

Washoe County School District
Lincoln Park Elementary School
2024-2025 Status Check



Mission Statement

*We the staff, students, and community of Lincoln Park Elementary School will educate the whole child and build a lifelong love of learning.
We can, and will ROAR.*

Vision

Where Lions Grow with the Pride

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/lincoln_park_elementary/2024

Table of Contents

Goals	3
Goal 1: Student Success	3
Goal 2: Adult Learning Culture	4
Goal 3: Connectedness	4

Goals

Goal 1: Student Success


Aligns with District Priority





Annual Performance Objective 1: One hundred percent of students in grades K-5 will meet their typical growth target in reading on the third iReady Diagnostic. 50% 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.

One hundred percent of students in grades K-5 will meet their typical growth target in math on the third iReady Diagnostic. 50% of students who are two or more grade levels below on the first math iReady Diagnostic will meet their stretch growth target on the third Diagnostic.

Evaluation Data Sources: iReady Diagnostic tool

Summative Evaluation: Continue


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. Develop master schedule with specific time allocated for students to complete iReady Personalized Path lessons. Create an incentive program/system to support students in meeting weekly lesson passage goals. Students will utilize a lesson data tracker to monitor Personalized Path Lesson passage. Formative Measures: Data chats, testing schedule, percentage tested, student pledge, Diagnostic Growth Report, Weekly Personalized Instruction Summary Position Responsible: Classroom Teachers, Dean of Students, Principal. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - 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: Classroom walk-throughs will indicate at least 75% of teachers consistently implement the four components of Teacher Clarity (Clarity of organization, clarity of explanation, clarity of examples and guided practice, clarity of assessment of student learning)


Evaluation Data Sources: Walk Through Data, Professional Learning Communities (PLCs)

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: PLC Create the master schedule with specific time allotted for weekly PLC meetings. A member of the administrative team or instructional coach will be present at all PLC meetings to lead the collaboration around Teacher Clarity. Within PLC meeting, 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 formative assessments that will be used to inform and adjust instruction. Formative Measures: PLC agendas, lesson plans, formative assessment data Position Responsible: Classroom Teachers, Dean of Students, Principal. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - 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
			

 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: Infinite Campus(IC), BIG data, Weekly Attendance Reports.

Improvement Strategy 1 Details		Status Checks		
Improvement Strategy 1: Family Engagement Develop a comprehensive outreach campaign to inform families about the importance of regular attendance and the potential consequences of chronic absenteeism. Utilize various communication channels such as email, newsletters, phone calls and social media platforms to reach out to parents. Organize workshops and information sessions specifically designed for parents/guardians to educate them on the importance of attendance and provide strategies for improving their child' attendance. Collaborate with families to develop individualized attendance plans for students at risk of chronic absenteeism. Create and implement a system of incentives and recognition for students and families who demonstrate improved attendance. Conduct home visits for students who are at risk of chronic absenteeism. Formative Measures: Attendance records, event attendance, home visit data, individualized attendance plans for students with 3+ absences. Position Responsible: Teachers, Counselor, FACE Liaison, Dean of Students, Principal. Schoolwide and Targeted Assistance Title I Elements: 4.1, 4.2 - 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: Connectedness 1		Status Check		
		Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				