

Washoe County School District
Kate Smith Elementary School
2024-2025 School Performance Plan

Classification: 2 Star School

Distinction Designations:

Title I

Title I

Mission Statement

Mission

It is the mission of Kate Smith Elementary School to strive for academic and social excellence through collaboration (PLCs/Student voice/Community partnerships), compassion (PBIS/SEL), and STEM integration (Building foundational skills across disciplines) to continue to grow as a goal-oriented learning community.

Vision

Vision

Kate Smith Elementary School inspires lifelong learners by creating a positive and safe learning environment where students are confident, self-aware, and socially responsible. We foster collaboration and critical thinking through innovative problem solving, respectful communication, and resiliency. Kate Smith Elementary School welcomes all students, families, staff, and community members as essential partners of our community.

Demographics & Performance Information

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/kate_smith_elementary/2024

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Comprehensive Needs Assessment

Revised/Approved: September 3, 2024

Student Success

Student Success Summary

At Kate Smith Elementary, students have demonstrated significant academic progress and improvement in key areas. Math proficiency increased from 32% to 33%, while English Language Arts (ELA) proficiency saw a notable rise from 30% to 37%. The school has also made strides in addressing absenteeism, reducing the student absenteeism rate from 15% to 14%. Additionally, 52% of students met their stretch growth goal in Math on i-Ready, and 57% achieved their typical growth goal in Reading, showcasing their dedication to academic growth and success.

Student Success Strengths

- Math Proficiency Growth from 32% to 33%
- ELA Proficiency Growth from 30% to 37%.
- Student Absenteeism rate dropped from 15% to 14%
- 52% of students met their stretch growth goal in Math on i-Ready.
- 57% of students met their typical growth goal in Reading on i-Ready.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Only 24% of students are meeting the stretch growth goal in reading as measured by the i-Ready assessment, indicating a significant gap in achieving higher levels of academic progress. Additionally, only 52% of students are meeting typical growth in math, further highlighting the need for enhanced support and interventions in both reading and math to ensure students are on track for success.

Critical Root Cause: *Lack of foundational skills - In both ELA and Math *Lack of strong Tier 1 Instruction *Need to focus on reteaching and enrichment *Lack of vertical alignment across all grade levels *Transiency *Absenteeism

Adult Learning Culture

Adult Learning Culture Summary

To address the challenges in student growth, weekly Professional Learning Communities (PLCs) will continue with a focus on analyzing student data to drive instruction. The Multi-Tiered System of Supports (MTSS) process will be used to triangulate data from various sources, ensuring targeted interventions for students. Additionally, the Plan, Do, Study, Act (PDSA) cycle will remain a key approach for continuous improvement. Ongoing professional development will emphasize the integration of instructional strategies and strengthen vertical alignment across grade levels, ensuring a cohesive learning experience for students as they progress through the curriculum.

Adult Learning Culture Strengths

- Continued weekly PLCs with focus on student data
- MTSS processes that triangulates data
- Continued use of the Plan, Do, Study, Act cycle

- Continued professional development with a focus on integration and grade level vertical alignment

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Kate Smith dropped 5% in Reading for AGP (students who are catching up and keeping up) and 23% in Math for AGP.

Critical Root Cause: *Lack of foundational skills - In both ELA and Math *Lack of strong Tier 1 Instruction *Need to focus on reteaching and enrichment *Lack of vertical alignment across all grade levels *Transiency *Absenteeism

Connectedness

Connectedness Summary

At Kate Smith, notable strengths include a decrease in chronic absenteeism from 25% to 14%, reflecting successful efforts to improve student attendance. The school excels in relationship building, fostering strong connections between staff and students. The implementation of trauma-informed practices and school-wide Positive Behavioral Interventions and Supports (PBIS) contributes to a supportive and inclusive environment. Additionally, the integration of Social-Emotional Learning (SEL) strategies across the school enhances students' emotional well-being and overall school climate, further supporting academic and personal growth.

Connectedness Strengths

- Decrease in Chronic Absenteeism from 15% to 14%
- Relationship Building
- Use of trauma informed practices\
- Use of PBIS schoolwide
- Use of SEL strategies school wide
- Connections with students using advisory groups

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Based on the 2023-2024 Student Climate Survey data, Adult Respect decreased 6% and Adult Support decreased 3% compared to the 2022-2023 Student Climate Survey.

Critical Root Cause: * Absenteeism * Transiency * Lack of family engagement, * Lack of consistent SEL instruction * Lack of consistent use of Positive Behavior Supports

Priority Problem Statements

Problem Statement 1: Only 24% of students are meeting the stretch growth goal in reading as measured by the i-Ready assessment, indicating a significant gap in achieving higher levels of academic progress. Additionally, only 52% of students are meeting typical growth in math, further highlighting the need for enhanced support and interventions in both reading and math to ensure students are on track for success.

