

Washoe County School District

Caughlin Ranch Elementary School

2025-2026 School Improvement Plan

Classification: 5 Star School

Mission Statement

The Caughlin Ranch Elementary School community is dedicated to the pursuit of educational excellence for every student through challenging educational opportunities.

Vision

Caughlin Ranch Elementary School is a diverse community of students, professionals, and parents who are committed to all students succeeding in the 21st century through the collaboration of technology and human resources.

Demographics & Performance Information

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/2025

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Although there was a slight decline of two percentage points in Reading in 2024, student achievement continued to surpass the district and state averages. Student achievement went up two percentage points in Math in 2024.

Results from the 2024-2025 school year showed that the overall ELA percent of students performing at a level 3 or 4 increased from 81% to 85%. Math scores showed the percent of students performing at a level 3 or 4 increased from 82% to 83%. In ELA, students identified as the Catch Up are students not yet at or above grade level but are growing enough to reach meeting standards within in three years, increased from 43% to 76%. Students identified as Keep Up, students who were at or above grade level and are growing adequately to remain at meeting standards, increased from 73% to 76%. In Math, students identified as Catch up increased from 38% to 47%. Students identified as Keep Up increased from 69% to 73%

Student Success Areas for Growth

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.

According to the end of the year i-Ready diagnostic, 70% of the students in Kindergarten -5th grade were mid or above grade level, 17% were early on grade level, 11% were on grade level, 1% were below grade level, and 1% were three or more grade levels below.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	NA	

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): In the 2024-2025 school year, the percentage of students who met typical growth, by grade level, were as follows: Kindergarten: 64%, First Grade: 69%, Second Grade: 90%, Third Grade: 69%, Fourth Grade: 71%, Fifth Grade: 59%.

Critical Root Cause: Students receiving tiered interventions, special education, Gifted and Talented, and related services do not complete their minutes on iReady. This impacts their ability to access their iReady pathway like their peers. Additionally, many students begin the school year already above grade level. There are limited resources and time to support these students. Students who are performing significantly above grade level, more than two years, are not receiving instruction that matches their pathway.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Teachers are dedicated to meeting during their allotted time during early release on Wednesdays. 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. During the 2025-2026 school year: There is dedicated time on Wednesdays to work with colleagues. Special education, administration, and general education teachers are all together to be able to collaborate. All grade levels are collaborative and support each other. Teachers plan together weekly, so there is consistency on instruction provided throughout the building.

Adult Learning Culture Areas for Growth

During the 2025-2026 school year: There is dedicated time on Wednesdays to work with colleagues. Teachers plan together weekly, so there is consistency on instruction provided throughout the building. This year we are going to collaboratively focus on writing clear learning intentions and communicating the learning intentions to the students.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Learning intentions are not consistently used to support instruction and not all staff use clear, student-facing language.
Critical Root Cause: Not all staff were trained in Teacher Clarity. Only a small group has read the text.

Connectedness

Connectedness Areas of Strength

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.

During the 2024-2025 school year, we decreased the number of students identified as chronically absent. Teachers consistently communicate the importance of being at school with families. All teachers want attendance to improve, and classroom incentives are in place for classes that have many students missing school. During the 24-25 school year, we decreased the number of students identified as chronically absent.

Connectedness Areas for Growth

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. Staff and parents gaining an understanding of attendance policies.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Chronic absenteeism impacts classrooms due to student vacations and unexcused absences.

Critical Root Cause: Staff and parents lack awareness of attendance policies and procedures.

Priority Problem Statements

Problem Statement 1: In the 2024-2025 school year, the percentage of students who met typical growth, by grade level, were as follows: Kindergarten: 64%, First Grade: 69%, Second Grade: 90%, Third Grade: 69%, Fourth Grade: 71%, Fifth Grade: 59%.

Critical Root Cause 1: Students receiving tiered interventions, special education, Gifted and Talented, and related services do not complete their minutes on iReady. This impacts their ability to access their iReady pathway like their peers. Additionally, many students begin the school year already above grade level. There are limited resources and time to support these students. Students who are performing significantly above grade level, more than two years, are not receiving instruction that matches their pathway.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Learning intentions are not consistently used to support instruction and not all staff use clear, student-facing language.

