domain of Writing was our highest area. 82% of the students showed growth.

Grade Level Breakdown of Growth: 1st 100%, 2nd 100%, 3rd 100%, 4th 50%, 5th (N/A)

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Our students are not meeting Stretch Growth Targets in the area of Reading and Math. Percentage of students meeting stretch growth Reading: Kinder 33%,First 47%, Second 47%, Third 40%, Fourth 27%, Fifth 23% Math: Kinder 57%, First 31%, Second 25%, Third 27%, Fourth 18%, Fifth 15%   **Critical Root Cause:** IReady implementation was in its' first year for the 2023-2024 school year. There was limited access to technology at the beginning of the year. Inconsistency across classrooms on stretch growth goal setting with students. Inconsistent monitoring of student progress on Learning Path.

Adult Learning Culture

Adult Learning Culture Summary

Professional Development

Professional Development occurs monthly and on three professional development days during the 23-24 school year. The professional development for the 23-24 school year focused on writing instruction, use of rubrics and common grading. In January 2024, staff engaged in the work with Claim, Evidence, and Reasoning in the areas of Science and Math. The staff utilized rubrics to assess students' progress and faded support before Spring Break. Staff also engaged in professional development with the English Language Development Facilitator to focus on strategies from Ellevation to support all learners, specifically our English Language Learners.

Professional Learning Communities

100% of our grade level teams meet weekly meetings to analyze data and plan instruction. PLC's follow a data focused format each week.

End of Year (EOY) Reading IREADY Data - On or Above Grade Level:

Kindergarten 89%

First Grade: 71%

Second Grade: 70%

Third Grade: 80%

Fourth Grade: 42%

Fifth Grade:52%

End of Year (EOY) Math IREADY Data - On or Above Grade Level:

Kindergarten: 87%

First Grade: 61%

Second Grade: 53%

Third Grade: 75%

Fourth Grade: 58%

Fifth Grade: 60%

Chronic Absenteeism Data:

13.82%

MTSS Data: End of Year

Kindergarten: 8 students entered

First Grade: 10 students

Second Grade: 9 students

Third Grade: 4 students

Fourth Grade: 5 students

Fifth Grade: 4 students

Adult Learning Culture Strengths

MTSS Exit Data: The use of the MTSS process identified areas for focus while also identifying students who require specially designed instruction through an individualized education plan.

First Grade: Exited 1 one through sped referral process

Second Grade: Exited two through the sped referral process

Third Grade: Exited 4 through the sped referral process and exited 1

Fourth Grade: Exited 2 through the sped referral process and exited 4

Fifth Grade: Exited 3 through the sped referral process and exited 3

Professional Learning Communities

Grade level teams meet weekly to analyze student data to discuss trends, areas for focus and next steps for instruction. Data analyzed and planned are: Weekly Common Assessments, Claim, Evidence and Reasoning prompts, IChecks and Focus Questions (Foss Science) and Unit Assessments (Benchmark, Envisions, and Bridges). Teams plan the weekly common assessments in the areas of math and ELA, as well as, the Claim, Evidence, Reasoning question in the areas of Math and Science.

Professional Development

Professional Development is focused on the needs of our students and staff. Through the classroom observations, staff exit tickets and surveys and student data the Administrative Leadership Team is able to meet and plan professional development on a monthly basis.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): The instructional strategies shared during professional development are not actively utilized beyond the coaching cycle; impacting our English Language Learners. We are not exiting enough students from ELL as shown on the ACCESS Assessment. Consistency of the four Teacher Clarity Components are inconsistent across grade level classrooms/grade levels. **Critical Root Cause:** Late implementation of Teacher Clarity work with Success Criteria. Lack of implementation of strategies to support our students who are new to country. Time allocation for planning as a grade level.

Connectedness

Connectedness Summary

Absenteeism Data:

Severely Chronic Absenteeism: 1.61%

Chronic Absenteeism - 13.82%.

This accounts for 43 students.

Comprehensive Life Skills Chronically Absent: 40%

Student Climate Survey Data:

Adult Respect 86%

Adult Support 76%

Bullying: 59%

Safety - 81%

Social Emotional Learning 62%

Student Engagement 70%

Student Respect 70%

Victimization 46%

Parent Climate Survey:

Communication with School 95%

Family Efficacy 83%

Learning Behaviors: 67%

Physical Safety 100%

Quality Education 99%

Relationships/Respect 99%

School Fit 80%

Supportive Place 95%

Connectedness Strengths

Chronic Absenteeism dropped from 18.21% in 2023 to 13.82% in 2024.

