

Washoe County School District
Marvin Moss Elementary School
2025-2026 School Improvement Plan

Classification: 4 Star School



Mission Statement

We, the community of Marvin Moss, set high expectations for academic excellence, while promoting social and emotional well-being for all students.

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.)

http://nevadareportcard.nv.gov/DI/nv/washoe/marvin_moss_elementary/2025/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

IREADY

Reading:

Percentage of students meeting typical growth

Kinder 69% , First 67% , Second 70% , Third 55% , Fourth 67% , Fifth 66%

Percentage of students meeting stretch growth

Kinder 34% First 48% Second 40% , Third 29% Fourth 40% Fifth 40%

Percentage of students improving placement

Kinder 84% First 83% , Second 76% , Third 65% , Fourth 65% Fifth 75%

We will continue to focus on high expectations, academic rigor, alignment to Learning Goals and Success Criteria with a Clarity of Organization in order to meet our Typical Growth and Stretch Growth Goals.

Math:

Percentage of students meeting typical growth:

Kinder 69% , First 56% , Second 76% , Third 47% , Fourth 80% , Fifth 74%

Percentage of students meeting stretch growth:

Kinder 56% , First 38% , Second 35% , Third 14% , Fourth 41% , Fifth 38%

Percent of Student with Improved Placement:

Kinder 84% , First 77% , Second 80% , Third 63% , Fourth 84% Fifth 87%

We will continue to focus on high expectations, academic rigor, alignment to Learning Goals and Success Criteria with a Clarity of Organization in order to meet our Typical Growth and Stretch Growth Goals.

SMARTER BALANCED DATA:

ELA Proficiency Data

School: 59%

Third Grade: 50%

Fourth Grade: 69%

Fifth Grade: 60%

SMARTER BALANCED DATA:

Math Proficiency Data

School: 52%

Third Grade: 46%

Fourth Grade: 65%

Fifth Grade: 45%

ACCESS DATA:

5/24 scored a 4.5 or higher - considered as "exiting" direct ELL services

18/20 students grew, in overall scoring, from 2024 - 90% growth

Four students grew in all four areas

5 students grew by one point since 2024

3 students grew between .5- .9 of a point since 2024

Number of students that grew from 2024:

Listening: 7 students grew- 55%

Reading: 14 students grew- 75%

Speaking: 12 students grew 60%

Writing: 17 students grew- 85%

MAPS DATA:

Kindergarten Spring MAPS

53% greater than 80%

16% between 61-80%

19% between 41-60%

First Grade Spring MAPS

23% greater than 80%

35% between 61-80%

25% between 41-60%

Second Grade Spring MAPS

41% greater than 80%

22% between 61-80%

12% between 41-60%

Third Grade Spring MAPS

19% greater than 80%

31% between 61-80%

19% between 41-60%

Student Success Areas for Growth

IREADY

Reading:

Percentage of students not meeting typical growth

Kinder 31%, First 33% , Second 30%, Third 45% , Fourth 33% , Fifth 34%

Percentage of students not improving placement

Kinder 16% , First 17% , Second 24%, Third 35% Fourth 35% , Fifth 25%

Math:

Percentage of students not meeting typical growth

Kinder 31% , First 44% Second 24% , Third 53%, Fourth 20% , Fifth 26%

Percentage of students with no Improvement of Placement

Kinder 16%, First 23% Second 20% , Third 37% , Fourth 16% , Fifth 13%

Smarter Balance:

SMARTER BALANCED DATA:

ELA Proficiency Data

School: 59%

Third Grade: 50%

Fourth Grade: 69%

Fifth Grade: 60%

SMARTER BALANCED DATA:

Math Proficiency Data

School: 52%

Third Grade: 46%

Fourth Grade: 65%

Fifth Grade: 45%

Science Proficiency Data (Fifth Grade)

25%

MAPS Growth:

