

Washoe County School District
Spanish Springs Elementary School
2024-2025 Status Check

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Goals

Goal 1: Student Success

Aligns with District Priority

Annual Performance Objective 1: Seventy percent of students in grades K-5 will meet their typical growth target in reading on the third iReady Diagnostic. Forty percent 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.

Sixty percent of student in grades K-5 will meet their typical growth target in math on the third iReady Diagnostic. Thirty percent 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.

Evaluation Data Sources: iReady Diagnostic

Summative Evaluation: Cancel

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: iReady</p> <p>Action Steps</p> <ol style="list-style-type: none"> Teachers will assess all students with the three iReady formative assessments during the 24-25 school year Teachers will have students work on their individualized personal instruction plan in both Math and ELA weekly with a target of 30 minutes in each per week. Administration and Teachers will take classes from iReady to learn how to dissect the data and then plan accordingly for students to be able to meet their growth goals. IReady company will be giving the PD in this area. <p>Formative Measures: three iReady assessments Fall, Winter and Spring</p> <p>Position Responsible: Teachers, Administration, and iReady PD team</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: 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: Throughout the 24-25 schoolyear, using the early release Wednesday time, 100% of the teachers will use and participate in the Professional Learning Community (PLC) process as measured by weekly attendance sheets to increase teacher capacity around Learning Objectives from the teacher clarity playbook by pre and post teacher reflections.

Evaluation Data Sources: Teacher Reflections

Summative Evaluation: Cancel

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: PLC's with a focus on Learning Objectives and Teacher Clarity</p> <p>Action Steps</p> <ol style="list-style-type: none"> Teachers will participate in weekly PLC's during early release Wednesdays. Administration will manage the Teacher sign in sheets. One Wednesday each month will be used to focus on the Learning Objectives and Clarity work using The Teacher Clarity Playbook by Fisher and Frey. Administration will take classes once a month and then bring that learning back to teach to staff <p>Formative Measures: Weekly Sign-in sheet</p> <p>Position Responsible: Administration, Teachers, WCSD PD team (focused on teaching Admin)</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1</p>	Status Check		
	Jan	Apr	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Connectedness

Aligns with District Priority

Annual Performance Objective 1: Decrease chronic absenteeism by four percent school-wide by targeting students and families that were chronically absent during the 23-24 school year and any student who reaches ten or more absences in the 24-25 school year.

Evaluation Data Sources: Infinite Campus

Summative Evaluation: Cancel

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: MTSS team</p> <p>Action Steps</p> <ol style="list-style-type: none"> Administration talking to parents via weekly phone and email message reminding them the importance of attendance Run attendance report every 10 days Review attendance intervention from the MTSS Website Contact families with letters, phone calls, and the re-engagement officer depending on number of absences from the attendance reports Write Prior Written Notices for students who have an IEP Create Action Plan for re-engagement with support from the WCSD re-engagement officer <p>Formative Measures: Attendance Reports Position Responsible: Clerk, Counselor, Dean, Re-engagement Officer</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Promising</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p>	Status Check		
	Jan	Apr	June
			
<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>			