

Washoe County School District
Edwin S. Dodson Elementary School
2024-2025 School Performance Plan

Classification: 2 Star School

Distinction Designations:

Title I
AB219

Mission Statement

The mission of Dodson Elementary School is to ensure that every student achieves high levels of academic and personal growth by providing a safe, positive, and challenging environment. We are committed to helping every child achieve career and college readiness for the 21st century.

Vision

Dodson is a thriving educational community which reflects a strongly held belief that all students can learn and achieve high levels of success. There are no excuses for lowered expectations. All students achieve at high levels regardless of race, economic status, special needs, or language acquisition. Parents are an integral part of the community who work with staff members as partners in the success of every child and in making decisions about how the school functions. Staff members understand that they are key decision makers and take collective responsibility for the academic and emotional growth of every student at Dodson. Students take responsibility for being safe, respectful, and responsible and are personally committed to their own learning. We have developed partnerships with key community stakeholders that mutually benefit the school as well as the partner.

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/edwin_s._dodson_elementary/2024

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Comprehensive Needs Assessment

Student Success

Student Success Summary

SBAC ELA

- School:
 - 8 percentage point increase. 34% of students at or above grade level.
 - Hispanic Population: 3 percentage point increase. 24% of students at or above grade level.
 - White Population: 16 percentage point increase. 48% of students are at or above grade level.
- 3rd Grade:
 - 19 percentage point increase. 36% of students are at or above grade level.
 - Hispanic Population: 2 percentage point increase. 21% of students are at or above grade level.
 - White Population: No data for 2022-2023 school year. 13percentage point increase from 2021-2022 school year. 45% of students are at or above grade level.
- 4th Grade:
 - 11 percentage point increase. 28% of students are at or above grade level.
 - Hispanic Population: percentage point increase. 23% of students are at or above grade level.
- 5th Grade:
 - White Population: 7 percentage point increase. 54% of students are at or above grade level.

SBAC MATH

- School:
 - 10 percentage point increase. 30% of students are at or above grade level.
 - Hispanic Population: 10 percentage point increase. 26% of students are at or above grade level.
 - White Population: 6 percentage point increase. 30% of students are at or above grade level.
- 3rd Grade:
 - 18 percentage point increase. 41% of students are at or above grade level.
 - Hispanic Population: 18 percentage point increase. 32% of students are at or above grade level.
 - White Population: No data for 2022-2023 school year. 9 percentage point increase from 2021-2022 school year. 40% of students are at or above grade level.
- 5th Grade:
 - 9 percentage point increase. 24% of students are at or above grade level.
 - Hispanic Population. 14 percentage point increase. 26% of students are at or above grade level.
 - White Population: 3 percentage point increase. 23% of students are at or above grade level.

ACCESS

- School:
 - 76% of students made growth or maintained a 6.
 - 45% of students who made expected growth.

- 71% of students made growth in Listening.
- 67% of students made growth in Reading.
- 52% of students made growth in Speaking.
- 81% of students made growth in Writing.
- 7 students are projected to exit from previous score.
- 2 students exited who were projected to exit.
- 4 students exited who were not projected to exit.
- 12 students are projected to exit in 2024-2025 school year.
- 1st:
 - 70% of students made growth or maintained a 6.
 - 50% of students who made expected growth.
 - 70% of students made growth in Listening.
 - 100% of students made growth in Reading.
 - 20% of students made growth in Speaking.
 - 100% of students made growth in Writing.
- 2nd:
 - 50% of students made growth or maintained a 6.
 - 50% of students who made expected growth.
 - 50% of students made growth in Listening.
 - 100% of students made growth in Reading.
 - 75% of students made growth in Speaking.
 - 50% of students made growth in Writing.
- 3rd:
 - 60% of students made growth or maintained a 6.
 - 40% of students who made expected growth.
 - 60% of students made growth in Listening.
 - 70% of students made growth in Reading.
 - 70% of students made growth in Speaking.
 - 60% of students made growth in Writing.
- 4th:
 - 100% of students made growth or maintained a 6.
 - 55% of students who made expected growth.
 - 100% of students made growth in Listening.
 - 27% of students made growth in Reading.
 - 55% of students made growth in Speaking.
 - 91% of students made growth in Writing.
- 5th:
 - 57% of students made growth or maintained a 6.
 - 43% of students who made expected growth.
 - 57% of students made growth in Listening.
 - 57% of students made growth in Reading.
 - 57% of students made growth in Speaking.
 - 86% of students made growth in Writing.
- MTSS/Sped:
 - 65% of students made growth or maintained a 6.
 - 35% of students who made expected growth.

