Washoe County School District

Miguel Sepulveda Elementary School

2024-2025 Status Check

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Goals

Goal 1: Student Success

    Aligns with District Priority

Annual Performance Objective 1: Student Success

100% of students in grades K-5 will meet their typical growth target in reading on the third iReady Diagnostic. 80% of students who are two or more grade levels below on the first reading iReady diagnostic will meet their stretch growth target on the third Diagnostic.

100% of students in grades K-5 will meet their typical growth target in math on the first iReady Diagnostic. 80% 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: iReady typical and stretch goals from last year

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: iReady	**Status Check**		
Conduct weekly reviews of student usage and lesson passage with the goal of students passing lessons consistently each week. The number of lessons will depend on grade level but usage will be consistently 30-45 minutes weekly in each subject.	**Jan**	**Apr**	**June**
Develop master schedule with specific time allotted for students to complete iReady Personalized Path lessons. Design Master Schedule to ensure all special groups are allocated specific time to meet weekly lesson passage goal. Create an incentive program/system to support students in meeting weekly lesson passage goals. Students will utilize a lesson data track to monitor Personalized Path Lesson passage. Provide staff professional learning focused on best practices for incorporating iReady Personalized Path lesson completion into daily class schedule.	75%		
Formative Measures: iReady weekly use data, student data sheets, weekly student pass rates.			
Position Responsible: Leadership Team: Ann Bray, Paulina Rios, Steph Forman, Kimber Kennedy, Gina Moore, Pam Latham, Amy Stover, Katherine Williams, Kim Lapuz			
Student Groups This Strategy Targets: EL, Students with Disabilities, Racial/Ethnic Groups, At Risk **- Evidence Level:** Promising **Problem Statements/Critical Root Causes:** Student Success 1			

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

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).

    Evaluation Data Sources: Walk through forms and PLC agendas

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

Teacher Clarity Playbook
Implement structured weekly PLC meetings with explicit agendas to discuss instructional practices, student data, and components of Teacher Clarity Playbook.
Analyze and dissect grade level subject standards to determine appropriate rigor of instruction.
Within PLC meetings, the teacher
 	
  Formative Measures: Walkthrough forms and PLC agendas
 	
  Position Responsible: Leadership Team: Ann Bray, Paulina Rios, Steph Forman, Kimber Kennedy, Gina Moore, Pam Latham, Amy Stover, Katherine Williams, Kim Lapu
 	
  Student Groups This Strategy Targets:
EL
 - **Evidence Level:**
Moderate
  Problem Statements/Critical Root Causes: Adult Learning Culture 1
	55%		

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

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 50% when compared to the 23-24 percent identified as chronically absent.

    Evaluation Data Sources: BIG, Infinite Campus

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: MTSS	**Status Check**		
	Jan	**Apr**	**June**
BIG/IC daily attendance Develop a comprehensive outreach campaign to inform families about the importance of regular attendance and the potential consequences of chronic absenteeism. Utilize various communication channels such as email, newsletters, phone calls and social media platforms to reach out to parents. Collaborate with families to develop individualized attendance plans for students at risk of chronic absenteeism. Create and implement a system of incentives and recognition for families who demonstrate improved attendance. Conduct home visits for students who are at risk of chronic absenteeism. **Formative Measures:** BIG, IC daily attendance **Position Responsible:** Leadership Team: Ann Bray, Paulina Rios, Steph Forman, Kimber Kennedy, Gina Moore, Pam Latham, Amy Stover, Katherine Williams, Kim Lapu **Student Groups This Strategy Targets:** Chronically Absent **- Evidence Level:** Moderate **Problem Statements/Critical Root Causes:** Connectedness 1	60%		

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