Washoe County School District

Roger Corbett Elementary School

2024-2025 School Performance Plan

Classification: 2 Star School

Distinction Designations:
Title I

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/roger_corbett_elementary/2024

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Comprehensive Needs Assessment

Student Success

Student Success Summary

Attendance:

CIT chronic absenteeism when down year over year but remains significant. Kindergarten had 28% chronic absenteeism last year, which is up 4%. Overall, our chronic absenteeism has gone up a bit over the prior three years growing from 17% to 22%. Our students with IEPs have a slightly better rate of chronic absenteeism at 21%.

ACCESS:

- Grew exit rate from 12% to 20%
- We notice that while the exit rate grew the average composite score remained the same.
- In the speak domain there were no students scoring 5.0 or higher.

SBAC:

- The math is the lowest in terms of proficiency.
- Attendance may be significantly impacting the level of math proficiency. Median growth percentile in math is relatively healthy at 65.5, but proficiency remains low at 18%, declining from last year's value of 21%.

General:

- MTSS hasn't been established in a manner that catches student struggles early.
- Concern about incongruence between adopted curriculum materials for math in grades K-1 and 2-5.
- Typically, most interventions are focused on reading, not mathematics.
- Possibly more language-based strategies in use during reading block than math block.
- Possibly lower student engagement related to vocab, writing, and speaking about math, especially in grades 4 and 5.

Student Success Strengths

- Exited 28 students from ELD services via the ACCESS test last year
- A third of 5th graders tested proficient in ELA
- Scored above the 65th percentile for Median Growth Percentile in ELA

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Only 18% of students proficient in mathematics grades 3 through 5   **Critical Root Cause:** Shortened math instructional blocks and lack of understanding of grade level rigor.

Adult Learning Culture

Adult Learning Culture Summary

- Two teachers in LETRS training for Science of Reading
- Expressed desire from teachers to learn more about the Science of Reading
- Growing understanding by staff that the field of study regarding how a child best learns to read is changing and we need to update our understanding
- 29% of students in grades 3-5 read on grade level or above as measured by SBAC

Adult Learning Culture Strengths

- High levels of teacher willingness and enthusiasm for learning and growing in the profession
- Strong at fostering collaboration, particularly among grade level teammates
- High levels of staff with ESL endorsements
- Staff embracing new foundational reading skills program (Science of Reading)
- Strong Learning Cycle Shares from teacher teams
- Staff understand the importance of the Science of Reading and have an eagerness to acquire related knowledge and expertise

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): The Science of Reading has progressed and we need to integrate this new knowledge into our instructional practice. **Critical Root Cause:** Lack of proper teacher training and professional development and a general lack of knowledge in our entire system about how children best learn to read.

Connectedness

Connectedness Summary

- Student chronic absenteeism for the 23-24 school year was 18.3%
- Lack of school efforts to engage families in the importance of school attendance
- Low family participation during school events
- No PTA or PTO

Connectedness Strengths

- School related efforts to engage families in their children's academic progress data
- Set goal for 100% family/teacher conferences with results approximately above 90%
- Strong family attendance during 24-25 school year kick-off
- Multiple bi-lingual staff members enhancing our ability to communicate with our families
- Increased use of technology to assist staff in translating to better communicate with families

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Chronic absenteeism has been steadily increasing since 2022. **Critical Root Cause:** Our families disproportionately experience challenges commonly associated with low socio-economic communities. Also, a lack of engagement between our families and school.

Priority Problem Statements

Problem Statement 1: Only 18% of students proficient in mathematics grades 3 through 5
Critical Root Cause 1: Shortened math instructional blocks and lack of understanding of grade level rigor.
Problem Statement 1 Areas: Student Success

Problem Statement 2: The Science of Reading has progressed and we need to integrate this new knowledge into our instructional practice.
Critical Root Cause 2: Lack of proper teacher training and professional development and a general lack of knowledge in our entire system about how children best learn to read.
Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Chronic absenteeism has been steadily increasing since 2022.
Critical Root Cause 3: Our families disproportionately experience challenges commonly associated with low socio-economic communities. Also, a lack of engagement between our families and 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
- Prior year improvement plans - Formative and summative reviews
- State and federal planning requirements

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
- 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
- Economically disadvantaged
- Male/Female
- Special education
- At-risk
- EL
- Section 504 data
- Homeless 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

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- Teacher/Student Ratio
- School leadership data
- Professional development needs assessment 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

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: 33% of students in grades 3 - 5 will be proficient in mathematics as measured by the SBAC by the end of the 2024-2025 school year.

