

Washoe County School District
Mount Rose K-8 Academy of Languages
2024-2025 Status Check

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: https://nevadareportcard.nv.gov/DI/nv/washoe/mount_rose_k-8_academy_of_languages/2024

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Goals

Goal 1: Student Success
Aligns with District Priority

Annual Performance Objective 1: SMARTIE goal: Our goal is to meet our quarterly SMARTIE goals to ensure that ALL (100%) students have mastered the essential standards of the grade level in all subjects.







Evaluation Data Sources: Formative and summative assessments.

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: MTSS Engage students through relevant instruction and assessment sparking curiosity and critical thinking, meeting individual academic needs as they impact their world now and in the future. Design and deliver curriculum and instruction that increases teacher efficiency and effectiveness and maximize student learning. Effectively manage Multi-Tiered System of Supports (MTSS) to ensure students needing additional support or resources are identified early in their educational experiences. Identification of as well as Intentional and strategic support of students struggling with ELA and Math Essential Standards. Provide opportunities to faculty to observe high functioning PLC's and observing their peers instructional practice around ELA and Math instruction. Identify students struggling with ELA and Math curriculum in a more timely and effective process Collaborate with MTSS team to identify students that are non-proficient in ELA and Math Essential Standards. Identify curriculum resources for interventions. Identify/create tools of measurement to determine proficiency. Use of ACCESS data to drive instructional decisions, as well as WIDA speaking and writing rubrics and common assessments in ELA and Math. Formative Measures: PLC common assessment data, Teacher made assessments to align with standards Position Responsible: MTSS Team Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, At Risk - Evidence Level: Moderate Problem Statements/Critical Root Causes: Student Success 1	Status Check		
	Jan	Apr	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 2: Adult Learning Culture
Aligns with District Priority

Annual Performance Objective 1: All (100%) of teachers will participate in PLCs for at least one hour per week to establish guidelines and create non-negotiables.

Evaluation Data Sources: PLCs, observations and student assessments.







Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: PLCs Develop professional learning community protocols, directed focus on data and continuous improvement. PLC time will be built into Master Schedule to allow for grade levels to meet 1 hour per week for PLC's . We will establish guidelines and create non-negotiables with the intention to create a culture of collaboration and student success. Each PLC group will discuss essential questions, focus on data, standards, and curriculum. PLC's will share and discuss instructional practices, interventions, common assessments and determine best ways to help every student achieve at grade level or above. Increase alignment of training based on job requirements to impact job performance and maximize learning for staff Teachers will analyze data throughout the PLC process to ensure students are achieving significant progress in reading and math. Formative Measures: PLC Data weekly, Discussion of student work, staff surveys and PLC notes. Position Responsible: Principal, assistant principal, and certified teachers Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, At Risk - Evidence Level: Moderate Problem Statements/Critical Root Causes: Adult Learning Culture 1	Status Check		
	Jan	Apr	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 3: Connectedness
Aligns with District Priority

Annual Performance Objective 1: Increase community engagement as measured by parent participation with the climate survey. Mt. Rose K-8 will increase the percentage of parents completing the survey by 5% by the end of school year 2024-25.

Increase number of parent volunteers by 10%.

Increase attendance rates by 5%.

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Family Engagement Partnerships with community organizations provide resources for parent engagement and wraparound resources for their families. Increase community engagement and the utilization of feedback from families to build trust and inform decision-making. Provide a welcoming environment for families and invite them to participate as equal partners in the education of their children. Formative Measures: Parent Surveys Family Climate Survey, PTA Meetings, Parent Volunteers Position Responsible: Counselor and Administration Certified and classified staff Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, At Risk - Evidence Level: Promising Problem Statements/Critical Root Causes: Connectedness 1	Status Check		
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