Spring MAPS

Kindergarten: 3% between 21-40% and 9% less than 21st percentile

First Grade: 4% between 21-40% and 13% less than 21st percentile

Second Grade: 12% between 21-40% and 14% less than 21st percentile

Third Grade: 15% between 21-40% and 15% less than 21st percentile

ACCESS Data

Students that showed a drop in scores from 2024:

Listening: 9 students dropped

Marvin Moss Elementary School
Generated by Plan4Learning.com

Reading: 5 students dropped

Speaking: 7 students dropped

Writing: 2 students dropped

It was noticed that the third graders going into fourth grade will need extra support in all domains, especially in the area of listening.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Providing enough adult support during Tier 1 instruction to support our English Learners (our newcomers and level 1's) in accessing the standards, curriculum and instruction.	Plan the schedule for EL Assistant to provide more support in the classrooms of our "newcomer" students and students performing at a level 1 on Access. Include the EL Assistant in the weekly grade level PLC's to ensure support is aligned to the upcoming instruction. Provide at least 30 minutes a week of small group instruction for our "newcomer" EL students to work on language acquisition. Oral language opportunities for grades 3-5, focused learning walks on speaking and listening; and academic language usage in K-2.
Foster/Homeless	Attendance and access to transportation can impact progress in the areas of ELA and math.	Provide resources to families and facilitate access to transportation. Ongoing communication with families regarding attendance and academic progress.

Student Group	Challenge	Solution
Free and Reduced Lunch	Our students who qualify for free and reduced lunch are performing, according to data, below some of their peers. Inconsistent attendance impacts students' ability to access tier one and targeted supports to improve learning. Some of our students who transitioned into Marvin Moss in the middle of the school year were not on pace with the curriculum and standards.	Provide targeted supports during Tier 1 instruction with scaffolds to address areas for growth and increase opportunities for academic success through goal setting, clear learning goals and success criteria and data tracking of success of targeted supports. Continue to build relationships with families and provide community supports and resources.
Migrant/Title1-C Eligible	Not Applicable	Not Applicable
Racial/Ethnic Minorities	Not Applicable	Not Applicable
Students with IEPs	Our student with IEP's have challenges with bridging the gap and meeting grade level expectations. The co teaching model is effective in supporting students with access to their Tier 1 instruction; specifically in the areas of math and English Language Arts. Time for planning and collaboration with the General Education Teams and additional time for co teaching are limited during the instructional day.	During the weekly PLC's, ensure the Resource Special Education Teachers have access to the planning documents (Design Thinking Documents), curriculum resources, and weekly common assessments. This will ensure that the scaffolds and planning are coherent, consistent, and aligned to the standards and students' goals and objectives.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Some of our students are not meeting Stretch Growth Targets in the areas of Reading and Math. Reading: Kinder 66% ,First 52% , Second 60% , Third 71% , Fourth 60% , Fifth 60% Math: Kinder 44%, First 62% , Second 65% , Third 86% , Fourth 59%, Fifth 62% Some of our students are not meeting Typical Growth Targets in the areas of Reading and Math. Reading: Kinder 31% , First 33% , Second 30% , Third 45% , Fourth 33% , Fifth 34% Math: Kinder 31% , First 44% Second 24% , Third 53%, Fourth 20% , Fifth 26%

Critical Root Cause: Inconsistent processes for monitoring of students on IREADY Learning Path. The level of intervention and what the support looks like for students who show a yellow or red flag in IREADY varies from classroom to classroom. Inconsistencies across classrooms with goal setting and tracking of progress for the Diagnostics and MYPATH progress. Students may or may not know what their stretch/typical growth goals are for the year. Some students were pulled out of the general education classroom, for part of the school year, and the levels of engagement and expectations were not aligned to the expectations within the classroom.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Professional Learning Communities

Grade level teams meet weekly to analyze student data to discuss trends, areas for focus and next steps for instruction. Data analyzed and planned are: Weekly Common Assessments, Claim, Evidence and Reasoning prompts, IChecks and Focus Questions (Foss Science) and Unit Assessments (Benchmark, Reveal). Teams plan the weekly common assessments in the areas of math, ELA, and Science, as well as, the Claim, Evidence, Reasoning questions in the areas of Math and Science. Teams engage in unit planning with the use of a Design Thinking Document. The document assists in the planning of units starting from assessment to the daily instructional practices, formative assessments, and Learning Goals and Success Criteria for all lessons.

