

Washoe County School District
Incline Elementary School
2024-2025 Status Check

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Goals

Goal 1: Student Success


Aligns with District Priority





Annual Performance Objective 1: Incline Elementary School students will exhibit performance that shows achieving higher proficiency in ELA and Math. We will move from a 40% proficiency in math to 45% overall by the end of the school year. We will move from a 40% proficiency rate in ELA to 45% overall proficiency by the end of the school year. Specifically, we are targeting subgroups of (White and FRL).

As a staff, Incline ES will implement PLC Practice to implement high quality Tier 1 instruction during the instructional day with a focus on data driven instruction, common planning, personalized intervention (iReady), and enrichment in both ELA and Math.

Evaluation Data Sources: -Assign all certified staff to professional learning communities weekly
-Align teacher observation schedule with PLC calendar
-Principal attends weekly PLC to provide resources, guide conversations, and ensure adherence to PLC best practices

Summative Evaluation: Continue/Modify

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: iReady Conduct weekly reviews of student usage and lesson passage with the goal of students passing 3 or more reading and 3 or more math lessons each week. Provide staff professional learning focused on best practices for incorporating iReady Personalized Path lesson completion into daily class schedule. Create an incentive program/system to support students in meeting weekly lesson passage goals. Formative Measures: Weekly Personalized Instruction summary Professional Learning agenda PLC data Position Responsible: Teacher leaders Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Moderate Problem Statements/Critical Root Causes: Student Success 1	Status Check		
	Jan	Apr	June
			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: Adult Learning Culture
Aligns with District Priority






Annual Performance Objective 1: IES will implement PLCs for all teachers across all grade levels. Using Du Four's questions to utilize data drive instruction when making decisions about planning and interventions. This goal will be measured by the completion of weekly PLC meetings.

The common assessment results will be analyzed to assess the effectiveness of the Tier 1 instruction and identify opportunities for instructional modifications and reteaching/enrichment with accurate use of data-analysis process to be making informed data driven instructional decision making

Evaluation Data Sources: PLC Process Implementation- In advancing PLC practices to reflect the Teaching and Learning Model.

Professional Learning school wide

Administration participates and coaches during the weekly grade level PLCs to ensure high-level implementation of PLCs







Improvement Strategy 1 Details		Status Checks		
Improvement Strategy 1: PLC's Teachers will collaborate in PLC meetings to analyze student data and adjust Tier I instruction in a timely manner. Implement peer observation and feedback protocols and share observation takeaways during PLC meetings to promote continuous improvement. Analyze and dissect grade level subject standards to determine appropriate rigor of instruction. Formative Measures: PLC agendas Lesson plans Teacher data analysis Position Responsible: Leadership Team Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Moderate Problem Statements/Critical Root Causes: Adult Learning Culture 1		Status Check		
		Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Connectedness

Aligns with District Priority

Annual Performance Objective 1: Greater presence of Social Emotional Learning (SEL) practices integrated into the classroom and school environment by increasing the number of observable teacher and student SEL practices and positive reinforcement engagement. Decrease in percentage of Chronic Absenteeism to reflect less than or equal to 10% students chronically absent.

Evaluation Data Sources: Professional Learning around SEL strategies
Integration of SEL practices in the classroom setting

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: SEL Celebrate achievements related to improved attendance. Establish a student advisory (student voice) council who will develop a plan to increase student engagement and improve the school climate. Establish a plan to ensure that each student is greeted by an adult at the start of each day. Formative Measures: Improved attendance data Student advisory (student voice) agenda Student Climate survey Position Responsible: Leadership Team Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Strong Problem Statements/Critical Root Causes: Connectedness 1	Status Check		
	Jan	Apr	June
		N/A	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			