Critical Root Cause 2: Not all staff were trained in Teacher Clarity. Only a small group has read the text.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Chronic absenteeism impacts classrooms due to student vacations and unexcused absences.

Critical Root Cause 3: Staff and parents lack awareness of attendance policies and procedures.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Criterion-Referenced Test in Mathematics
- Criterion-Referenced Test in Science
- MAP Growth Assessment
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice

Adult Learning Culture

- Administrator evaluation

Connectedness

- Attendance
- Community surveys and/or other feedback

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: 100% of students in grades K-5 will meet their typical growth target in reading on the End of the Year diagnostic.

Aligns with District Goal

Formative Measures: Diagnostic Reports

Usage Reports

Student Reports

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: iReady <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Use of iReady minimum 45 minutes per week.</td><td>Teachers Dean Administration</td><td></td></tr></table> Position Responsible: Teachers Dean Administration Evidence Level Level 3: Promising: i-Ready Problem Statements/Critical Root Cause: Student Success 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Use of iReady minimum 45 minutes per week.	Teachers Dean Administration		Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Use of iReady minimum 45 minutes per week.	Teachers Dean Administration								
				Nov	Feb	May								
No review	No review	No review												

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: In the 2024-2025 school year, the percentage of students who met typical growth, by grade level, were as follows: Kindergarten: 64%, First Grade: 69%, Second Grade: 90%, Third Grade: 69%, Fourth Grade: 71%, Fifth Grade: 59%. Critical Root Cause: Students receiving tiered interventions, special education, Gifted and Talented, and related services do not complete their minutes on iReady. This impacts their ability to access their iReady pathway like their peers. Additionally, many students begin the school year already above grade level. There are limited resources and time to support these students. Students who are performing significantly above grade level, more than two years, are not receiving instruction that matches their pathway.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Classroom walk-throughs will indicate 100% of teachers consistently implement clear learning intentions from Teacher Clarity by the end of the 2025-2026 school year.

Aligns with District Goal

Formative Measures: 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

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: PLCs <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Teacher Clarity professional development Collect Walk Through Data</td><td>Teachers Administration</td><td></td></tr></table> Position Responsible: Teachers Administration Evidence Level Level 2: Moderate: PLC Problem Statements/Critical Root Cause: Adult Learning Culture 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Teacher Clarity professional development Collect Walk Through Data	Teachers Administration		Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Teacher Clarity professional development Collect Walk Through Data	Teachers Administration								
				Nov	Feb	May								
No review	No review	No review												

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Learning intentions are not consistently used to support instruction and not all staff use clear, student-facing language. Critical Root Cause: Not all staff were trained in Teacher Clarity. Only a small group has read the text.

Inquiry Area 3: Connectedness

SMART Goal 1: The percentage of students identified as chronically absent in the 25-26 school year will decrease by 2% when compared to the 24-25 percent identified as chronically absent.

Aligns with District Goal

Formative Measures: Monthly review of chronic absentee data.

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: Family Engagement/PBIS <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Analyze chronic absentee data Student incentives Parent communication</td><td>Administration Counselor Dean Teachers</td><td></td></tr></table> Position Responsible: Administration Counselor Dean Teachers Evidence Level Level 2: Moderate: PBIS Level 3: Promising: Family Engagement Problem Statements/Critical Root Cause: Connectedness 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Analyze chronic absentee data Student incentives Parent communication	Administration Counselor Dean Teachers		Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Analyze chronic absentee data Student incentives Parent communication	Administration Counselor Dean Teachers								
				Nov	Feb	May								
No review	No review	No review												

SMART Goal 1 Problem Statements:

Connectedness	
Problem Statement 1: Chronic absenteeism impacts classrooms due to student vacations and unexcused absences. Critical Root Cause: Staff and parents lack awareness of attendance policies and procedures.	

Community Outreach Activities

Activity	Date	Lesson Learned
Back to School Night	8/19/25	Parents are excited to be engaged, and they were happy with our performance scores.
PFA Meetings	Monthly	Parent priorities
Conference Week	10/24-10/30	