Professional Learning

Professional Learning during the 2024-2025 school year was Teacher Clarity and the four components: Clarity of Organization, Clarity of Assessment, Clarity of Guided Practice and Examples and Clarity of Explanation. The focus during the year was: Learning Progressions, Learning Goals, Success Criteria, Language Expectations in Success Criteria, Metacognition Strategies, Single Point Rubrics.

End of Year Teacher Clarity Reflection Data:

Communicating Learning Goals 3.55

Communicating and Writing Scaffolded Success Criteria 3.36

Using Language Expectations in Success Criteria 3.05

Engaging students with Metacognition Strategies 2.73

Posting, Checking and Engaging Students with Learning Goals and Success Criteria 3.36

Creating and Implementing Single Point Rubrics 3.27

Identifying Learning Progressions 3.14

Adult Learning Culture Areas for Growth

Professional Development

Professional Learning for the 2025-2026 school year will be focused on Teacher Clarity. Marvin Moss is in Year 2 of the Teacher Clarity Work and the four components: Clarity of

Organization, Clarity of Assessment, Clarity of Guided Practice and Examples and Clarity of Explanation. Each Professional Learning will be evaluated through formal and informal observations, Learning Walks and Daily Classroom Visits.

Based on the end of the year teacher self-assessment, it was determined that additional professional learning should be given to the planning of Learning Progressions, Scaffolded Success Criteria, Metacognition Strategies and consistent use of Language Objectives in the Success Criteria.

Professional Learning Communities

100% of our grade level teams meet weekly meetings to analyze data and plan instruction. PLC's follow a data focused format each week.

Professional Learning Plan for 25-26:

August: Learning Progressions and Lesson Design

September: Clarity of Assessment with Metacognition Strategies and Relevance

October: Gradual Release of Responsibility

November: Clarity of Assessment and Gradual Release of Responsibility

December: Clarity Reflection

January: Clarity of Explanation and Feedback

February: Clarity of Explanation and Feedback

March: Clarity of Explanation and Feedback

April: Clarity Through Examples

May: Teacher Clarity Reflection

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	The level of students' understanding of Learning Goals and Success Criteria for all lessons. The planning and execution of discussion and metacognition strategies for our English Language Learners across all content areas.	Provide additional support in the general education classroom for our EL students to access their tier 1 instruction and vocabulary, as well as, models for peer conversations and classroom discussion. Students will have access to the visual supports and scaffolds to successfully access the academic vocabulary embedded in the lessons through the Learning Goals, Success Criteria and the tasks/activities that are evaluated through formative assessment.
Foster/Homeless	Frequent moves or lack of transportation may cause inconsistent attendance, disrupting their connection to classroom routines and instruction clarity. They may miss key scaffolding lessons that teacher clarity practices depend on.	Continue ongoing communication with families regarding access to family resources. Teachers will provide clear expectations for learning through ongoing communication of Learning Goals and Success Criteria. Planning and execution of lessons have embedded scaffolds to support students with missed learning opportunities.
Free and Reduced Lunch	Student moving into the area from other schools may not have had the exposure and expectations in the general education classroom to engage in the high level of rigor and clarity of organization and assessment. Students may face external stressors (e.g., food insecurity, home instability), affecting their readiness to engage unless they feel instruction is relevant, clear, and supportive.	Engage all students in the Learning Goals and Success Criteria with a clear focus on the Relevance of Learning. Add visual supports and opportunities for students to engage in discussion and deeper level of understanding. Continue ongoing communication with families regarding access to family resources.
Migrant/Title1-C Eligible	Not Applicable	Not Applicable
Racial/Ethnic Minorities	Not Applicable	Not Applicable

