

# **Washoe County School District**

## **Donner Springs Elementary School**

### **2024-2025 School Performance Plan**

**Classification: 1 Star School**

**Distinction Designations:**

Title I

ATSI

AB219



# Mission Statement

**Donner Springs will work in partnership with the community and families to help all students strive to be socially responsible, lifelong learners, who reach their highest potential.**

# 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 [https://nevadareportcard.nv.gov/DI/nv/washoe/donner\\_springs\\_elementary/2024](https://nevadareportcard.nv.gov/DI/nv/washoe/donner_springs_elementary/2024)

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# Comprehensive Needs Assessment

## Student Success

### Student Success Summary

SBAC Writing Claim - needs improvement 57% not meeting standard

Students on IEP 5th grade SBAC 75% not meeting standard Level 1

3rd 60% EL level 1

4th 52% overall level 1 and 69% of EL's

3rd 15% 2 or more grade levels below

4th 10% 2 or more grade levels below

72% are level 1 or 2 SBAC

Literary & non-fiction 46% below standard

### Math

4th - went down 4%, white had a decrease of 22%

5th - white went up 12%, Hispanic went down 3%, overall went down by 1%

SBAC Concepts & Proc 62% below\

3rd - EL 45% level 1, Hispanic 50% level 1

5th - IEP 80% level 1

4th - 51% level 1, 69% EL level 1

3rd - EL stayed same at 20%

### Student Success Strengths

## ELA

SBAC Listening Claims look good

Overall ELA all grade levels either stayed same or went up

5th ELA - increase by 10% 29% of students score level 3 or 4

4th ELA - increase by 2% & 3% from year before, 26% of students score level 3 or 4

3rd ELA - increase by 7%, 26% of students score level 3 or 4

Grade level cohorts MAP all increased Reading

Fall - Spring iReady all grade levels increased by at least 10% to on or above grade level

## Math

SBAC Claims - Comm Reason 79% & problem Solving 81% meeting

3rd - 36% meet standard, 5% increase from 22-23

4th - 20% meet standard

5th - 3% increase from 22-23, 22% met standard

iReady - all grade levels made growth (all but 2 students were able to participate), 96% median typical growth, meet standard from 6% to 21%

Schoolwide increase by 1%

## Problem Statements Identifying Student Success Needs

**Problem Statement 1 (Prioritized):** Our proficiency in ELA based on 23-24 SBAC (3rd-5th) was 28% and iReady (K-5th) was 48% proficient.. **Critical Root Cause:** Teachers understanding the science of reading (application), learning how to use iReady to drive instruction, and vertical alignment for writing

# Adult Learning Culture

## Adult Learning Culture Summary

Provide consistent schedule & student information for Tier status (provide window that aligns with T3 updates).

Ensure staff understand that interventions are a fluid process.

Consistent criteria for each Tier, with more targeted interventions, progress monitoring aligns with intervention.

Progress monitoring consistent measures for each grade level.

Confused with IC input (meet together for T2 input).

## Adult Learning Culture Strengths

T2 & T3 is working!

PLC time to discuss students.

100% complete at mid-point and final.

Interventionist to support students.

Process was good, students didn't get lost.

All staff in grade level involved.

## Problem Statements Identifying Adult Learning Culture Needs

**Problem Statement 1 (Prioritized):** Interventions align with progress monitoring and student movement through the Tier system, along with PLC alignment. **Critical Root Cause:** Students not consistently moving through the Tier system, progress monitoring not aligning/available for certain interventions, and PLC not vertically aligned.

# Connectedness

## Connectedness Summary

Missed yellow library visit

CICO not consistent, not long enough (3 weeks), littles didn't know what CICO was,

T2 & T3 attendance who is responsible for the intervention?

Confusion for parents regarding when to keep kids home or bring them.

Calendar for parents for the year, rather than monthly.

Attendance letters - more parent friendly

## Connectedness Strengths

Attendance awards

Check-In/Check-Out

Family attendance at evening events

FACE making contact with families, delving into the WHY of not being at school

Parent conference 2x year attendance was good

Chronic absenteeism decreased decreased by 3% overall

Only 33% of absences were UNV

Safe Schools Professional helpful with attendance and contacting families

## Problem Statements Identifying Connectedness Needs

**Problem Statement 1 (Prioritized):** Chronic absenteeism is at almost 22% for the school. **Critical Root Cause:** Lingering fear from COVID, parents not coming into the building during school hours (volunteering), parents unaware of consequences of absenteeism.

# Priority Problem Statements

**Problem Statement 1:** Our proficiency in ELA based on 23-24 SBAC (3rd-5th) was 28% and iReady (K-5th) was 48% proficient..

**Critical Root Cause 1:** Teachers understanding the science of reading (application), learning how to use iReady to drive instruction, and vertical alignment for writing

**Problem Statement 1 Areas:** Student Success

**Problem Statement 2:** Interventions align with progress monitoring and student movement through the Tier system, along with PLC alignment.

**Critical Root Cause 2:** Students not consistently moving through the Tier system, progress monitoring not aligning/available for certain interventions, and PLC not vertically aligned.