- 55% of students made growth in Listening.
- 70% of students made growth in Reading.
- 40% of students made growth in Speaking.
- 75% of students made growth in Writing.

SPP

- Student Success Goal:
 - Math: Reached our Student Success Goal of improving math proficiency for all students by 19% to get to 30% proficient.

Student Success Strengths

Instruction:

All grade levels are using FOSS.

All grade levels trained on and implement Building Thinking Classrooms in Mathematics using vertical space strategies.

All grade levels lesson plan together and upload lesson plans.

All grade levels PLC together and upload note takers.

All grade levels following ELA, Math, and Science IPG.

Heggerty Phonics Lessons Modeled for new teachers.

K-2 teachers using Heggerty for phonemic awareness instruction.

Weekly formative assessment discussions.

One hour devoted to PLCs per week with 30 minutes focusing on iReady data analysis.

LF coaching teachers on best practices.

Peer coaching in Math and ELA.

LF assists with data analysis.

Administrative team met weekly regarding chronic absenteeism.

20 Day Monitors team meetings.

PTHVP – 82% of full-time certified staff are trained and participate.

PNT Meetings once a month.

1:1 Devices (K-2: iPads & 3-5: laptops).

GLAD strategies implemented consistently in grades 1st, 3rd, and 4th.

LF modeled GLAD strategies.

GLAD professional development provided.

Student Self Managers grades K-5 celebrated monthly.

Student of the Month focusing on the 5 SEL competencies and character traits celebrated monthly.

All staff trained in culturally responsive practices.

Student successes shouted out on AM announcements.

Consistent use and implementation monitoring of iReady MyPath, Diagnostic Data, and Growth Monitoring.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): ELA: No growth was made in IEP & EL Populations. **Critical Root Cause:** Chronic Absenteeism percentage is high. Benchmark Advance curriculum not aligned to the Science of Reading. Not all teachers knowledgeable in the Science of Reading. Not all grade levels are using GLAD or ELLevation strategies. Inconsistent grade level support around best practices for English Language Development. Lack of effective differentiated instruction for students with IEPs.

Adult Learning Culture

Adult Learning Culture Summary

Teacher clarity is extremely important to the academic success and growth of all of the students at Dodson. Dodson's goal is to have 75% of all classroom teachers consistently implementing the four components of Teacher Clarity which are clarity of organization, clarity of explanation, clarity of examples and guided practice, and clarity of assessment and student learning. Some teachers lack clarity in one or more of the following areas: clarity of organization, clarity of explanation, clarity of examples and guided practice, and clarity of assessment of student learning.

Adult Learning Culture Strengths

- Admin. meets with all teachers at the beginning of the year for their goal setting meeting and provides them with their teacher rubric.
- Admin. walks through classrooms twice a day.
- Admin conducts informal walk throughs on standards 1, 2, and 3.
- Admin conducts yearly formal observations.
- Admin and Dean are in PLCs.
- All grade levels lesson plan and upload lesson plans.
- All grade levels PLC together and upload note takers.
- All grade levels following ELA, Math, and Science IPG.
- Weekly formative assessment discussion.
- Students' progress monitored on a consistent basis.
- GLAD refreshers followed by evidence of implementation of learning.
- All staff trained on Building Thinking Classrooms in Mathematics and implementing.
- Instructional coaches provide direct feedback regarding implementation of adult learning.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Based on our SBAC data, the decline in students proficient in science and the lack of growth for our Sped Population and EL Population in both ELA and Math is a concern. **Critical Root Cause:** Some teachers lack clarity in one or more of the following areas: clarity of organization, clarity of explanation, clarity of examples and guided practice, and clarity of assessment of student learning.

Connectedness

Connectedness Summary

Students must be present and engaged at school to learn. Dodson's chronic absenteeism was at 17% in the 2023-24 school year.

Connectedness Strengths

- Consistently thinking of ways to improve PNT meetings.
- Weekly Dojo communication.
- Weekly ConnectEd phone calls.
- Monthly Dodson Dozen newsletter.
- Monthly reader board updates.
- Monthly PNT meeting.
- Student friendly language Schoolwide Expectation Posters with visual supports hung around the school at student eye level which created a welcoming and safe environment and reduced behaviors.
- Full Time FACE Liaison.
- PTHVP – 82% of full-time certified staff trained and participates
- The Dean pulled attendance data from BIG and mailed monthly attendance letters with follow-up phone calls and home visits.
- A focus on engaging instruction.
- A focus on social emotional learning.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Dodson's list of students that are chronically absent is a concern. **Critical Root Cause:** Lack of consistent communication with families. Lack of consistent interventions from Admin and Counselor such as monitoring and family contact for students who are chronically absent. Lack of family involvement in PNT for all students. Lack of family engagement in school activities for all students.

