

Washoe County School District
Katherine Dunn Elementary School
2024-2025 Status Check with Notes



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Goals






Goal 1: Student Success

Annual Performance Objective 1: At least 10 students will exit from EL and 85% of EL students will make one year's growth on the WIDA assessment.

Evaluation Data Sources: WIDA

i-Ready

MAP

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: Teachers will focus on speaking and listening during Tier 1 and small group instruction. Teachers will continue implementation of Building a Thinking Classroom to help develop these skills.</p> <p>Formative Measures: i-Ready intervention based on targeted results Common Assessments focused on speaking and listening Teacher observation and anecdotal notes based on targeted data Building a Thinking Classroom PD Collaboration with EL staff and general education teachers to support instruction within the classroom focusing on speaking and listening School wide chronic absenteeism below 10%</p> <p>Position Responsible: Grade level teachers EL teacher and EL assistant Special Education teachers Admin</p> <p>Student Groups This Strategy Targets: FRL, EL, At Risk - Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p>	<p>Jan</p> <p> January Lessons Learned Teachers have worked well with our EL teachers to focus on strategies to use within their classrooms to support speaking and listening.</p> <p>January Next Steps/Need Continued monitoring walkthroughs with a focus on using complete sentences and academic language when answering questions.</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>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 2: Adult Learning Culture

Annual Performance Objective 1: By the end of the 24/25 school year, 100% of PreK-5th grade teachers will have a clear understanding of effective Tier 1 instruction, including the use of appropriate assessments, rubrics, and success criteria. Sub populations will be a focus during PLCs.

Evaluation Data Sources: i-Ready
MAP
PLC Notes
WIDA results

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: Teachers will ensure that each lesson includes an objective with success criteria that will be stated to students throughout the lesson. Rubrics will be developed and shared with students for writing and speaking assignments.</p> <p>Formative Measures: i-Ready intervention with a focus on students who are two grade levels behind Development of grade level rubrics for writing assignments Building a Thinking Classroom PD WIDA assessment results used as a starting point for lesson planning Rubrics and success criteria shared and continued to be made available to students PD with Teacher Clarity Playbook</p> <p>Position Responsible: Grade level teachers EL teacher and EL assistant Special Education teachers Admin</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, 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><div><div></div><div>75%</div></div></div><div>January Lessons Learned</div><div>Learning intentions with success criteria are posted in 100% of classrooms. All teachers state the objectives at the beginning of the lesson, but not necessarily more times throughout the lesson.</div><div>January Next Steps/Need</div><div>Teachers will continue to refine rubrics and ensure that learning intentions are stated multiple times throughout the lesson.</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><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>	

Goal 3: Connectedness

Annual Performance Objective 1: Increase 5th grade students' favorable responses to "Getting through something even when I feel frustrated" from 38% to 48% and "Finishing tasks even when they are hard" from 30% to 40%.

Evaluation Data Sources: Student Climate Survey
Student surveys within the classroom
Quality work production from students (Rubrics)

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: Teachers will target lengthy or difficult assignments and work with students on perseverance, analyzing problems, and stamina. Counselors will provide guidance lessons targeting these skills as well.</p> <p>Formative Measures: Guidance lessons Writing Assignments with rubrics and success criteria SBAC prep lessons taught whole class and with increasing difficulty Student independence in lessons scaffolded throughout the year Building a Thinking Classroom PD</p> <p>Position Responsible: Grade level teachers EL teacher and EL assistant Special Education teachers Counselors Admin</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Chronically Absent, At Risk</p> <p>- Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p>	<div><div>Jan</div><div><div><div></div><div>65%</div></div></div><div>January Lessons Learned</div><div>Students were successful during leadership lessons and are taking more time on assignments and assessments.</div><div>January Next Steps/Need</div><div>Continue and build upon student voice with student committees targeted as school improvement.</div><div>Apr</div><div>April Lessons Learned</div><div>April Next Steps/Need</div><div>June</div><div>June Lessons Learned</div><div>June Next Steps/Need</div></div>
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>	