

**Washoe County School District**  
**Caughlin Ranch Elementary School**  
**2024-2025 School Performance Plan**

**Classification: 4 Star School**

# Value Statement

## 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 (Add a link to the school's School Rating Report.)

[https://nevadareportcard.nv.gov/DI/nv/washoe/caughlin\\_ranch\\_elementary/2024](https://nevadareportcard.nv.gov/DI/nv/washoe/caughlin_ranch_elementary/2024)

# Table of Contents

- Comprehensive Needs Assessment ..... 4
  - Student Success ..... 4
  - Adult Learning Culture ..... 5
  - Connectedness ..... 6
- Priority Problem Statements ..... 7
- Comprehensive Needs Assessment Data Documentation ..... 8
- Goals ..... 9
  - Goal 1: Student Success ..... 9
  - Goal 2: Adult Learning ..... 10
  - Goal 3: Connectedness ..... 11

# Comprehensive Needs Assessment

## Student Success

### Student Success Summary

Students are performing higher than the state and district averages. At minimum, 80% of students are at above grade level in both reading and math. Student achievement has held steady at these high averages for several years.

### Student Success Strengths

Although there was a slight decline of two percentage points in Reading, student achievement continues to surpass the district and state averages. Student achievement went up two percentage points in Math.

### Problem Statements Identifying Student Success Needs

**Problem Statement 1 (Prioritized):** Although student achievement is very high, growth percentiles dropped. **Critical Root Cause:** Chronic absenteeism impacts student growth. When students are not at school, learning is impacted and gaps in learning widen.

# Adult Learning Culture

## Adult Learning Culture Summary

Teachers meet weekly for one hour in Professional Learning Communities. These groups are organized by grade level to analyze student work, discuss next learning steps and to plan for high quality instruction.

## Adult Learning Culture Strengths

Teachers are dedicated to meeting during their allotted time during early release on Wednesdays. Most grade levels are collaborative and want to support each other as colleagues. Teachers discuss student needs and turn in weekly feedback on their collaborative time together. Collectively, teacher desire more support to strengthen their PLC's to be more productive.

## Problem Statements Identifying Adult Learning Culture Needs

**Problem Statement 1 (Prioritized):** Monitoring of the PLC process is not strong and lacks feedback, modeling and professional learning time. There is also a lack of focus around common student work/formative assessments. **Critical Root Cause:** We did not schedule and allocate time for administration to be able to monitor PLC's and give feedback or model expectations.

# Connectedness

## Connectedness Summary

Last year our School Performance Plan focused on engaging parents to know and understand what students are learning. We want to focus on making sure that students are at school and ready to learn, which has created the impetus behind a focus on chronic attendance.

## Connectedness Strengths

Teachers work hard to create learning that aligns to standards. They know that when students are not at school, learning is impeded. Chronic absenteeism impacts all students in the class when teachers have to back track or delay next steps due to absenteeism. Teachers desire to work together to improve absenteeism. Teachers are also working hard to increase communication so that parents understand what learning is taking place, where students need to be academically to succeed and work hard to maintain high levels of achievement for the students at Caughlin Ranch.

## Problem Statements Identifying Connectedness Needs

**Problem Statement 1 (Prioritized):** Personal communication is not always prioritized for students achievement issues such as chronic absenteeism or behavior that impedes learning. **Critical Root Cause:** Staff does not utilize all available data resources such as BIG or iReady to inform families of potential barriers to learning and achievement.

# Priority Problem Statements

**Problem Statement 1:** Although student achievement is very high, growth percentiles dropped.

**Critical Root Cause 1:** Chronic absenteeism impacts student growth. When students are not at school, learning is impacted and gaps in learning widen.

**Problem Statement 1 Areas:** Student Success

**Problem Statement 2:** Monitoring of the PLC process is not strong and lacks feedback, modeling and professional learning time. There is also a lack of focus around common student work/formative assessments.

**Critical Root Cause 2:** We did not schedule and allocate time for administration to be able to monitor PLC's and give feedback or model expectations.

