

Washoe County School District
Kendyl Depoali Middle School
2024-2025 Status Check with Notes

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Goals

Goal 1: Student Success

Aligns with District Priority

Annual Performance Objective 1: Overall math proficiency scores were 39% in 2019-20, 44% in 2021-22, 43% in 2022-23, and 45% in 2034-34. For the 2024-25 school year, our goal will be that 54% of all students demonstrate proficiency in math on the SBAC. Overall Science proficiency scores were 52% in 2019-20, 60% in 2021-22, 58% in 2022-23, and 60% in 2023-24 in. Our goal for this year is to have 65% of all students in the 8th grade reach proficiency on the Science test. Overall ELA proficiency scores were 59% in 2019-20, 63% in 2021-22, 55% in 2022-23, and 55% in 2023-24. Our goal for this year is to have 65% of all students demonstrate proficiency on the ELA SBAC.


Evaluation Data Sources: iReady data, assessment data analysis, classroom observations, attendance data, behavior data

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: Improvement Strategy: iReady</p> <p>Evidence Level: 3</p> <p>Action Steps: What steps do you need to take to implement this improvement strategy?</p> <p>* Create a master schedule that allows for all students who are not performing at grade level in iReady to be placed in a class in which they can work in iReady for 45 minutes in the subjects of both Math and ELA each week.</p> <p>Resources Needed: What resources do you need to implement this improvement strategy?</p> <p>* Student laptops and headphones for all students in all classes.</p> <p>Challenges to Tackle: What implementation challenges do you anticipate? What are the potential solutions?</p> <p>* Implementation Challenge: Being that we want all students to be engaging in iReady lessons in both Math and ELA weekly, we will be using Advisory time on Wednesdays to complete iReady lessons. We will need to adjust our bell schedule a number of times throughout the year for various reasons, which will eliminate the Advisory block on a number of Wednesdays.</p> <p>* Potential Solution: We will increase the number of Academic Success classes we can offer with a newly acquired teaching allocation in order to schedule kids based on need for iReady and utilize this class period to complete iReady minutes. 6th grade will complete iReady minutes during Enrichment class all year, so they will be able to provide time for iReady regardless of the bell schedule we utilize.</p> <p>Funding: What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?</p> <p>* The district has purchased iReady. We will ask our PTA to purchase additional student laptops and headphones needed. Lead: Who is responsible for implementing this strategy?</p> <p>Academic Success, Enrichment, and Special Education Teachers</p> <p>Formative Measures: tools to measure throughout the year</p> <p>Position Responsible: Principal</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: Student Success 1</p>	<div> <div>Jan</div> <div>  35% </div> <div> January Lessons Learned The block schedule proved to be difficult with so many days off around the holidays. As a staff, we voted to move to a straight schedule in November, which cut out iReady time for many students because we lost our Wednesday Advisory time. </div> <div> January Next Steps/Need We will not move to a straight schedule for the remainder of the year so that we can keep our iReady time on Wednesdays sacred. </div> </div> <div> <div>Apr</div> <div> April Lessons Learned </div> <div> April Next Steps/Need </div> </div> <div> <div>June</div> <div> June Lessons Learned </div> <div> June Next Steps/Need </div> </div>
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>	

Goal 2: Adult Learning Culture
Aligns with District Priority

Annual Performance Objective 1: Within all PLCs, teachers will use a method to analyze student data every ten days or twice per month based on the PLC meeting schedule as measured by Administrative Observational data.

Evaluation Data Sources: Student assessment data. Guiding document such as the TACA form created by Solution Tree.


Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: Improvement Strategy: PLC Process utilizing guiding document.</p> <p>Evidence Level: 3</p> <p>Action Steps: What steps do you need to take to implement this improvement strategy?</p> <p>* Require all PLCs to be using a guiding document such as the TACA form for every PLC meeting.</p> <p>Resources Needed: What resources do you need to implement this improvement strategy?</p> <p>* Guiding document</p> <p>Challenges to Tackle: What implementation challenges do you anticipate What are the potential solutions?</p> <p>* Implementation Challenge: Getting buy-in from all PLCs.</p> <p>* Potential Solution: Have PLCs that are already using a guiding document share their data and experience with using the document.</p> <p>Funding: What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?</p> <p>* N/A</p> <p>Formative Measures: Walkthrough observations PLC agendas</p> <p>Position Responsible: Principal</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>	<div> <div>Jan</div> <div>  35% </div> <div> January Lessons Learned Some PLCs have been using the TACA form regularly and analyzing data every 10 days or twice per month. Other PLCs are analyzing data but have not been using the TACA form to do so. </div> <div> January Next Steps/Need The tool PLCs are using to analyze data needs to be shared with admin. Admin will get into PLC meetings more regularly to see the effectiveness of each PLC's tool. </div> </div> <div> <div>Apr</div> <div> April Lessons Learned </div> <div> April Next Steps/Need </div> </div> <div> <div>June</div> <div> June Lessons Learned </div> <div> June Next Steps/Need </div> </div>
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>	

Goal 3: Connectedness

Aligns with District Priority

Annual Performance Objective 1: In 2020-21, 33% of students attended less than 90% of the time. In 2021-22, 16% of students attended less than 90% of the time, in 2022-23, 17% of students attended less than 90% of the time, and in 2-23-24 13% of students attended less than 90% of the time. Our School Performance Goal will be to have 9% or less of students attending less than 90% or considered chronically absent.

Evaluation Data Sources: * BIG Data

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: Improvement Strategy: SEL</p> <p>Evidence Level: 2</p> <p>Action Steps: What steps do you need to take to implement this improvement strategy?</p> <ul style="list-style-type: none">* Hold monthly attendance meetings and analyze data.* Place students with teachers they feel connected to during Advisory, utilize attendance monitors and letters, work closely with truancy* Advisory teachers will engage in a discussion with each student's parent or guardian within the first quarter to establish a relationship and learn more about each student.* Home visits for our most severely absent students <p>Resources Needed: What resources do you need to implement this improvement strategy?</p> <ul style="list-style-type: none">* Safe schools professional, monitoring tool, BIG, attendance letters <p>Challenges to Tackle: What implementation challenges do you anticipate What are the potential solutions?</p> <ul style="list-style-type: none">* Implementation Challenge: Remaining consistent with our process* Potential Solution: Hold monthly attendance meetings and utilize Campus Supervisor to check in with students on a monitor and make attendance phone call daily <p>Funding: What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?</p> <ul style="list-style-type: none">* The district funds the Campus Supervisor Lead: Who is responsible for implementing this strategy? <p>Attendance administrator, Truancy, and Advisory Teachers</p> <p>Formative Measures: IC and BIG attendance reports Home visit data</p> <p>Position Responsible: Principal</p> <p>Student Groups This Strategy Targets: Chronically Absent</p> <ul style="list-style-type: none">- Evidence Level: Moderate <p>Problem Statements/Critical Root Causes: Connectedness 1</p>	<p>Jan</p> <p> 40%</p> <p>January Lessons Learned</p> <p>We have been able to remain consistent with our attendance monitoring. The phone calls home in the first quarter were very impactful and families were thankful for the outreach. Teachers learned quite a bit about students and their needs. Our chronic absenteeism is at 13.79%, so we have quite a bit of work to do to get to our goal of 9% still.</p> <p>January Next Steps/Need</p> <p>We will remain consistent with our attendance monitoring. We will also add in more time for teams to meet so that teachers can choose families to reach back out to. We will focus these calls around attendance.</p> <p>Apr</p> <p>April Lessons Learned</p> <p>April Next Steps/Need</p> <p>June</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>



No Progress



Accomplished



Continue/Modify



Discontinue