Student Group	Challenge	Solution
Students with IEPs	Student understanding of the lessons' Learning Goals and Success Criteria. Students with IEP's may struggle to comprehend the academic vocabulary and to successfully access the content during Tier 1 instruction.	The Special Education Teacher will participate in the weekly PLC to plan the co taught lessons and specially designed instruction in both content areas of Math and English Language Arts. Students will have access to the visual supports and scaffolds to successfully access the academic vocabulary embedded in the lessons through the Learning Goals, Success Criteria and the tasks/ activities that are evaluated through formative assessment.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): This was our first year of Professional Learning with Teacher Clarity. The learning curve was steep, and based on teacher/ staff assessments and observations, additional focus on Year 1 concepts is needed.

Critical Root Cause: The limited time for Professional Learning directly impacts the implementation of the four components of Teacher Clarity.

Connectedness

Connectedness Areas of Strength

Chronic Absenteeism in 2024 was 14.29%. Chronic Absenteeism in 2025 is 11.84%. A drop of 2.45%

During the 24-25 school year, approximately 41 students who received at least one parent/guardian notification for attendance concerns were able to exit attendance interventions by meeting and continuing to meet the goal of <10% missed. Of special note, 16 students who were chronically absent in 23-24 did NOT repeat and were not chronically absent in 24-25.

We have reduced the number of chronically absent students again this school year (2.45% decrease) and we have reduced the number of students with consecutive years of chronic absenteeism from 20 students in 23-24 to 13 repeat students in 24-25.

SY 21-22 55/295 students (18.6%) met the definition of chronic absenteeism.

SY 22-23: 57/313 students (18.21%) met the definition of chronic absenteeism.

SY 23-24 43/311 (13.82%) met the definition of chronic absenteeism.

Student Climate Survey Data:

Adult Support increased to 80% (up 4%)

Self-Awareness of Self Concept increased to 71% (up 11%)

School Safety increased to 88% (up 7%)

Student Respect increased to 77% (up 7%)

Management of Goals increased to 55% (up 5%)

Victimization increased to 59% (up 13%)

Home/School Communication Survey Data:

Overall Communication: 88% satisfied

Communication about School Events: 78% Satisfied - 12% Very Satisfied

Communication about Academic Progress: 76%

Connectedness Areas for Growth

Absenteeism Data:

Severely Chronic Absenteeism: 1.32%

Chronic Absenteeism: 10.53%

38 students were Chronically Absent

4 students were Severely Chronically Absent

Chronic and Severe Absenteeism by Student Population:

Hispanic: 16.67%

EL 18.18% (Chronic)

Free and Reduced Lunch: 18.85%

IEP: 13.98%

CIT: 27.27%

Student Climate Survey Data:

The following areas of the Climate Survey decreased:

Adult Respect, SEL Relationship Skills, SEL Responsible Decision Making, SEL Self-Management of Emotions, Management of Schoolwork, Social Awareness and Student Engagement

