

Washoe County School District
Robert Mitchell Elementary School
2024-2025 Status Check

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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. 75% 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. 75% 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: i-Ready final Diagnostic

| Improvement Strategy 1 Details | Status Checks | | |
|---|--|-----|------|
| Improvement Strategy 1: iReady (Level 2 Moderate) Action Steps: 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 i-Ready Personalized Path lesson completion into daily class schedule. Create an incentive program or system to support students in meeting weekly lesson passage goals. Formative Measures: Student lesson tracker, Weekly Personalized Instruction Summary, master schedule Position Responsible: Assistant Principal 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: PLC agendas, lesson plans, formative assessment data

| Improvement Strategy 1 Details | Status Checks | | |
|--|---------------|-----|------|
| Improvement Strategy 1: Professional Learning Communities (PLCs) (Level 2 Moderate) Action Steps: Within PLC meetings, teachers will collaborate to define clear learning intentions for daily lessons across all subject areas aligned with curriculum standards and student needs. Teachers will also collaborate to identify and plan for GLAD and ELLevation strategies to support multilingual learners. Develop a schedule for weekly meetings for instructional leadership to recap observations from PLC meetings and classroom walkthroughs to intervene and provide support in a timely manner. Develop a shared understanding of academic standards, curriculum expectations, and instructional best practices through the Teacher Clarity lens. Formative Measures: PLC agendas, lesson plans, formative assessment data Position Responsible: Principal 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

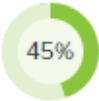






Discontinue

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 5% when compared to the 23-24 percent identified as chronically absent.

Evaluation Data Sources: Attendance data from Infinite Campus and BIG and individualized attendance plans

| Improvement Strategy 1 Details | Status Checks | | |
|--|---|-----|------|
| Improvement Strategy 1: Family Engagement (Level 3 Promising) Action Steps: Conduct bi-weekly reviews of attendance data to identify students with absence patterns, and students who are approaching or met 10% or more days absent. Collaborate with families to develop individualized attendance plans for students who are at risk of chronic absenteeism. Provide resources to families such as Family Resource Center, Mobile Crisis, our food pantry, and health care. Formative Measures: attendance reports, attendance review data, outreach communication, process/protocols Position Responsible: Assistant Principal Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Promising Problem Statements/Critical Root Causes: Connectedness 1 | Status Check | | |
| | Jan | Apr | June |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | |