

**Washoe County School District**  
**Virginia Palmer Elementary School**  
**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/virginia\\_palmer\\_elementary/2024](https://nevadareportcard.nv.gov/DI/nv/washoe/virginia_palmer_elementary/2024)

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# Goals

## **Goal 1: Student Success:**








**Aligns with District Priority**

**Annual Performance Objective 1:** By the spring of 2025 we will increase the percentage of students scoring proficient on the SBAC ELA by 7% in grades 3-5. By the spring of 2025, all students in grades K-5th grade will make typical growth on the iReady assessment in ELA.

**Evaluation Data Sources:** SBAC, iReady

**Summative Evaluation:** Continue/Modify

**Next Year's Recommendation:** Continue to increase the percent of students who are scoring as proficient on SBAC and continue to have an expectation that all students achieve typical growth on iReady.

Improvement Strategy 1 Details	Status Checks		
<p><b>Improvement Strategy 1:</b> Virginia Palmer ES will implement the MTSS based "What I Need" intervention across all grade levels during designated intervention and enrichment time periods. We will ensure all students are passing at least 2 lessons a week in iReady and engaging in lessons for a minimum of 45 minutes a week.</p> <p>Action Steps:            Create a master schedule that includes: 45-minute daily grade level What I Need (WIN) time for interventions and enrichment, one hour planning during the school day (if teachers choose), weekly PLC time on Early Release Wednesday, Stipend one Wednesday a month to allow for an extra hour of PLC focused work, 90-minute ELA block.            Use iReady data to identify learning skill gaps, create small groups, and plan instruction to fill those gaps            Create and discuss outcomes of Common Formative Assessments to guide T1 small group instruction and WIN groups.            All PLC time will focus on answering the four critical questions. 1. What is it we want our students to know and be able to do? 2. How will we know if each student has learned it? 3. How will we respond when some students do not learn it? 4. How will we extend the learning for students who have demonstrated proficiency?            Create SMART Goals based on Essential Standards that support our SLO.            Continue backward planning            Plan and use intentional activities during WIN and use iReady Teacher toolbox            Weekly reviews of student iReady usage and lesson passage            Master schedule with specific time allotted to iReady lessons            Incentives to support students in meeting weekly lessons</p> <p><b>Formative Measures:</b> Common formative assessments            iReady diagnostic assessment 3 times a year            Progress on iReady lessons            Master Schedule</p> <p><b>Position Responsible:</b> Grade level teachers, EL Teachers, Resource Teachers</p> <p><b>Student Groups This Strategy Targets:</b>            FRL, EL, Students with Disabilities, Chronically Absent, At Risk  <b>- Evidence Level:</b>            Moderate  <b>Problem Statements/Critical Root Causes:</b> Student Success 1</p>	Status Check		
	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			








**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 components of Teacher Clarity, ensuring students can identify what they are learning, why they are learning it, and how they will know when they have learned it.

**Evaluation Data Sources:** Walk through forms

**Summative Evaluation:** Continue/Modify

**Next Year's Recommendation:** Continue to work on Teacher Clarity, maintaining what we learned for ELA, while adding a focus around math.

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1:</b> Professional Learning Communities (PLCs)  Action Steps: Analyze and dissect grade level subject standards to determine appropriate rigor of instruction. Teachers will collaborate to define clear learning intentions for daily lessons across all subject areas, aligned with curriculum standards and student needs. Lesson plans will identify what students are learning, why they are learning it, and how they will know when they have learned the standard. PLCs to identify daily learning intentions, create an assessment, then adjust instruction to meet student's needs Schedule weekly walkthroughs in subject areas and meet with administration team to recap observations. Add teacher clarity questions to walkthrough forms.  <b>Formative Measures:</b> PLC agendas, lesson plans, formative assessment data, walk-through data, <b>Position Responsible:</b> Teachers, administrators.  <b>Evidence Level:</b> Moderate <b>Problem Statements/Critical Root Causes:</b> Adult Learning Culture 1	Status Check		
	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable
 No Progress  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 10% when compared to the 23-24 percent identified as chronically absent

**Evaluation Data Sources:** IC and BIG attendance reports

**Summative Evaluation:** Accomplish

**Next Year's Recommendation:** Continue to try to reduce the percent of students chronically absent and increase the average daily attendance.

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1: Family Engagement</b>  Action Steps: Outreach campaign to inform parents of the importance of regular attendance and the potential consequences of chronic absenteeism. Attendance information in weekly parent communication. Coffee & Conversation workshop and information session designed to educate them o the importance of attendance. Collaborate with families to develop individualized attendance plans for student at risk of chronic absenteeism. Weekly attendance meetings with attendance officer Teachers will call home at 2nd day missed of school. Teachers will email at 5th day of missed school. Administration will call home at 7th day of missed school. We will have weekly incentives for the grade level with the highest Average Daily Attendance. Students will earn "Den" points for attendance. Identify students who are historically at risk for absenteeism. Weekly reviews of attendance data  <b>Formative Measures:</b> Attendance Data, attendance records/reports, individual attendance plans for students who were previously chronically absent, or miss more than five days attendance contracts, and outreach communication.  <b>Position Responsible:</b> CIS, Counselor, Administration, Clerk, Teachers  <b>Evidence Level:</b> Promising  <b>Problem Statements/Critical Root Causes:</b> Connectedness 1	Status Check		
	Feb	Apr	June
	 Some Progress	 Considerable	 Accomplished
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			