District Name

Alice Maxwell Elementary School

School Performance Plan: A Roadmap to Success

Alice Maxwell Elementary School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

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School Designations: X Title I ☐CSI ☐TSI ☐ TSI/ATSI

Our SPP was last updated on Click here to enter a date.

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Raquel Pelletier	**Principal(s)** *(required)*
Colleen Winter	**Other School Administrator(s)** *(required*
Danielle McIntosh, Kathy Paige, Jennie Fitzgerald, Mary Waechter, Jessica Freda	**Teacher(s)** *(required)*
Deandrea Palmer	**Paraprofessional(s)** *(required)*
Dora Sanchez	**Parent(s)** *(required)*
	Student(s) *(required for secondary schools)*
	Tribes/Tribal Orgs *(if present in community)*
	Specialized Instructional Support Personnel *(if appropriate)*
Add additional members/roles as necessary	

School Demographics and Performance Information

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 http://nevadareportcard.nv.gov/DI/nv/washoe/alice_maxwell_elementary/2023

School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	**Areas for Growth**
2023 ELA SBAC results demonstrate an increase of 3% of students scoring level 3 or 4 when compared to 2022 results. -The percentage of students scoring level 3 or 4 on the 2023 ELA SBAC is 3% above the district average. -The percentage of students scoring level 3 or 4 on the 2023 SBAC is 20% higher than similar schools. -Results of the 2023 ACCESS assessment demonstrate that 41% of students made adequate progress. -The percentage of students meeting adequate growth progress on the 2023 ACCESS assessment is 9% higher than the percentage meeting adequate growth progress on the 2022 ACCESS assessment. -13% of students partaking in the ACCESS assessment scored 4.5 or higher than the score required to exit the EL program. -87% of kindergarten students scored on or above grade level on iReady Diagnostic 3. -81% of K-5th grade students scored on or above grade level in phonemic awareness on iReady Diagnostic 3. -iReady Diagnostic 3 results demonstrate the percentage of 1st grade students scoring on grade level increased from 8% to 37% when compared to Diagnostic 1 results. -iReady Diagnostic 3 results demonstrate the percentage of 2nd grade students scoring on grade level increased from 22% to 38% when compared to Diagnostic 1 results. -iReady Diagnostic 3 results demonstrate the percentage of 4th grade students scoring on grade level increased from 19% to 42% when compared to Diagnostic 1 results.	-Results of the 2023 ELA SBAC demonstrate that 54% of students in grades 3-5 are scoring level 1 or 2. -2023 ELA SBAC results indicate the percentage of students scoring level 3 or 4 decreased from 51% to 44% when compared to the 2022 results. -13% of students partaking in the ACCESS assessment scored 4.5 or higher the score required to exit the EL program. -No students in grade 5 who participated in the 2023 ACCESS assessment scored at the level required to exit the EL program. -Results of the 2023 ACCESS assessment indicate that 20% of first grade student made adequate growth progress which is a 12% decrease when compared with 2022 results. -Results of the 2023 ACCESS assessment demonstrate that only 17% of fifth grade student made adequate growth progress.

Problem Statement: A review of iReady diagnostic data indicates that 44% of students, kindergarten through fifth grade, are reading on grade level.

Critical Root Causes of the Problem:

- Lack of structures that focus on habits and dispositions in the classroom and schoolwide

- Lack of fidelity to standards-based curriculum

- Limited knowledge of the science of reading

- Inconsistent use of formative assessment to drive student learning and instructional practice

Student Success

School Goal: By the end of 23-24 school year, the percentage of students scoring on or above grade level in kindergarten through fifth grade at Maxwell Elementary, will increase by 10% as evidenced by the iReady Diagnostic 3 results when compared to Diagnostic 1. **Formative Measures:** iReady Diagnostic Results include progress toward meeting the typical growth target and stretch growth target.	**Aligned to Nevada's STIP Goal:** X STIP Goal 1 ☐ STIP Goal 2 ☐ STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5 ☐ STIP Goal 6

	Lead: *Who is responsible for implementing this strategy?*
Improvement Strategy: iReady	Principal

Improvement Strategy: iReady

Evidence Level: 3

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Providing professional development on best practices for implementing iReady personalized path into daily instruction.

- Educating parents on the benefits and ways they can support their child(ren) with iReady.

- Weekly review of student usage, lesson passage rate, and growth.

- Continuous sharing of best practices through the PLC process.

- Use of reflection data during the PLC process.

- Developing strategies for students not meeting weekly goal.

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Dedicated PLC time

- Computers

- Headphones

- Professional learning on iReady

- EL Facilitator

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* Lack of buy in by staff, students, and families.

- *Potential Solution:* Providing evidence that the system works, educating staff, students, and families.

Lead: *Who is responsible for implementing this strategy?*

Principal

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- None needed

English Learners

- Challenge: Limited proficiency rates and growth as demonstrated by ACCESS assessment results.