Student Climate Survey Data:

Students at Marvin Moss feel connected to adults. 91% of the students indicated that at least one teacher knows their name. Students feel learning is interesting to them as shown by the 15% increase to 78%. 86% of the students indicated they are happy to be at school. 93% of the students indicated that students from different backgrounds get along well.

Parent Climate Survey Data:

All areas showed an increase from the 22-23 school year. The physical safety was 100%. The Quality Education grew to 99%. Parents indicated that teachers are available to support all students and that there are high expectations for all students to learn.

Parents indicated Marvin Moss is a good fit for their child while also providing students a quality education.

Parents indicated that Marvin Moss is a Supportive Place where parents feel welcomed, are supported, and work together in setting and meeting students' educational goals. Principal makes decisions that are in the best interest of all students.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Chronic Absenteeism is 13.82% and Severe Chronic Absenteeism is 1.61%. Students in special programs have 40% Chronic Absenteeism. **Critical Root Cause:** Students do not have control of their attendance. Students are taken out of school for various reasons that are not considered excused, and parents do not always see the connection between attendance and student achievement.

Priority Problem Statements

Problem Statement 1: Our students are not meeting Stretch Growth Targets in the area of Reading and Math. Percentage of students meeting stretch growth Reading: Kinder 33%,First 47%, Second 47%, Third 40%, Fourth 27%, Fifth 23% Math: Kinder 57%, First 31%, Second 25%, Third 27%, Fourth 18%, Fifth 15%

Critical Root Cause 1: IReady implementation was in its' first year for the 2023-2024 school year. There was limited access to technology at the beginning of the year. Inconsistency across classrooms on stretch growth goal setting with students. Inconsistent monitoring of student progress on Learning Path.

Problem Statement 1 Areas: Student Success

Problem Statement 2: The instructional strategies shared during professional development are not actively utilized beyond the coaching cycle; impacting our English Language Learners. We are not exiting enough students from ELL as shown on the ACCESS Assessment. Consistency of the four Teacher Clarity Components are inconsistent across grade level classrooms/grade levels.

Critical Root Cause 2: Late implementation of Teacher Clarity work with Success Criteria. Lack of implementation of strategies to support our students who are new to country. Time allocation for planning as a grade level.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Chronic Absenteeism is 13.82% and Severe Chronic Absenteeism is 1.61%. Students in special programs have 40% Chronic Absenteeism.

Critical Root Cause 3: Students do not have control of their attendance. Students are taken out of school for various reasons that are not considered excused, and parents do not always see the connection between attendance and student achievement.

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

- 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
- 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
- Special education
- EL

Student Data: Behavior and Other Indicators

- Attendance data
- Social Emotional Learning
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- School leadership data
- Evaluation(s) of professional development implementation and impact
- 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

- Organizational structure data
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Capacity building resources data
- Study of best practices

Goals

Goal 1: Student Success
Aligns with District Priority

Annual Performance Objective 1: By June 2025, 100% of all students, grades K-5, will meet the Typical Growth Target as measured by IREADY end of year Diagnostic Assessment.

Evaluation Data Sources: Beginning, Middle, and End of Year Diagnostic Assessment Results
Weekly dis-aggregation of progress on Learning Path.

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: I Ready	**Status Check**		
Daily engagement in educational pathway as determined by IReady for 30-45 minutes a week in the areas of Math and ELA. Classroom Incentive for meeting minutes (30-45 Reading and Math and average of 85% lessons passed	**Jan**	**Apr**	**June**
Goal setting with students towards Stretch Growth Goal Incentives to reinforce progress towards goals Intervene with yellow and red flags to provide support through the Teacher Toolbox Weekly Common Assessment Data Diagnostic Assessment Winter and Spring Progress on Learning Path Growth Monitoring - Math Reading Tasks - Reading			
Formative Measures: i Ready Weekly Common Assessment Data Unit Assessments in ELS and Math			
Position Responsible: All general education and resource 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			

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

Annual Performance Objective 1 Problem Statements:

Student Success
Problem Statement 1: Our students are not meeting Stretch Growth Targets in the area of Reading and Math. Percentage of students meeting stretch growth Reading: Kinder 33%,First 47%, Second 47%, Third 40%, Fourth 27%, Fifth 23% Math: Kinder 57%, First 31%, Second 25%, Third 27%, Fourth 18%, Fifth 15%   **Critical Root Cause**: IReady implementation was in its' first year for the 2023-2024 school year. There was limited access to technology at the beginning of the year. Inconsistency across classrooms on stretch growth goal setting with students. Inconsistent monitoring of student progress on Learning Path.

