

**Washoe County School District**  
**Van Gorder Elementary School**  
**2024-2025 Status Check**



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# Goals





## **Goal 1: Student Success**

**Aligns with District Priority**

**Annual Performance Objective 1:** The goal is to enhance elementary school students' performance in meeting Claim 1 standards of the Smarter Balanced Assessment Consortium (SBAC) by implementing a comprehensive approach that involves frequent assessment, data analysis, and the establishment of professional learning communities (PLCs). This initiative aims to improve mathematics, bridging the gaps in students' understanding and application of key concepts. By the end of the academic year, at least 80% of Van Gorder Grades 3-5 students will demonstrate significant progress towards meeting Claim 1 standards in mathematics, as evidenced by scoring "At or Above Standard" on the SBAC assessment and deeper engagement with the subject matter.

**Evaluation Data Sources:** SBAC, Walkthrough Data, Annual Observation Data on Instruction, Participation in Professional Development around Mathematics


Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1: iReady/MTSS</b>  Once collected, we will analyze the data to identify specific skill gaps, misconceptions, and patterns of struggle to then utilize and inform instructional decisions and adjust teaching strategies accordingly. Based on data analysis, develop targeted action plans within iReady and MTSS that address the identified skill gaps. Implement differentiated instruction and intervention strategies to support struggling students. Teacher Development: Providing continuous professional development opportunities to teachers, focusing on effective math teaching techniques, differentiated instruction, and strategies to cater to diverse learning needs. Curriculum Enhancement: Reviewing and enhancing the math curriculum to incorporate a variety of engaging materials that align with students' interests and aptitude levels. Math Support Initiatives: Implementing targeted math intervention programs to assist struggling students, offering additional support and personalized attention to enhance their math skills. Parental Engagement: Involving parents through workshops, communication channels, and resources to promote math-related activities at home and foster a supportive learning environment. Technology Integration: Infusing educational technology and digital resources into math education to augment students' interaction with mathematical concepts and create a more immersive learning experience using tools like iReady. Data-Driven Instruction: Regularly evaluating students' mathematical proficiency and using data to tailor teaching approaches to individual requirements and monitor progress over time.  <b>Formative Measures:</b> SBAC, iReady <b>Position Responsible:</b> Administration & Teaching Staff  <b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent - <b>Evidence Level:</b> Moderate, Promising <b>Problem Statements/Critical Root Causes:</b> 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:** As a school-wide Professional Development focus, 100% of Van Gorder teachers will implement strategies from the Teacher Clarity Playbook by Douglas Fisher/Nancy Frey to improve the communication of learning intentions and success criteria, resulting in increased student engagement, ownership of learning, and meta-cognitive skills development in meeting the essential learning outcomes.

**Evaluation Data Sources:** Walkthrough Data, PLC Meetings with Data Review, Annual Observation Data

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1: PLCs</b>  Implement structured weekly PLC meetings with explicit agendas to discuss instructional practices, student data, and components of The Teacher Clarity Playbook.  Analyze and dissect grade level subject standards to determine appropriate rigor of instruction.  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.  Implement peer observation and feedback protocols and share observation takeaways during PLC meetings to promote continuous improvement.  <b>Formative Measures:</b> PLC agendas, lesson plans, formative assessment data <b>Position Responsible:</b> Administration  <b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, At Risk - <b>Evidence Level:</b> Moderate <b>Problem Statements/Critical Root Causes:</b> 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 3% when compared to the 23-24 percent identified as chronically absent. From 7% to 4% for SY 24/25.

**Evaluation Data Sources:** Daily Attendance Reports, BIG, MTSS Meetings.

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1: Family Engagement</b>  Communication Strategy: Utilize email, newsletters, phone calls, and social media to consistently inform families about the importance of regular attendance and the negative impact of chronic absenteeism.  Individualized Attendance Plans: Collaborate with families to create tailored attendance plans for students at risk of chronic absenteeism, offering personalized support.  Incentives & Recognition: Implement a system to recognize and reward students and families who show significant improvement or maintain good attendance.  Community Involvement: Encourage parents and guardians to engage in the school community through volunteering, fostering stronger school-family connections.  <b>Formative Measures:</b> Attendance records, event attendance, home visit data, individualized attendance plans for students with 3+ absences.  <b>Student Groups This Strategy Targets:</b> Chronically Absent - <b>Evidence Level:</b> Promising <b>Problem Statements/Critical Root Causes:</b> Connectedness 1	Status Check		
	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>			