- Support: ELD Facilitator and EL Assistant, Lexia English, Push-in support provided by the EL Assistant and ELD Facilitator

Foster/Homeless:

- Challenge: Consistent school attendance

- Support: CIT transportation and support group provided by school counselor

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[1] "Resource equity" is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)

Free and Reduced Lunch:

- Challenge: Lack of background knowledge and experiences, lack of support at home, and trauma experiences

- Support: Intervention block built into master schedule and scaffolded instruction provided during tier 1 instruction

Migrant:

- Challenge: NA

- Support: NA

Racial/Ethnic Groups:

- Challenge: Limited English language acquisition, limited knowledge of the K-12 education system

- Support: Increase family outreach events, partnerships with organizations such as Spread the Word Nevada, and participation in the Parent Teacher Home Visit program

Students with IEPs:

- Challenge: Limited proficiency and growth in ELA

- Support: Master schedule that provides time for SPED teacher to provide in class support and interventions

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	**Areas for Growth**
-Systematic, Guaranteed PLC Process -Consistent, ongoing professional development for new supports (i.e., iReady). -Incorporation of PDSA cycles (grade level and schoolwide) -Multiple book study sessions -Consistently providing opportunities through the sharing of books, webinars, articles, videos on best instructional practices -Mentor Teacher Program	-Allocate additional time during the PLC process for intentional planning of student learning -Formalize professional learning to focus on learning intentions and success criteria, 1 to 2 Wednesdays a month -Creating structures that focus on Habits and Dispositions in the classroom and schoolwide

-Consistent use of assessment data for backwards planning of instructions and for targeted interventions	-Building staff capacity to understand and meet the strengths and needs of students receiving EL and SPED services

Problem Statement: A review of the data indicates that staff learning is not consistently impacting student learning to the desired degree, due to lack of support and time to reflect on practices. In addition, positive habits and dispositions are not evident in all learning environments.

Critical Root Causes of the Problem:

Insufficient time to complete the PDSA cycle.

Multiple and changing initiatives by the district over the past 3-5 years have made it difficult to increase teacher capacity in any single initiative.
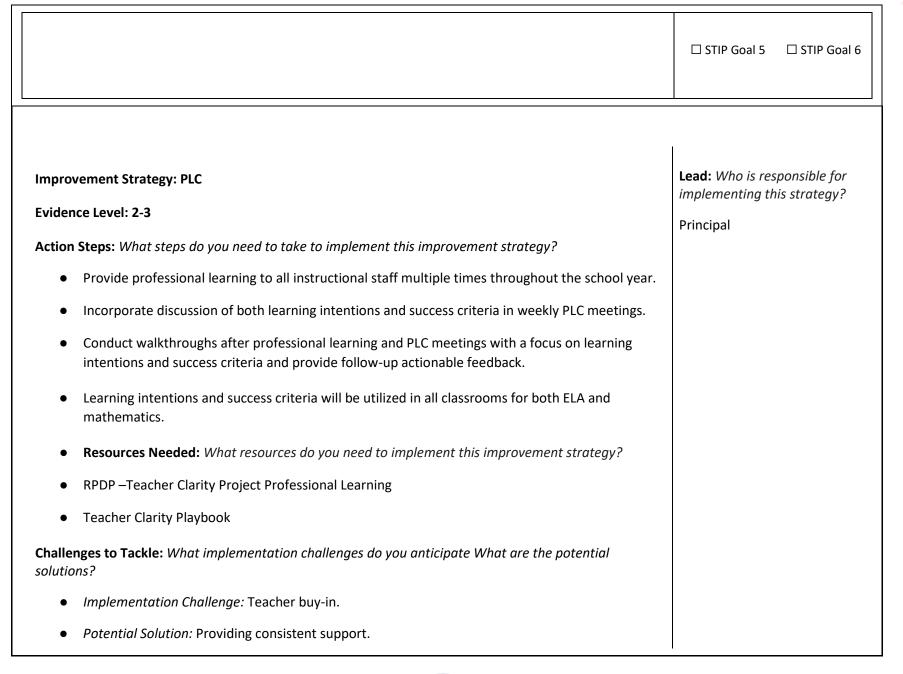
A limited repertoire of behavior management strategies to address student needs.

Reflection and correction of practices that yield limited progress.

Adult Learning Culture

School Goal: By the end of the 23-24 school year, Maxwell staff will learn and consistently implement learning intentions and success criteria from the Teacher Clarity Playbook in their instructional practice to positively impact student learning as evidenced by 70% of students meeting their iReady typical growth target in both ELA and Math. **Formative Measures:** ● iReady progress towards typical growth target.	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 X STIP Goal 2 ☐ STIP Goal 3 STIP Goal 4

	☐ STIP Goal 5 ☐ STIP Goal 6

Improvement Strategy: PLC

Evidence Level: 2-3

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Provide professional learning to all instructional staff multiple times throughout the school year.

- Incorporate discussion of both learning intentions and success criteria in weekly PLC meetings.

