

Washoe County School District
Lena Juniper Elementary School
2024-2025 School Performance Plan

Classification: 2 Star School

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/lena_juniper_elementary/2024

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Comprehensive Needs Assessment

Revised/Approved: September 6, 2024

Student Success

Student Success Summary

23-24 Goal:

- **Goal 1: Increase 5th grade students' favorable responses to "My teachers connect what I am doing in school to life outside the classroom." by 10% from 60% to 70%. Outcome: Increased to 84%, which was a positive increase of 24%.**

Action items:

- Train staff on Multiple Intelligences and Growth Mindset
- All staff/ students/ parents take Multiple. Intelligences quiz. Identify, graph and share strengths with community.
- Whole Staff Book Study: Growth Mindset
- Counselor to focus lessons, every other week, on Growth Mindset and Multiple Intelligences
- Teachers commit to ½ hour a week to teaching Growth Mindset/ Multiple Intelligences. This is in addition to the ½ hour every other week taught by counselor.
- Admin. will provide weekly PD and strategies for Growth Mindset/ Multiple Intelligences attached to Juniper Target.
- Admin. will incorporate Growth Mindset/ MI into announcements and awards.

Overall Results of Student Climate survey showed increase in the areas of Adult Respect, Adult Support, Bullying, Student Engagement, and Student Respect. Our scores showed Juniper being above or at district average in 8 out of 9 of the areas on Student Climate Survey.

Overall ELA Median Student Growth Percentile increased from 42% to 48%.

Overall Math Median Student Growth Percentile increased from 28% to 42%

Student Success Strengths

35% of students in grades 3-5 scored proficient on overall Math SBAC. 47% of students in grades 3-5 scored proficient in the area of Concepts and Procedures. On first iReady Diagnostic, 26% of students in grade 1-5 are one to two levels below in Numbers and Operations.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): 65% of students in grades 3-5 scored below proficient on overall Math SBAC. 53% of students in grades 3-5 scored below proficient in the area of Concepts and Procedures. On first iReady Diagnostic, 74% of students in grade 1-5 are one to two levels below in Numbers and Operations. **Critical Root Cause:** ~ Students who are not interested in math are less likely to put in the effort needed to learn and excel. ~Negative experiences with math in the past can lead to a mental block or fear of the

subject. ~Students may not spend enough time practicing math concepts. ~Students may have learning gaps from past math classes. ~Confusion with Number Sense Lack of concrete experience with numbers

Adult Learning Culture

Adult Learning Culture Summary

~Math Median Growth Percentile for School is 28. Need to raise Math MGP to 40th percentile. **Result: 42nd %: Reached Goal! 2024-25 Goal: 52%**

~Increase ACCESS scores in Listening/ Writing by 10 points, tracking grade levels.

- ACCESS Writing Goals: 2023-24

- 1st Graders (K-191) Goal: 201 **Result: 248 Reached Goal! 2024-25 Goal: 288**
- 2nd Graders- No 1st Grade Score **Result: 281 2024-25 Goal: 321**
- 3rd Graders (2nd Grade 281) Goal: 291 **Result: 320 Reached Goal! 2024-25 Goal: 360**
- 4th Graders (3rd Grade 302) Goal 312 **Result: 320 Reached Goal! 2024-25 Goal: 340**
- 5th Graders No Score 4th Grade No Score 5th Grade

- ACCESS Listening Goals: 2023-24

- 1st Graders (K-235) Goal: 245 **Result: 302 Reached Goal! 2024-25 Goal: 342**
- 2nd Graders- No 1st Grade Score **Result: Reached Goal! 2024-25 Goal: 343**
- 3rd Graders (2nd Grade 303) Goal: 313 **Result: 332 Reached Goal! 2024-25 Goal: 362**
- 4th Graders (3rd Grade 327) Goal 337 **Result: 410 Reached Goal! 2024-25 Goal: 440**
- 5th Graders No Score 4th Grade No Score 5th Grade

~Decrease % of Below Standard Students in English/Language Arts Claim Writing from 43% to 25%. **Result: 41% 2024-25 Goal: 25%**

~Decrease % of Below Standard Students in Concepts and Procedures from 47% to 25%. **Result: 53 2024-25 Goal: 25%**

Adult Learning Culture Strengths

35% of students in grades 3-5 scored proficient on overall Math SBAC. 47% of students in grades 3-5 scored proficient in the area of Concepts and Procedures. On first iReady Diagnostic, 26% of students in grade 1-5 are one to two levels below in Numbers and Operations.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): 65% of students in grades 3-5 scored below proficient on overall Math SBAC. 53% of students in grades 3-5 scored below proficient in the area of Concepts and Procedures. On first iReady Diagnostic, 74% of students in grade 1-5 are one to two levels below in Numbers and Operations. **Critical Root Cause:** ~ Lack of Teacher Clarity around breakdown of math standards. ~ Lack of specificity in writing, sharing, grading assignments, due to lack of teacher clarity around breakdown of standards. ~Lack of specific skills (conceptual and procedural) among grade level and in vertical alignment.

Connectedness

Connectedness Summary

Juniper Percent of Student with Attendance <90%: 7%

This percentage decreased in the following areas also:

Race/Ethnicity: Hispanic, White, Multiracial

Special Program: FRL, IEP, EL

Grade Levels: Kinder, 1st, 2nd, 4th, 5th.

Connectedness Strengths

93 % of students at Juniper ES were not deemed Chroncially Absent for the 2023-24 School Year as opposed to 90% for the 2022-23 School Year.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): 7% of students at Juniper Elementary school were deemed Chronically Absent for the 2023-24 School Year. **Critical Root Cause:** ~Students may be prevented from attending school due to illness, family or home challenges, lack of transportation, housing issues, or inequitable access to services. ~Students may have misconceptions about the impact of absence and when and why attendance matters.

Priority Problem Statements

Problem Statement 1: 65% of students in grades 3-5 scored below proficient on overall Math SBAC. 53% of students in grades 3-5 scored below proficient in the area of Concepts and Procedures. On first iReady Diagnostic, 74% of students in grade 1-5 are one to two levels below in Numbers and Operations.

Critical Root Cause 1: ~ Students who are not interested in math are less likely to put in the effort needed to learn and excel. ~Negative experiences with math in the past can lead to a mental block or fear of the subject. ~Students may not spend enough time practicing math concepts. ~Students may have learning gaps from past math classes. ~Confusion with Number Sense Lack of concrete experience with numbers

Problem Statement 1 Areas: Student Success

Problem Statement 2: 65% of students in grades 3-5 scored below proficient on overall Math SBAC. 53% of students in grades 3-5 scored below proficient in the area of Concepts and Procedures. On first iReady Diagnostic, 74% of students in grade 1-5 are one to two levels below in Numbers and Operations.

Critical Root Cause 2: ~ Lack of Teacher Clarity around breakdown of math standards. ~ Lack of specificity in writing, sharing, grading assignments, due to lack of teacher clarity around breakdown of standards. ~Lack of specific skills (conceptual and procedural) among grade level and in vertical alignment.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: 7% of students at Juniper Elementary school were deemed Chronically Absent for the 2023-24 School Year.

Critical Root Cause 3: ~Students may be prevented from attending school due to illness, family or home challenges, lack of transportation, housing issues, or inequitable access to services. ~Students may have misconceptions about the impact of absence and when and why attendance matters.

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

Accountability Data

- State assessment performance report
- 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

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Special education
- EL
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Teacher retention
- Teacher evaluation

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
- Action research results

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 iReady Diagnostic.

One hundred percent of students in grades K-5 will meet their typical growth target in math on the third iReady Diagnostic. 75% of students who are two or more grade levels below on the first math iReady Diagnostic will meet their stretch growth target on the third Diagnostic.