Critical Root Cause 1: *Lack of foundational skills - In both ELA and Math *Lack of strong Tier 1 Instruction *Need to focus on reteaching and enrichment *Lack of vertical alignment across all grade levels *Transiency *Absenteeism

Problem Statement 1 Areas: Student Success

Problem Statement 2: Kate Smith dropped 5% in Reading for AGP (students who are catching up and keeping up) and 23% in Math for AGP.

Critical Root Cause 2: *Lack of foundational skills - In both ELA and Math *Lack of strong Tier 1 Instruction *Need to focus on reteaching and enrichment *Lack of vertical alignment across all grade levels *Transiency *Absenteeism

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Based on the 2023-2024 Student Climate Survey data, Adult Respect decreased 6% and Adult Support decreased 3% compared to the 2022-2023 Student Climate Survey.

Critical Root Cause 3: * Absenteeism * Transiency * Lack of family engagement, * Lack of consistent SEL instruction * Lack of consistent use of Positive Behavior Supports

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 - Formative and summative reviews
- Planning and decision-making committee minutes
- State and federal planning requirements

Accountability Data

- State assessment performance report
 - SBAC Results, i-Ready Assessment Results
- Comprehensive, Targeted, and/or Additional Targeted Support data

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

- Special programs
- Economically disadvantaged
- At-risk
- EL
- 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

Employee Data

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

- Professional development needs assessment data

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
- Study of best practices
- Action research results

Goals

Goal 1: Student Success

Aligns with District Priority

Annual Performance Objective 1: 100% of students in grades K-5 will meet their typical growth target in reading and math on the third iReady Diagnostic. 65% of students below grade level will meet their stretch growth target on the third diagnostic.

Evaluation Data Sources: iReady Data

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: ESSA Improvement Strategy: iReady</p> <p>Action Steps:</p> <ul style="list-style-type: none"> *Establish a consistent process and calendar how and when teachers will convene to review lesson passage rates, usage minutes, and growth/performance movement by student group. *Develop data points and criteria to use to prioritize students who need additional instruction and/or intervention, and the criteria to use to exit students from additional supports. *Use certificates/awards to acknowledge student achievement and growth. *Establish the use of student data folders to develop goals and track growth towards goals. <p>Formative Measures: PLC agenda, intervention schedule, professional learning agenda, growth data, increased percentage of students improving placement, 5 minute interviews with small random sample of students about effectiveness of incentive programs</p> <p>Position Responsible: Principal, Dean, Classroom Teachers, EL teacher, Special Education Teacher, Interventionist</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: 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: Only 24% of students are meeting the stretch growth goal in reading as measured by the i-Ready assessment, indicating a significant gap in achieving higher levels of academic progress. Additionally, only 52% of students are meeting typical growth in math, further highlighting the need for enhanced support and interventions in both reading and math to ensure students are on track for success. **Critical Root Cause:** *Lack of foundational skills - In both ELA and Math *Lack of strong Tier 1 Instruction *Need to focus on reteaching and enrichment *Lack of vertical alignment across all grade levels *Transiency *Absenteeism

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: Walkthrough forms, PLC Data, Common Formative Assessment Data

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: ESSA Improvement Strategy: Professional Learning Communities (PLCs)</p> <p>Action Steps:</p> <ul style="list-style-type: none"> *Implement structured weekly PLC meetings with explicit agendas to discuss instructional practices, student data, and components of The Teacher Clarity Playbook. *Analyze and dissect grade level subject standards to determine appropriate rigor of instruction. *Within PLC meetings, teachers will collaborate to analyze student data and adjust Tier I instruction in a timely manner. <p>Formative Measures: PLC agendas, lesson plans, formative assessment data, protocol and plan for teacher data analysis</p> <p>Position Responsible: Principal, Dean, Classroom Teachers, EL teacher, Special Education Teacher, RPDP</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
			
<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:

Adult Learning Culture
<p>Problem Statement 1: Kate Smith dropped 5% in Reading for AGP (students who are catching up and keeping up) and 23% in Math for AGP. Critical Root Cause: *Lack of foundational skills - In both ELA and Math *Lack of strong Tier 1 Instruction *Need to focus on reteaching and enrichment *Lack of vertical alignment across all grade levels *Transiency *Absenteeism</p>

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: Daily, Weekly and Monthly Attendance Data, Infinite Campus

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: ESSA Improvement Strategy: Family Engagement</p> <p>Formative Measures: Attendance records, event attendance, improved attendance data, outreach communication</p> <p>Position Responsible: School Administration, School Counselor, Special Education Teacher, and EL Teacher</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: Based on the 2023-2024 Student Climate Survey data, Adult Respect decreased 6% and Adult Support decreased 3% compared to the 2022-2023 Student Climate Survey. Critical Root Cause: * Absenteeism * Transiency * Lack of family engagement, * Lack of consistent SEL instruction * Lack of consistent use of Positive Behavior Supports</p>