Priority Problem Statements

Problem Statement 1: Based on our SBAC data, the decline in students proficient in science and the lack of growth for our Sped Population and EL Population in both ELA and Math is a concern.

Critical Root Cause 1: Some teachers lack clarity in one or more of the following areas: clarity of organization, clarity of explanation, clarity of examples and guided practice, and clarity of assessment of student learning.

Problem Statement 1 Areas: Adult Learning Culture

Problem Statement 2: ELA: No growth was made in IEP & EL Populations.

Critical Root Cause 2: Chronic Absenteeism percentage is high. Benchmark Advance curriculum not aligned to the Science of Reading. Not all teachers knowledgeable in the Science of Reading. Not all grade levels are using GLAD or ELlevation strategies. Inconsistent grade level support around best practices for English Language Development. Lack of effective differentiated instruction for students with IEPs.

Problem Statement 2 Areas: Student Success

Problem Statement 3: Dodson's list of students that are chronically absent is a concern.

Critical Root Cause 3: Lack of consistent communication with families. Lack of consistent interventions from Admin and Counselor such as monitoring and family contact for students who are chronically absent. Lack of family involvement in PNT for all students. Lack of family engagement in school activities for all students.

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 - Actions and strategies
- 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
- 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
- Migrant
- At-risk
- EL
- Homeless data
- Foster
- Gifted and talented data
- 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
- Violence and/or violence prevention records

- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- School department and/or faculty meeting discussions and data
- Professional development needs assessment 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
- Volunteer opportunities, attendance, and participation

Support Systems and Other Data

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

Goals

Goal 1: Student Success:

Aligns with District Priority

Annual Performance Objective 1: By the next State ELA Exam, Dodson will improve ELA Proficiency for all students by 10 percentage points to get to 44% proficient. By the next State Math Exam, Dodson will improve Math Proficiency for all students by 15 percentage points to get to 45% proficient.

Dodson will improve proficiency levels among students by 10 percentage points in ELA and 15 percentage points in Math as measured by standardized test scores by the end of the 2024-2025 school year by implementing Teacher Clarity components, GLAD Strategies, Vertical Spaces, and iReady targeted interventions.

Evaluation Data Sources: iReady Diagnostics and 2024-2025 SBAC Data.

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: i-Ready</p> <p>Effective implementation of iReady MyPath. Analysis of MyPath data including minutes and percentage of lessons passed. Development of next steps based on MyPath data in PLC setting by administrative team and grade level teams. Analysis of diagnostic data by administrative team. Analysis of diagnostic data in PLC setting by administrative team and grade level teams.</p> <p>Formative Measures: iReady ELA and Math MyPath and Diagnostic data iReady SBAC Practice for grades 3-5 IABs PLC iReady data Walkthrough Data</p> <p>Position Responsible: Classroom Teachers Educational Support Personnel (ESPs) Deans Administrator</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

Improvement Strategy 2 Details	Status Checks		
<p>Improvement Strategy 2: GLAD</p> <p>Integration and high implementation levels of GLAD Strategies throughout the curriculum in all grade levels. 32 hours of a site-based GLAD Workshop offered to increase implementation levels. 100% of classroom teachers are registered for this workshop with an additional 3 support staff registered. Ongoing professional learning around GLAD research and theory and strategy implementation. Deans model and coach GLAD strategies in classrooms to ensure best practices and high levels of implementation.</p> <p>Formative Measures: Walkthrough Data Grade Level common assessments Performance assessments in ELA and Math Writing Rubrics Performance Level descriptors - WIDA Student Self-Assessments</p> <p>Position Responsible: Classroom Teachers Educational Support Personnel (ESPs) Deans Administrator</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

Improvement Strategy 3 Details	Status Checks		
<p>Improvement Strategy 3: PLC's Consistent implementation of vertical spaces in math instruction. Deans invited into planning time to help find opportunities to implement vertical spaces alongside the curriculum. Ongoing collaboration in PLC setting around implementation of vertical spaces. Refresher PD scheduled throughout the year with RPDP.</p> <p>Formative Measures: Walkthrough Data Grade Level common assessments Performance assessments in Math Performance Level descriptors - WIDA Student Self-Assessments</p> <p>Position Responsible: Classroom Teachers Educational Support Personnel (ESPs) Deans Administrator</p> <p>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: Student Success 1</p>	Status Check		
	Jan	Apr	June
			N/A
Improvement Strategy 4 Details	Status Checks		
<p>Improvement Strategy 4: PLC Build capacity in administrative team around Teacher Clarity. Deans attend teacher clarity sessions to increase their capacity to support teachers. Deans invited into planning time to develop learning goals and success criteria. Deans modeling effective implementation of learning goals and success criteria.</p> <p>Formative Measures: Walkthrough data around use of clear, relevant learning targets aligned with stands and the lesson. Informal and formal observations Common formative assessments Student self-assessments</p> <p>Position Responsible: Classroom Teachers Deans Administrator</p> <p>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: Student Success 1</p>	Status Check		
	Jan	Apr	June
			N/A

