

**Washoe County School District**  
**Alice Maxwell Elementary School**  
**2024-2025 Status Check**

# Table of Contents

Goals .....	3
Goal 1: Student Success .....	3
Goal 2: Connectedness .....	4
Goal 3: Adult Learning Culture .....	5

# Goals

## **Goal 1: Student Success**

**Aligns with District Priority**






**Annual Performance Objective 1:** One hundred percent of students grades K-5 will meet their typical growth target in reading on the third iReady Diagnostic. 30% 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 grades K-5 will meet their typical growth target in math on the third iReady Diagnostic. 30% 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.

Providing professional development on best practices for implementing iReady personalized path into daily instruction.

- \* Educating parents on the benefits and ways they can support their child(ren) with iReady.
- \* Weekly review of student usage, lesson passage rate, and growth.
- \* Continuous sharing of best practices through the PLC process utilizing Guiding Coalition format for collaboration.
- \* Use of reflection data during the PLC process.
- \* Developing strategies for students not meeting weekly goal.

**Evaluation Data Sources:** \* Student lesson tracker, weekly personalized instruction summary, master schedule

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1:</b> Improvement Strategy: iReady  * Providing professional development on best practices for implementing iReady personalized path into daily instruction. * Educating parents on the benefits and ways they can support their child(ren) with iReady. * Weekly review of student usage, lesson passage rate, and growth. * Continuous sharing of best practices through the PLC process. * Use of reflection data during the PLC process. * Developing strategies for students not meeting weekly goal.  <b>Formative Measures:</b> iReady BOY, MOY and EOY Diagnostic Assessments MyPath individual, class and school data monitoring <b>Position Responsible:</b> Teachers, EL/SPED Team, Administration  <b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk <b>- Evidence Level:</b> Promising <b>Problem Statements/Critical Root Causes:</b> Student Success 1	Status Check		
	Jan	Apr	June
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

## Goal 2: 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 4% when compared to the 23-24 percent identified as chronically absent.





**Evaluation Data Sources:** \* Attendance Tracking Sheet

\* FACE school representative to plan and schedule events

\* Community contributions to create incentives for families with student having improved, perfect to near perfect attendance

\* Inclusion of Truancy Officer in Leadership/Progressive Discipline meetings

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1:</b> Improvement Strategy: * PBIS * Use historical data to identify students who are at risk for chronic absenteeism. * Conduct bi-weekly reviews of attendance to identify students with 2-3 consecutive absences, with 10% or more absent days, and with more than one unverified absence. * Form an attendance team to coordinate efforts to develop individualized attendance contracts/agreement with students identified through bi-weekly attendance reviews. * Establish process/protocol for teachers to communicate with attendance team regarding student absences. * Establish process/protocol for communicating with families regarding student absences in a timely manner. * Match each at-risk student with staff member based on factors such as personality, background and availability. * Celebrate achievements with students and families related to improved attendance.  <b>Formative Measures:</b> BIG Reports, Daily Attendance measures <b>Position Responsible:</b> Teachers, Staff, Administration, District Supports  <b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk <b>- Evidence Level:</b> Moderate <b>Problem Statements/Critical Root Causes:</b> Connectedness 1	Status Check		
	Jan	Apr	June
			






 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Goal 3: Adult Learning Culture**  
Aligns with District Priority

**Annual Performance Objective 1:** Adult Learning Culture

Classroom walkthroughs 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 and clarity of assessment of student learning).

**Evaluation Data Sources:** Teacher Clarity plans, digital walk-through documentation

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1:</b> Improvement Strategy: * PLC * Create a master schedule with specific time allotted for weekly planning. * Develop a schedule for weekly meeting for guiding coalition team to recap bright spots and opportunities for growth with each grade level * Provide professional learning to all instructional staff multiple times throughout the school year. * Utilize the Teacher Clarity Focus Walk through form (digital) to monitor the incorporation of Teacher Clarity in daily instruction. * Learning intentions and success criteria will be utilized in all classrooms for both ELA and mathematics.  <b>Formative Measures:</b> Digital walk-through form <b>Position Responsible:</b> Administration and Classroom teachers  <b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk <b>- Evidence Level:</b> Moderate <b>Problem Statements/Critical Root Causes:</b> Adult Learning Culture 1	Status Check		
	Jan	Apr	June
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			