    Evaluation Data Sources: iReady assessments and our own interim assessments created using SBAC practice items, along with the 24-25 SBAC results.

Improvement Strategy 1 Details		Status Checks		
Improvement Strategy 1: iReady		**Status Check**		
		Jan	**Apr**	**June**

Increased time for instructional blocks
Implement Number Talks
Math PD regarding place value
Interim math assessments using SBAC practice items aligned with grade level rigor
Integrating Language strategies into Tier 1 instruction
 	
    Formative Measures: Classroom walk throughs and observations
    Review of master instructional schedule
    Student performance on interim math assessments, including iReady
    Position Responsible: Instructional leadership team
 	
    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: Only 18% of students proficient in mathematics grades 3 through 5   **Critical Root Cause**: Shortened math instructional blocks and lack of understanding of grade level rigor.

Goal 2: Adult Learning Culture
Aligns with District Priority

Annual Performance Objective 1: 80 percent of teachers are using Science of Reading strategies on a daily basis (4-5 days per week) by 3rd quarter.

Evaluation Data Sources: Review of learning objectives, lesson observations, review of classroom anchor charts, participation in book studies, and quarterly staff feedback sessions

Improvement Strategy 1 Details			Status Checks		
Improvement Strategy 1: PLCs			**Status Check**		
Action steps			**Jan**	**Apr**	**June**
Collaborative book studies led by teachers for seven weeks, with an additional week to share and discuss plans for implementation. The strategies will be integrated into lesson plans and will be observable during ELA blocks as well as visually displayed in the classroom. The purchase of UFLI materials for teacher use. Sending teachers to observe their colleagues (here and at other schools) during foundational reading instructional blocks (teacher cross-walks).					
Formative Measures: Results will be reflected in iReady end-of-year scores in Phonemic Awareness and Phonics, Core Phonics Survey, and future SBAC reading results as students move up into grades 3 through 5.					
Position Responsible: Leadership 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 Science of Reading has progressed and we need to integrate this new knowledge into our instructional practice. **Critical Root Cause**: Lack of proper teacher training and professional development and a general lack of knowledge in our entire system about how children best learn to read.

Goal 3: Connectedness

    Aligns with District Priority

Annual Performance Objective 1: The Chronic Absenteeism rate will decrease from 22% to 10% for the 2024-2025 school year.

    Evaluation Data Sources: Daily Attendance reports, IC and BIG attendance data, Teacher Lesson plans, teacher walkthroughs, PLC planning, guidance lessons, using Quaver, Professional Development with teacher share ideas.

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: SEL/PBIS	**Status Check**		
Action Steps	**Jan**	**Apr**	**June**

Teachers will incorporate a school-wide SEL program daily.
 	
Restorative circles will be utilized and SEL skill will collaborate with the school-wide Pride Values: Perseverance, Respect, Integrity, Dedication, and Empathy.
 	
Connectedness team will send out weekly videos/book suggestions related to the monthly pride value theme.
 	
Students who have perfect attendance will receive bi-weekly rewards, and students who have perfect attendance quarterly will receive a free activity such as: art, engineering, PE activity, dance party. etc. In addition, students who are absent for more than 10% will be placed on an attendance plan. We'll also have weekly attendance parties for students who attended every day during the prior week. Classrooms with perfect attendance will add a letter to the phrase "Cougars Show Up" and once completed will receive an incentive.
 	
Class Dojo universally adopted by teachers and used to communicate when students are absent.
    Formative Measures: teacher informal observations and walkthrough, lesson plans, BIG reports, attendance party participation numbers
    Position Responsible: Connectedness 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: Connectedness 1			

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

Annual Performance Objective 1 Problem Statements:

Connectedness
Problem Statement 1: Chronic absenteeism has been steadily increasing since 2022. **Critical Root Cause**: Our families disproportionately experience challenges commonly associated with low socio-economic communities. Also, a lack of engagement between our families and school.