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Our EL student population had a Chronic Absenteeism rate of 18.18%. Some possible challenges that could have impacted attendance are: Communication, limited access to culturally and linguistically appropriate resources and a possible lack of strong home/school communication channels.	Early Identification and Outreach to families- Engage families in discussions regarding attendance and academic progress. Positive attendance Incentives and Engagement - Continue to discuss attendance concerns during MTSS and create positive attendance incentive plans while supporting with our school wide PBIS. Regular Monitoring of Attendance - Weekly reports, attendance letters
Foster/Homeless	Possible challenges for our students who are CIT in having regular attendance: Unstable living situations Transportation Barriers Basic Needs Insecurity Lack of Resources	For our students who are CIT, we will continue to provide the supports needed to ensure transportation is provided. Offer access to basic needs and resources while continuing our Positive Behavior Interventions and Supports to create a positive learning environment.
Free and Reduced Lunch	Our students qualifying for free and Reduced Lunch represented one of the most impacted groups with an absenteeism rate of 18.85%. Some possible challenges: economic instability and access to transportation.	Early Identification and Outreach to families- Engage families in discussions regarding attendance and academic progress. Positive attendance Incentives and Engagement - Continue to discuss attendance concerns during MTSS and create positive attendance incentive plans while supporting with our school wide PBIS. Regular Monitoring of Attendance - Weekly reports, attendance letters
Migrant/Title1-C Eligible	Not Applicable	Not Applicable
Racial/Ethnic Minorities	Not Applicable	Not Applicable
Students with IEPs	We have a large percentage of students with Special Needs who fall in the Chronically and Severely Chronically Absent areas. Some of the challenges for this population of students: Health Related Issues Social Emotional and Behavioral Challenges Academic Avoidance	Communicate from the school to the parents on a regular basis. Utilize communication methods that work for families; email, meetings, phone calls, virtual meetings. Involve the case managers in the ongoing communication, offer supports and address concerns in the IEP. Continue to ensure inclusive and engaging school experiences for our students with special needs.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Chronic Absenteeism is 10.53% and Severe Chronic Absenteeism is 1.32% for a total of 11.84%.

Critical Root Cause: Students do not have primary control of their attendance. Students are taken out of school for various reasons that are not considered excused, and parents do not always see the connection between attendance and student achievement.

Priority Problem Statements

Problem Statement 1: Some of our students are not meeting Stretch Growth Targets in the areas of Reading and Math. Reading: Kinder 66% ,First 52% , Second 60% , Third 71% , Fourth 60% , Fifth 60% Math: Kinder 44%, First 62% , Second 65% , Third 86% , Fourth 59%, Fifth 62% Some of our students are not meeting Typical Growth Targets in the areas of Reading and Math. Reading: Kinder 31% , First 33% , Second 30% , Third 45% , Fourth 33% , Fifth 34% Math: Kinder 31% , First 44% Second 24% , Third 53%, Fourth 20% , Fifth 26%

Critical Root Cause 1: Inconsistent processes for monitoring of students on IREADY Learning Path. The level of intervention and what the support looks like for students who show a yellow or red flag in IREADY varies from classroom to classroom. Inconsistencies across classrooms with goal setting and tracking of progress for the Diagnostics and MYPATH progress. Students may or may not know what their stretch/typical growth goals are for the year. Some students were pulled out of the general education classroom, for part of the school year, and the levels of engagement and expectations were not aligned to the expectations within the classroom.

Problem Statement 1 Areas: Student Success

Problem Statement 2: This was our first year of Professional Learning with Teacher Clarity. The learning curve was steep, and based on teacher/ staff assessments and observations, additional focus on Year 1 concepts is needed.

Critical Root Cause 2: The limited time for Professional Learning directly impacts the implementation of the four components of Teacher Clarity.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Chronic Absenteeism is 10.53% and Severe Chronic Absenteeism is 1.32% for a total of 11.84%.

Critical Root Cause 3: Students do not have primary control of their attendance. Students are taken out of school for various reasons that are not considered excused, and parents do not always see the connection between attendance and student achievement.

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
- End-of-Unit Assessments
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- WIDA ACCESS for ELLs

Adult Learning Culture

- Action research results
- Evaluation(s) of professional development implementation and impact
- Lesson Plans
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- School leadership data
- Staff surveys and/or other feedback
- Teacher evaluation
- Walk-through data

Connectedness

- Attendance
- Community surveys and/or other feedback
- Demographic data
- PBIS/MTSS data
- Other
 - Data from Attendance Interventions (MTSS)

Inquiry Areas

Revised/Approved: June 13, 2025

Inquiry Area 1: Student Success

SMART Goal 1: By May 2026 , 100% of all students, grades K-5, will meet the Typical Growth Targets, both Reading and Math, as measured by IREADY end of year Diagnostic Assessments.