- Conduct walkthroughs after professional learning and PLC meetings with a focus on learning intentions and success criteria and provide follow-up actionable feedback.

- Learning intentions and success criteria will be utilized in all classrooms for both ELA and mathematics.

- **Resources Needed:** *What resources do you need to implement this improvement strategy?*

- RPDP –Teacher Clarity Project Professional Learning

- Teacher Clarity Playbook

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge:* Teacher buy-in.

- *Potential Solution:* Providing consistent support.

Lead: *Who is responsible for implementing this strategy?*

Principal

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- n/a

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

- **English Learners Challenge**: Limited knowledge of EL strategies
- Support: ELD Facilitator will provide professional learning focused on EL strategies and on best utilization of ELLevations content.
- **Foster/Homeless:**
- Challenge: Consistent school attendance
- Support: CIT transportation and support group provided by school counselor
- **Free and Reduced Lunch:**
- Challenge: Lack of background knowledge and experiences, lack of support at home, and trauma experiences
- Support: Intervention block built into master schedule and scaffolded instruction provided during tier 1 instruction
- **Migrant:**
- use. Challenge: N/A

- Support: N/A

Racial/Ethnic Groups:

- Challenge: Limited English language acquisition, limited knowledge of the K-12 education system

- Support: Increase family outreach events, partnerships with organizations such as Spread the Word Nevada, and participation in the Parent Teacher Home Visit program

Students with IEPs:

- Challenge: Limited proficiency and growth in ELA

- Support: A master schedule that provides time for SPED teacher to provide in-class support and interventions

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	**Areas for Growth**
According to the 22-23 School Climate survey: • 93% of students believe that teachers care about them. • 83% of students are happy to be at this school. • 85% of students feel they are part of the school. • 98% of students feel that their teachers think they can get high grades in their classes if they try hard enough. • 90% of students feel safe at school. -Incorporation of community circles in classrooms to facilitate SEL.	Attendance measures have shown room for improvement: • 4% severely chronically absent • 18.8% chronically absent • 31% of kindergarten students chronically absent • 25% of first-grade students chronically absent • -Increase consistent use of community circles schoolwide, to incorporate monthly citizenship themes.

Problem Statement: As evidenced by Maxwell's attendance data for the 22-23 school year, 4% of students are severely chronically absent and 18.8% of students are chronically absent.

Critical Root Causes of the Problem:

- Impact of Covid 19 attendance policies

- Working families lacking flexibility to accommodate for adjusted schedules

Connectedness

School Goal: By the end of the 23-24 school year, students at Maxwell will show a decrease in chronic absences of 2% and a decrease in severely chronic absences of 1% when compared with 22-23 attendance data. **Formative Measures:** ● Daily attendance ● Daily attendance after parent conference	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ☐ STIP Goal 2 ☐ STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5 X STIP Goal 6

Improvement Strategy: Increase family engagement by providing opportunities for families to participate in school activities focused on the importance of school attendance.	**Lead:** *Who is responsible for implementing this strategy?* Assistant Principal

Evidence Level: Level 4

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Create Attendance Tracking Sheet.

- Train teachers on the utilization of the Attendance Tracking Sheet.

- Monitor attendance vie BIG to ensure that teachers are submitting the Attendance Tracking Sheet on schedule.

- Schedule parent conferences to address attendance.

- Develop attendance plan for students absent 5 or more days.

- Schedule family engagement events outside of school hours.

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Attendance Tracking Sheet

- FACE school representative to plan and schedule events.

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge:* Teacher buy-in and parent/guardian cooperation and support. Parent/guardian participation in events.

- *Potential Solution:* Consistent and timely action for students for whom an Attendance Tracking

Sheet is submitted. Increase promotion of events, directly invite parents/guardians, and provide reward/incentive for attendance.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- N/A

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: Lack of familiarity with US K-12 institutions and expectations.
- Support: Provide communication in home language. Provide opportunities for families to be involved in school activities.

Foster/Homeless:

- Challenge: Consistent school attendance
- Support: CIT transportation and support group provided by school counselor

Free and Reduced Lunch:

- Challenge: Family work schedules do not allow for flexibility with school schedules or the ability to monitor student travel to/from school.

- Support: Provide for early drop off of students. Encourage participation in Team Up program after school.

Migrant:

- Challenge: N/A
- Support: N/A

Racial/Ethnic Groups:

- Challenge: Limited English language acquisition, limited knowledge of the K-12 education system
- Support: Increase family outreach events, partnerships with organizations such as Spread the Word Nevada, and participation in the Parent Teacher Home Visit program
- **Students with IEPs:** Challenge: Limited proficiency and growth in ELA
- Support: Increase communication with parents, provide supports such as holding meetings at different times and via different modalities.

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
Back to School Night	*August 23, 2023*	• *Parents/guardians are interested in and value the sharing of data including success and challenges.*
Family Literacy Night	*August 30, 2023*	• *Parents/Guardians will attend events they find value in..*