**Problem Statement 2 Areas:** Adult Learning Culture

**Problem Statement 3:** Personal communication is not always prioritized for students achievement issues such as chronic absenteeism or behavior that impedes learning.

**Critical Root Cause 3:** Staff does not utilize all available data resources such as BIG or iReady to inform families of potential barriers to learning and achievement.

**Problem Statement 3 Areas:** Connectedness

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## **Improvement Planning Data**

- District goals
- School goals
- Prior year improvement plans - Actions and strategies

## **Accountability Data**

- State assessment performance report
- Federal Report Card Data

## **Student Data: Assessments**

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

## **Student Data: Student Groups**

- Special programs
- Special education
- Gifted and talented data

## **Student Data: Behavior and Other Indicators**

- Attendance data

## **Employee Data**

- Professional learning communities (PLC) data
- Teacher evaluation

## **Parent/Family/Community Data**

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation
- Volunteer opportunities, attendance, and participation

## **Support Systems and Other Data**

- Master schedule



# Goals

**Goal 1: Student Success**  
**Aligns with District Priority**

**Annual Performance Objective 1:** 100% of students in grades K-5 will meet their typical growth target in reading on the third diagnostic.

**Evaluation Data Sources:** iReady Diagnostic Spring 2025  
iReady Usage Reports  
iReady Lesson Passed Reports

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1:</b> iReady  Use of iReady minimum 45 minutes per week. <b>Formative Measures:</b> Diagnostic Reports Usage Reports Student Reports <b>Position Responsible:</b> Teachers Dean Administration  <b>Student Groups This Strategy Targets:</b> FRL, Chronically Absent <b>- Evidence Level:</b> Promising <b>Problem Statements/Critical Root Causes:</b> Student Success 1	Status Check		
	Jan	Apr	June

0%

No Progress

100%

Accomplished

→

Continue/Modify

✗

Discontinue

**Annual Performance Objective 1 Problem Statements:**

Student Success
<b>Problem Statement 1:</b> Although student achievement is very high, growth percentiles dropped. <b>Critical Root Cause:</b> Chronic absenteeism impacts student growth. When students are not at school, learning is impacted and gaps in learning widen.

Goal 2: Adult Learning  
Aligns with District Priority

Annual Performance Objective 1: Classroom walk-throughs will indicate at least 50% of teachers consistently implement the four components of Teacher Clarity by the end of the 2024-2025 school year.

Evaluation Data Sources: Walk-Through Data  
Common School Wide SLO in the area of Writing  
Professional Learning Attendance for Teacher Clarity Modules

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1: PLCs</b>  Teacher Clarity professional development Collect Walk Through Data <b>Formative Measures:</b> Professional Learning-Teachers will utilize a common SLO in writing PLC-Analyze common student work. End of Semester walk through data on teacher clarity-Learning Goals <b>Position Responsible:</b> Teachers Administration  <b>Student Groups This Strategy Targets:</b> FRL, Students with Disabilities, Chronically Absent - <b>Evidence Level:</b> Moderate <b>Problem Statements/Critical Root Causes:</b> Adult Learning Culture 1	Status Check		
	Jan	Apr	June
<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>			

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture
<b>Problem Statement 1:</b> Monitoring of the PLC process is not strong and lacks feedback, modeling and professional learning time. There is also a lack of focus around common student work/formative assessments. <b>Critical Root Cause:</b> We did not schedule and allocate time for administration to be able to monitor PLC's and give feedback or model expectations.

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.

Evaluation Data Sources: District BIG Report - Monthly Review

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1:</b> Family Engagement/PBIS  Analyze chronic absentee data Student incentives Parent communication  <b>Formative Measures:</b> Monthly review of chronic absentee data. <b>Position Responsible:</b> Administration Counselor Dean Teachers  <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>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

Annual Performance Objective 1 Problem Statements:

Connectedness
<b>Problem Statement 1:</b> Personal communication is not always prioritized for students achievement issues such as chronic absenteeism or behavior that impedes learning. <b>Critical</b> <b>Root Cause:</b> Staff does not utilize all available data resources such as BIG or iReady to inform families of potential barriers to learning and achievement.