Goal 2: Adult Learning Culture
    Aligns with District Priority

Annual Performance Objective 1: By May 2025, classroom walkthrough, formal and informal observations will indicate all teachers are implementing the four components of Teacher Clarity (Clarity of organization, clarity of explanation, clarity of examples and guided practice, and clarity of assessment of student learning) with 85% consistency.

    Evaluation Data Sources: Learning Tool Walk Through Form
    Observer Data Tracking
    Informal Observation Data
    Formal Observation Data

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Professional Learning Communities	**Status Check**		
Professional Learning with Teacher Clarity- monthly Classroom Observations through: Learning Tool Walkthrough Form, Informal and Formal Observations, Exit Tickets (from Professional Learning Sessions) Curriculum Planning with Design Thinking Documents - Learning Intentions, Success Criteria, Weekly Common Assessments, Claim, Evidence, Reasoning	**Jan**	**Apr**	**June**

Formative Measures: Professional Learning with Teacher Clarity- monthly
    Classroom Observations through: Learning Tool Walkthrough Form, Informal and Formal Observations, Exit Tickets (from Professional Learning Sessions)
    Curriculum Planning with Design Thinking Documents - Learning Intentions, Success Criteria, Weekly Common Assessments, Claim, Evidence, Reasoning
    Position Responsible: General Education and Special Education Teachers
    Administration Team
 	
    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			

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

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: The instructional strategies shared during professional development are not actively utilized beyond the coaching cycle; impacting our English Language Learners. We are not exiting enough students from ELL as shown on the ACCESS Assessment. Consistency of the four Teacher Clarity Components are inconsistent across grade level classrooms/grade levels.   **Critical Root Cause**: Late implementation of Teacher Clarity work with Success Criteria. Lack of implementation of strategies to support our students who are new to country. Time allocation for planning as a grade level.

Goal 3: Connectedness

    Aligns with District Priority

Annual Performance Objective 1: By June 2025, Marvin Moss' chronic absenteeism rate will be reduced for our overall student population by 4% from 13.82% to 9.82% as determined by schoolwide attendance data.

    Evaluation Data Sources: Infinite Campus Attendance Data
BIG Attendance Data

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: PBIS	**Status Check**		
Positive Behavior Implementation - schoolwide plan (Tier 1) (Marmot Burrows - Whole Class - Marmot Moolah - Individual)	**Jan**	**Apr**	**June**

Classroom Incentives
Grade Level Weekly Incentives
Quarterly Attendance Incentives
 	
MTSS
Tier 2 Attendance Plans
- Incentive Plans
- Individualized Plans
Tier 3 Attendance Intervention Plans
- Parent Contact
- Data Tracking
- Individualized Plans
 	
    Formative Measures: Positive Behavior Supports (Schoolwide)
    Weekly Attendance Data
    - Intervention Supports and Plans
    - Incentives
    Tardy Data
    - Intervention Supports and Plans
    Daily phone calls for absences (from Connect Ed)
    Office staff to contact in cases with multiple absences with no contact
    MARMOT classroom incentive - schoolwide
    SEL within the master schedule
    Monthly Attendance Raffle
    Quarterly Perfect Attendance Reward
    End of the Year Perfect Attendance Reward
 	
    Position Responsible: Administrative Team
    Counselor
    Secretary
 	
    Student Groups This Strategy Targets:
    Chronically Absent
    - Evidence Level:
    Moderate
    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: Chronic Absenteeism is 13.82% and Severe Chronic Absenteeism is 1.61%. Students in special programs have 40% Chronic Absenteeism. **Critical Root Cause**: Students do not have control of their attendance. Students are taken out of school for various reasons that are not considered excused, and parents do not always see the connection between attendance and student achievement.

Campus Leadership Team

Team Role	Name	Position
Parent	Katina Marble	President
Non-classroom Professional	Trista Hintze	Dean of Students
Non-classroom Professional	JoElla Barrie	Counselor
Classroom Teacher	Andrelyn Warren	Fourth Grade Teacher
Classroom Teacher	Morgan Saunders	Second Grade Teacher
Classroom Teacher	Rachael Maloy	First Grade Teacher
Administrative Intern	Anika Kilkenny	Special Education Resource
Paraprofessional	Renee Hirschman	Librarian
Classroom Teacher	Ladawna Baldwin	CLS Teacher (Sped)
Administrator	Colbee Riordan	Principal