

Washoe County School District
Edwin S. Dodson Elementary School
2024-2025 Status Check

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Goals


Goal 1: Student Success:
Aligns with District Priority



Annual Performance Objective 1: By the next State ELA Exam, Dodson will improve ELA Proficiency for all students by 10 percentage points to get to 44% proficient. By the next State Math Exam, Dodson will improve Math Proficiency for all students by 15 percentage points to get to 45% proficient.

Dodson will improve proficiency levels among students by 10 percentage points in ELA and 15 percentage points in Math as measured by standardized test scores by the end of the 2024-2025 school year by implementing Teacher Clarity components, GLAD Strategies, Vertical Spaces, and iReady targeted interventions.

Evaluation Data Sources: iReady Diagnostics and 2024-2025 SBAC Data.

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: i-Ready Effective implementation of iReady MyPath. Analysis of MyPath data including minutes and percentage of lessons passed. Development of next steps based on MyPath data in PLC setting by administrative team and grade level teams. Analysis of diagnostic data by administrative team. Analysis of diagnostic data in PLC setting by administrative team and grade level teams. Formative Measures: iReady ELA and Math MyPath and Diagnostic data iReady SBAC Practice for grades 3-5 IABs PLC iReady data Walkthrough Data Position Responsible: Classroom Teachers Educational Support Personnel (ESPs) Deans Administrator 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
		N/A	N/A

Improvement Strategy 2 Details	Status Checks		
Improvement Strategy 2: GLAD Integration and high implementation levels of GLAD Strategies throughout the curriculum in all grade levels. 32 hours of a site-based GLAD Workshop offered to increase implementation levels. 100% of classroom teachers are registered for this workshop with an additional 3 support staff registered. Ongoing professional learning around GLAD research and theory and strategy implementation. Deans model and coach GLAD strategies in classrooms to ensure best practices and high levels of implementation. Formative Measures: Walkthrough Data Grade Level common assessments Performance assessments in ELA and Math Writing Rubrics Performance Level descriptors - WIDA Student Self-Assessments Position Responsible: Classroom Teachers Educational Support Personnel (ESPs) Deans Administrator 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
			

Improvement Strategy 3 Details		Status Checks		
Improvement Strategy 3: PLC's Consistent implementation of vertical spaces in math instruction. Deans invited into planning time to help find opportunities to implement vertical spaces alongside the curriculum. Ongoing collaboration in PLC setting around implementation of vertical spaces. Refresher PD scheduled throughout the year with RPDP. Formative Measures: Walkthrough Data Grade Level common assessments Performance assessments in Math Performance Level descriptors - WIDA Student Self-Assessments Position Responsible: Classroom Teachers Educational Support Personnel (ESPs) Deans Administrator 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
				N/A
Improvement Strategy 4 Details		Status Checks		
Improvement Strategy 4: PLC Build capacity in administrative team around Teacher Clarity. Deans attend teacher clarity sessions to increase their capacity to support teachers. Deans invited into planning time to develop learning goals and success criteria. Deans modeling effective implementation of learning goals and success criteria. Formative Measures: Walkthrough data around use of clear, relevant learning targets aligned with stands and the lesson. Informal and formal observations Common formative assessments Student self-assessments Position Responsible: Classroom Teachers Deans Administrator 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
				N/A



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: Adult Learning Culture


Aligns with District Priority





Annual Performance Objective 1: Based on classroom walkthrough data, 100% of classroom teachers will implement learning goals and success criteria 85% of the time.

Learning goals will be posted and accessible for students during learning. Students and teachers will be able to explain the learning goals and specific academic vocabulary.

Evaluation Data Sources: Informal walkthrough data
Formal evaluations

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: PLC's 100% of Dodson teachers will develop and display learning goals 85% of the time. 100% of Dodson teachers will refer to them throughout the course of the lesson 85% of the time. Deans modeling effective implementation of learning goals and success criteria. Formative Measures: Evidence of learning intentions posted and processed with students Walkthrough Data Informal Evaluations Formal Evaluations Position Responsible: Classroom Teachers Educational Support Personnel (ESPs) Deans Administrator 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

Improvement Strategy 2 Details		Status Checks		
Improvement Strategy 2: PLC's 100% of Dodson teachers will provide the scaffolded success criteria 85% of the time in the form of an I/We Can Statement(s) in which students will show progress toward the learning goal. 100% of teachers will ensure that students are able to articulate and explain what they are expected to learn 85% of the time through I/We Can Statements. Deans model and provide feedback on scaffolding of success criteria. Formative Measures: Evidence of Learning Targets posted and processed with students Walkthrough Data Informal Evaluations Formal Evaluations Position Responsible: Classroom Teachers Educational Support Personnel (ESPs) Deans Administrator 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
				N/A

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 3: Connectedness






Aligns with District Priority

Annual Performance Objective 1: Attendance. By the end of the 2024-2025 school year, Dodson will improve our chronic absenteeism from 17% to 10%.

Dodson will implement a comprehensive attendance tracking system and conduct regular parent and student outreach campaigns.

Evaluation Data Sources: Chronic Absenteeism Data in BIG

Weekly attendance in IC
 Monthly attendance in IC
 Quarterly attendance in IC

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Family Engagement Dodson will track attendance data by classroom or grade span through publicly displaying the data and incentivizing improvements in attendance and highest levels of attendance. Dodson's principal, deans, and counselor will meet weekly to analyze attendance data in B.I.G and Infinite Campus. Dodson's principal, deans, and counselor conduct outreach to families through attendance letters, phone calls, and home visits to determine root causes and possible solutions. Dodson's counselor will facilitate wrap-around services available in the community to families in need. Formative Measures: Chronic Absenteeism Data in BIG Weekly attendance in IC Monthly attendance in IC Quarterly attendance in IC Position Responsible: Classroom Teachers Counselor FACE Admin Secretary Clinic Aide Deans Administrator Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Strong Problem Statements/Critical Root Causes: Connectedness 1	Status Check		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			