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

**Problem Statement 3:** Chronic absenteeism is at almost 22% for the school.

**Critical Root Cause 3:** Lingering fear from COVID, parents not coming into the building during school hours (volunteering), parents unaware of consequences of absenteeism.

**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

## Accountability Data

- State assessment performance report

## Student Data: Assessments

- State and federally required assessment information
- 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
- EL
- Dyslexia data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

## Student Data: Behavior and Other Indicators

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

## Employee Data

- Professional learning communities (PLC) 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
- Processes and procedures for teaching and learning, including program implementation

# Goals

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

**Annual Performance Objective 1:** The percentage of students in grades K-5 meeting or exceeding the iReady target in reading on the 24-25 final Diagnostic will increase by 5% when compared to the 23-24 final Diagnostic.

**Evaluation Data Sources:** iReady Final Diagnostic

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1:</b> iReady  Provide professional learning focused on the use of supporting iReady resources specifically Tools for Instruction and Tools for Scaffolding.  Use the following reports: Student and Class Diagnostic Results, Grade Level Planning (Scaffolding), Grade Level Planning (Prerequisites), and Instructional Grouping to deliver coherent grade-level instruction and differentiated small group instruction.  Establish the use of student data folders to develop goals and track growth towards goals. <b>Formative Measures:</b> PLC agenda, intervention schedule, professional learning agenda, and proficiency data <b>Position Responsible:</b> Teachers, administrators  <b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk <b>- Evidence Level:</b> Moderate <b>Problem Statements/Critical Root Causes:</b> Student Success 1	Status Check		
	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>			

**Annual Performance Objective 1 Problem Statements:**

Student Success
<b>Problem Statement 1:</b> Our proficiency in ELA based on 23-24 SBAC (3rd-5th) was 28% and iReady (K-5th) was 48% proficient.. <b>Critical Root Cause:</b> Teachers understanding the science of reading (application), learning how to use iReady to drive instruction, and vertical alignment for writing

Goal 2: Adult Learning Culture  
Aligns with District Priority

Annual Performance Objective 1: Increase intervention fidelity by monitoring students receiving interventions every 6-8 weeks, utilizing our IC MTSS tab as measured by 90% of students being updated and reviewed quarterly.

Evaluation Data Sources: PLC Agenda, MTSS tab in IC

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1: PLC's</b>  Vertically align PLC's monthly by grade level bands with support staff in attendance.  Schedule T3 MTSS meetings every 5-6 weeks by grade level.  Schedule T2 review dates by grade levels every 4-6 weeks within PLC's.  Counselor will email grade levels the students currently in the Tiered process at least one week prior to MTSS meetings. <b>Formative Measures:</b> PLC Agenda, MTSS tab in IC <b>Position Responsible:</b> Teachers, administrators  <b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk <b>- Evidence Level:</b> Moderate <b>Problem Statements/Critical Root Causes:</b> Adult Learning Culture 1	Status Check		
	Jan	Apr	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>			

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture
<b>Problem Statement 1:</b> Interventions align with progress monitoring and student movement through the Tier system, along with PLC alignment. <b>Critical Root Cause:</b> Students not consistently moving through the Tier system, progress monitoring not aligning/available for certain interventions, and PLC not vertically aligned.

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 3% when compared to the 23-24 percent identified as chronically absent.

**Evaluation Data Sources:** BIG absenteeism report

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1:</b> Family Engagement  Use historical attendance data to identify students who are at risk of chronic absenteeism.  Form attendance team to coordinate efforts to develop individualized attendance contracts/agreements with students identified through the quarterly attendance reviews.  Develop a comprehensive outreach campaign to inform families about the importance of regular attendance and the potential consequences of chronic absenteeism. Utilize various communication channels such as email, newsletters, phone calls and social media platforms to reach out to parents.  Establish process/protocol for teachers to communicate with attendance team and families regarding student absences. <b>Formative Measures:</b> Contracts/agreements, attendance reports, attendance review data, outreach communication, process/protocols <b>Position Responsible:</b> Teachers, administration, attendance team  <b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk <b>- Evidence Level:</b> Promising <b>Problem Statements/Critical Root Causes:</b> Connectedness 1	Status Check		
	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

Annual Performance Objective 1 Problem Statements:

Connectedness
<b>Problem Statement 1:</b> Chronic absenteeism is at almost 22% for the school. <b>Critical Root Cause:</b> Lingering fear from COVID, parents not coming into the building during school hours (volunteering), parents unaware of consequences of absenteeism.

# Donner Springs SPP

Team Role	Name	Position
Teacher	Lisa Lindsay	Teacher
Teacher	Heidi Gourlay	Teacher
Teacher	Stacey Levy	Teacher
Teacher	Tina Dolbeare	Teacher
Teacher	Nelle Gama	Teacher
Teacher	Kayelee Taylor	Teacher
Teacher	Beth Neuman	Teacher
Parent	Itza Villanueva	Parent
Classified/Paraprofessional	Alyson Coffman	Librarian
Administrator	Laura McCartin	Assistant Principal
Administrator	Mari Riggs	Principal
Teacher	Kristin Shates	Teacher