Evaluation Data Sources: Beginning, Mid, End 2024 iReady Diagnostic Assessment Results

Formative Measures: Data chats, testing schedule, percentage tested, Diagnostic Growth Report, Weekly Personalized Instruction Summary

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: i Ready</p> <ol style="list-style-type: none"> 1. Conduct weekly reviews of student usage and lesson passage with the goal of students passing 3 or more reading and 3 or more math lessons each week. 2. Develop master schedule with specific time allocated for students to complete iReady Personalized Path lessons. 3. Design master schedule to ensure all special groups are allocated specific time to meet weekly lesson passage goal. 4. Students in grades 3-5 will utilize a lesson data tracker to monitor Personalized Path Lesson passage. 5. Design standardized testing schedule to ensure that students are afforded the most conducive testing environment and that 100% of students complete the assessments. <p>Formative Measures: Student lesson tracker, Weekly Personalized Instruction Summary, master schedule</p> <p>Position Responsible: Kim Polson, Principal Frank Rivas, Dean Classroom Teachers</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
	Empty cells for status checks		
<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: 65% of students in grades 3-5 scored below proficient on overall Math SBAC. 53% of students in grades 3-5 scored below proficient in the area of Concepts and Procedures. On first iReady Diagnostic, 74% of students in grade 1-5 are one to two levels below in Numbers and Operations. **Critical Root Cause:** ~ Students who are not interested in math are less likely to put in the effort needed to learn and excel. ~Negative experiences with math in the past can lead to a mental block or fear of the subject. ~Students may not spend enough time practicing math concepts. ~Students may have learning gaps from past math classes. ~Confusion with Number Sense Lack of concrete experience with numbers

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) for math.

Evaluation Data Sources: Formative Measures: PLC agendas, lesson plans, formative assessment data

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: PLC's</p> <p>1. Within PLC meeting, teachers will collaborate to define clear learning intentions for daily lessons with a focus on Numbers and Operations and Information Writing.</p> <p>2. Math Intervention Lesson plans and ELA Unit plans will identify formative assessments that will be used to inform and adjust instruction.</p> <p>3. Develop a schedule for weekly meetings for instructional leadership to recap observations from PLC meetings and classroom walkthroughs to intervene and provide support in a timely manner.</p> <p>Formative Measures: Formative Measures: PLC agendas, lesson plans, formative assessment data</p> <p>Position Responsible: Kim Polson, Principal Frank Rivas, Dean Classroom Teachers</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
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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: Contracts/agreements, attendance reports, attendance review data, outreach communication, process/protocols

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: MTSS</p> <ol style="list-style-type: none"> Use historical attendance data to identify students who are at risk of chronic absenteeism. Conduct weekly reviews of attendance data to identify students with 2-3 consecutive absences, with 10% or more days absent, with more than one unverified absence. Form attendance team to coordinate efforts to develop individualized attendance contracts/agreements with students identified through the weekly attendance reviews. Establish process/protocol for teachers to communicate with attendance team regarding student absences. Establish protocols/process for communicating with families regarding student absences in a timely manner. <p>Formative Measures: Contracts/agreements, attendance reports, attendance review data, outreach communication, process/protocols</p> <p>Position Responsible: Kim Polson, Principal Jennifer Harvey, Counselor Frank Rivas, Dean Classroom Teachers</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

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Juniper SPP 2024-25

Team Role	Name	Position
Counselor	Jennifer Harvey	Counselor
Secretary	Trina Garcia	Secretary
Parent	Tamara Jensen	Parent
Teacher	Nicole Van Valkenburg	Fourth Grade Teacher
Teacher	Alicia Mayers	Third Grade Teacher
Teacher	Erin Rix	Second Grade Teacher
Teacher	Corinne Snider	First Grade Teacher
Teacher	Sydney Flint	Kindergarten Teacher
Dean	Frank Rivas	Dean
Principal	Kim Polson	Principal