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Annual Performance Objective 1 Problem Statements:

Student Success

Problem Statement 1: ELA: No growth was made in IEP & EL Populations. **Critical Root Cause:** Chronic Absenteeism percentage is high. Benchmark Advance curriculum not aligned to the Science of Reading. Not all teachers knowledgeable in the Science of Reading. Not all grade levels are using GLAD or ELlevation strategies. Inconsistent grade level support around best practices for English Language Development. Lack of effective differentiated instruction for students with IEPs.

Goal 2: Adult Learning Culture

Aligns with District Priority

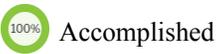
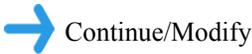
Annual Performance Objective 1: Based on classroom walkthrough data, 100% of classroom teachers will implement learning goals and success criteria 85% of the time.

Learning goals will be posted and accessible for students during learning. Students and teachers will be able to explain the learning goals and specific academic vocabulary.

Evaluation Data Sources: Informal walkthrough data
Formal evaluations

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: PLC's 100% of Dodson teachers will develop and display learning goals 85% of the time. 100% of Dodson teachers will refer to them throughout the course of the lesson 85% of the time. Deans modeling effective implementation of learning goals and success criteria.</p> <p>Formative Measures: Evidence of learning intentions posted and processed with students Walkthrough Data Informal Evaluations Formal Evaluations</p> <p>Position Responsible: Classroom Teachers Educational Support Personnel (ESPs) Deans Administrator</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1</p>	Status Check		
	Jan	Apr	June

Improvement Strategy 2 Details	Status Checks		
<p>Improvement Strategy 2: PLC's 100% of Dodson teachers will provide the scaffolded success criteria 85% of the time in the form of an I/We Can Statement(s) in which students will show progress toward the learning goal. 100% of teachers will ensure that students are able to articulate and explain what they are expected to learn 85% of the time through I/We Can Statements. Deans model and provide feedback on scaffolding of success criteria.</p> <p>Formative Measures: Evidence of Learning Targets posted and processed with students Walkthrough Data Informal Evaluations Formal Evaluations</p> <p>Position Responsible: Classroom Teachers Educational Support Personnel (ESPs) Deans Administrator</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
			N/A


Annual Performance Objective 1 Problem Statements:

Adult Learning Culture
<p>Problem Statement 1: Based on our SBAC data, the decline in students proficient in science and the lack of growth for our Sped Population and EL Population in both ELA and Math is a concern. Critical Root Cause: Some teachers lack clarity in one or more of the following areas: clarity of organization, clarity of explanation, clarity of examples and guided practice, and clarity of assessment of student learning.</p>

Goal 3: Connectedness

Aligns with District Priority

Annual Performance Objective 1: Attendance. By the end of the 2024-2025 school year, Dodson will improve our chronic absenteeism from 17% to 10%.

Dodson will implement a comprehensive attendance tracking system and conduct regular parent and student outreach campaigns.

Evaluation Data Sources: Chronic Absenteeism Data in BIG

Weekly attendance in IC

Monthly attendance in IC

Quarterly attendance in IC

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: Family Engagement Dodson will track attendance data by classroom or grade span through publicly displaying the data and incentivizing improvements in attendance and highest levels of attendance. Dodson's principal, deans, and counselor will meet weekly to analyze attendance data in B.I.G and Infinite Campus. Dodson's principal, deans, and counselor conduct outreach to families through attendance letters, phone calls, and home visits to determine root causes and possible solutions. Dodson's counselor will facilitate wrap-around services available in the community to families in need.</p> <p>Formative Measures: Chronic Absenteeism Data in BIG Weekly attendance in IC Monthly attendance in IC Quarterly attendance in IC</p> <p>Position Responsible: Classroom Teachers Counselor FACE Admin Secretary Clinic Aide Deans Administrator</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: Strong</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p>	Status Check		
	Jan	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Annual Performance Objective 1 Problem Statements:

Connectedness

Problem Statement 1: Dodson's list of students that are chronically absent is a concern. **Critical Root Cause:** Lack of consistent communication with families. Lack of consistent interventions from Admin and Counselor such as monitoring and family contact for students who are chronically absent. Lack of family involvement in PNT for all students. Lack of family engagement in school activities for all students.