Aligns with District Goal

Formative Measures: i Ready

I Ready My Path weekly data and progress

Weekly Common Assessment Data

Unit Assessments in ELA and Math

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: I Ready				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	Daily engagement in educational pathway as determined by IReady for 30-45 minutes a week in the areas of Math and ELA. Classroom Incentive for meeting minutes (30-45 Reading and Math and average of 85% lessons passed Goal setting with students towards Stretch Growth Goal Incentives to reinforce progress towards goals Intervene with yellow and red flags to provide support through the Teacher Toolbox Weekly Common Assessment Data Diagnostic Assessment Winter and Spring Progress on Learning Path Growth Monitoring - Math Reading Tasks - Reading	Colbee Riordan - Principal	By end of year 2025-26	In progress	No review	No review
Position Responsible: Colbee Riordan- Principal						
Resources Needed: Time during PLC Meetings to analyze data and plan next steps Data meetings following the three IREADY Diagnostic Assessments Continued access to the online IREADY lessons to provide additional interventions/enrichments based on student data.						
Evidence Level Level 3: Promising: i-Ready						
Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 1: Some of our students are not meeting Stretch Growth Targets in the areas of Reading and Math. Reading: Kinder 66% ,First 52% , Second 60% , Third 71% , Fourth 60% , Fifth 60% Math: Kinder 44%, First 62% , Second 65% , Third 86% , Fourth 59%, Fifth 62% Some of our students are not meeting Typical Growth Targets in the areas of Reading and Math. Reading: Kinder 31% , First 33% , Second 30% , Third 45% , Fourth 33% , Fifth 34% Math: Kinder 31% , First 44% Second 24% , Third 53%, Fourth 20% , Fifth 26% **Critical Root Cause:** Inconsistent processes for monitoring of students on IREADY Learning Path. The level of intervention and what the support looks like for students who show a yellow or red flag in IREADY varies from classroom to classroom. Inconsistencies across classrooms with goal setting and tracking of progress for the Diagnostics and MYPATH progress. Students may or may not know what their stretch/typical growth goals are for the year. Some students were pulled out of the general education classroom, for part of the school year, and the levels of engagement and expectations were not aligned to the expectations within the classroom.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By May 30, 2026, all teachers will demonstrate the four components of Teacher Clarity--(1) Clarity of Organization, (2) Clarity of Examples & Guided Practice, (3) Clarity of Explanation, and (4) Clarity of Assessment--in 85% of documented informal and formal observations, as verified with the evaluation rubrics.

Aligns with District Goal

Formative Measures: Professional Learning with Teacher Clarity (monthly) - Exit Ticket Self Reflection Data

Classroom Observations through: Learning Tool Walkthrough Form, Informal and Formal Observations

Curriculum Planning with Design Thinking Documents - Learning Intentions, Success Criteria, Weekly Common Assessments, Claim, Evidence, Reasoning, Evidence of Learning

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Professional Learning Communities				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	Professional Learning with Teacher Clarity- monthly Classroom Observations through: Learning Tool Walkthrough Form, Informal and Formal Observations, Exit Tickets (from Professional Learning Sessions) Curriculum Planning with Design Thinking Documents - Learning Intentions, Success Criteria, Weekly Common Assessments, Claim, Evidence, Reasoning	Principal	8/2025-5/2026	In progress	No review	No review
Position Responsible: Principal						
Resources Needed: Time in the monthly professional learning to deliver the content of Teacher Clarity. Time with our Leadership Team to plan the monthly Professional Learning with Teacher Clarity. Observations - Learning Walks, Formal, and Informal - to gather data to guide our Professional Learning.						
Evidence Level Level 2: Moderate: PLC's						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: This was our first year of Professional Learning with Teacher Clarity. The learning curve was steep, and based on teacher/ staff assessments and observations, additional focus on Year 1 concepts is needed. Critical Root Cause: The limited time for Professional Learning directly impacts the implementation of the four components of Teacher Clarity.

