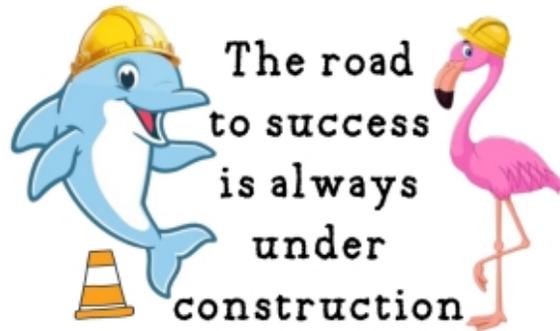


**Washoe County School District**  
**Silver Lake Elementary School**  
**2024-2025 Status Check**



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# Goals

**Goal 1: Student Success**

**Aligns with District Priority**

**Annual Performance Objective 1:** One hundred percent of students in grades K-5 will meet their typical growth target in reading on the third iReady Diagnostic. 75% 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.

One hundred percent of students in grades K-5 will meet their typical growth target in math on the third iReady Diagnostic. 75% 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:** i-Ready, PLC observations

**Summative Evaluation:** Continue

Improvement Strategy 1 Details	Status Checks		
<p><b>Improvement Strategy 1:</b> i-Ready</p> <p>Action Steps</p> <ol style="list-style-type: none"> <li>1. Expectation set that all students K-5 will use the iReady program for 30-45 minutes per subject per week</li> <li>2. Monitor student progress and passing rate of at least 70% or higher on all lessons.</li> <li>3. Administration will monitor student use and meet in PLC's to discuss progress and areas of improvement.</li> </ol> <p><b>Formative Measures:</b> *iReady diagnostic (three times a year)                      *Weekly/monthly iReady data dive through PLC conversations                      * Weekly/monthly iReady checks (total min./passes lessons/progress towards goals)</p> <p><b>Position Responsible:</b> Principal, Dean, classroom teachers</p> <p><b>Student Groups This Strategy Targets:</b>                      FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- <b>Evidence Level:</b>                      Promising</p> <p><b>Problem Statements/Critical Root Causes:</b> Student Success 1</p>	Status Check		
	Jan	Apr	June
			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 2: Adult Learning Culture**

**Aligns with District Priority**

**Annual Performance Objective 1:** 100% of PLC agendas will include professional development around Teacher Clarity practices.

100% of PLC agendas will include time to disaggregate and discuss student data to inform pedagogy.

**Evaluation Data Sources:** Formative Measures:

- \* Walk through data.
- \* PLC meeting notes
- \* Classroom common data

**Summative Evaluation:** Continue

Improvement Strategy 1 Details	Status Checks		
<p><b>Improvement Strategy 1:</b> PLCs</p> <p>Deliver Professional Development to teachers and staff through the lens of Teacher Clarity using "The Science of Reading in Action" text and practices.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> <li>1. Purchase and distribute "The Science of Reading in Action" text</li> <li>2. Plan and deliver PD around Teacher Clarity and "The Science of Reading in Action" text.</li> <li>3. Meet with PLC teams to analyze classroom data, tier 1 instruction, as well as support the creation of objectives, and success criteria.</li> <li>4. Develop a shared understanding of academic standards, curriculum expectations, and instructional best practices through The Science of Reading.</li> <li>5. Design PLC agendas to include incorporating Teacher Clarity into instructional practices across grade levels and subject areas.</li> <li>6. Within PLC meetings, teachers will collaborate to analyze student data and adjust Tier I instruction in a timely manner.</li> <li>7. Utilize the Teacher Clarity Focus Walk Form to monitor the incorporation of The Science of Reading instruction.</li> </ol> <p><b>Formative Measures:</b> Walk through data, PLC meeting notes, Classroom common data</p> <p><b>Position Responsible:</b> Principal, Dean, Classroom Teachers</p> <p><b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Foster/Homeless, Chronically Absent, At Risk</p> <p>- <b>Evidence Level:</b> Promising</p> <p><b>Problem Statements/Critical Root Causes:</b> Adult Learning Culture 1</p>	Status Check		
	Jan	Apr	June
	 <p>45%</p>		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 3: Connectedness**

**Aligns with District Priority**

**Annual Performance Objective 1:** Silver Lake ES will lower the percentage of chronically absent students by 5% (from 16.8% to 11.8%) by the end of school year 2024-25.

**Evaluation Data Sources:** Formative Measures:

- \* Daily attendance calls/ monthly letters/ home visits/ wrap around supports
- \* Monthly Newsletter/Dojo messages with a section on the importance of attendance and sharing our current data.
- \* Encouragement/Incentivize good attendance/ attendance improvement.

**Summative Evaluation:** Continue

Improvement Strategy 1 Details	Status Checks		
<p><b>Improvement Strategy 1:</b> Improvement Strategy 1</p> <p>Family Engagement/Home Visits</p> <p>Action Steps:</p> <ol style="list-style-type: none"> <li>1. Pull daily attendance reports and call all absent student families.</li> <li>2. Send monthly letters home to notify parents of absences.</li> <li>3. Work with truancy officer to support families and students.</li> <li>4. Send monthly newsletter and Dojo messages with tips and information about attendance and the effects of not attending school regularly.</li> <li>5. Plan and implement incentives for good/ improved attendance.</li> <li>6. Develop a comprehensive outreach campaign to inform families about the importance of regular attendance and the potential consequences of chronic absenteeism.</li> <li>7. Utilize various communication channels such as email, newsletters, phone calls and social media platforms to reach out to parents.</li> <li>8. Collaborate with families to develop individualized attendance plans for students at risk of chronic absenteeism.</li> <li>9. Create and implement a system of incentives and recognition for students and families who demonstrate improved attendance.</li> <li>10. Conduct home visits for students who are at risk of chronic absenteeism.</li> <li>11. Monitor and support families with who have chronically absent students</li> </ol> <p><b>Formative Measures:</b> Formative Measures:</p> <ul style="list-style-type: none"> <li>* Daily attendance calls/ monthly letters/ home visits/ wrap around supports</li> <li>* Monthly Newsletter/Dojo messages with a section on the importance of attendance and sharing our current data.</li> <li>* Encouragement/Incentivize good attendance/ attendance improvement.</li> </ul> <p><b>Position Responsible:</b> Principal, Dean, Office Staff, Counselor</p> <p><b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- <b>Evidence Level:</b> Strong, Promising</p> <p><b>Problem Statements/Critical Root Causes:</b> Connectedness 1</p>	Status Check		
	Jan	Apr	June
	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			