Inquiry Area 3: Connectedness

SMART Goal 1: By June 30, 2026, Marvin Moss Elementary will reduce the overall student chronic absenteeism rate by 3 percentage points, as measured by schoolwide attendance data reported in Infinite Campus and end-of-year state reporting.

Aligns with District Goal

Formative Measures: Positive Behavior Supports (Schoolwide)

Weekly Attendance Data

- Intervention Supports and Plans

- Incentives

Tardy Data

- Intervention Supports and Plans

Daily phone calls for absences (from Connect Ed)

Office staff to contact in cases with multiple absences with no contact

MARMOT classroom incentive - schoolwide

SEL within the master schedule

Monthly Attendance Raffle

Quarterly Perfect Attendance Reward

End of the Year Perfect Attendance Reward

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: PBIS and MTSS <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>PBIS Positive Behavior Implementation - schoolwide plan (Tier 1) (Marmot Burrows - Whole Class - Marmot Moolah - Individual) Classroom Incentives Grade Level Weekly Incentives Quarterly Attendance Incentives MTSS Tier 2 Attendance Plans - Incentive Plans - Individualized Plans Tier 3 Attendance Intervention Plans - Parent Contact - Data Tracking - Individualized Plans</td><td>Principal</td><td>8/2025-5/2026</td></tr></table> Position Responsible: Principal Resources Needed: Planning and Scheduling Leadership meetings - once a month- to analyze attendance data and progress towards our Chronic Absenteeism Goal. Planning and Scheduling MTSS meetings - every six weeks - per grade level to determine necessary tier 2 or tier 3 attendance interventions and / or incentive plans. Also, will determine if additional resources are needed for the families. Evidence Level Level 2: Moderate: PLC and MTSS Problem Statements/Critical Root Cause: Connectedness 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	PBIS Positive Behavior Implementation - schoolwide plan (Tier 1) (Marmot Burrows - Whole Class - Marmot Moolah - Individual) Classroom Incentives Grade Level Weekly Incentives Quarterly Attendance Incentives MTSS Tier 2 Attendance Plans - Incentive Plans - Individualized Plans Tier 3 Attendance Intervention Plans - Parent Contact - Data Tracking - Individualized Plans	Principal	8/2025-5/2026	Status Check		
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				1	PBIS Positive Behavior Implementation - schoolwide plan (Tier 1) (Marmot Burrows - Whole Class - Marmot Moolah - Individual) Classroom Incentives Grade Level Weekly Incentives Quarterly Attendance Incentives MTSS Tier 2 Attendance Plans - Incentive Plans - Individualized Plans Tier 3 Attendance Intervention Plans - Parent Contact - Data Tracking - Individualized Plans	Principal	8/2025-5/2026							
Nov	Feb	May												
				In progress	No review	No review								

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Chronic Absenteeism is 10.53% and Severe Chronic Absenteeism is 1.32% for a total of 11.84%. Critical Root Cause: Students do not have primary control of their attendance. Students are taken out of school for various reasons that are not considered excused, and parents do not always see the connection between attendance and student achievement.

Campus Leadership Team

Team Role	Name	Position
Counselor	Jo Ella Barrie	Counselor
Parent Representative	Katina Marble	Parent
4/5 Representative	Jen Eyre	Fourth Grade Teacher
K/1 Representative	Rachael Maloy	First Grade Teacher
Sped Representative	Ladawna Baldwin	CLS Teacher
ESP Representative	Paige Bray	ESP
Dean of Students	Trista Hintze	Dean of Students
Leader	Colbee Riordan	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
Back to School Social	8/7/25	Well attended by families, and Boys and Girls and Counseling Resources available to families. All classes had over half of families attend. Some had 100% attendance.
Fall Festival	10/17/25	
Friendship and Family Dance	2/6/25	
Literacy Night	TBD	2024-2025 67 attendees 39%
STEAM Night	TBD	
Turn Off Technology Night	TBD	2024-2025 104 attendees 61%
School Communication Survey Fall School Communication Survey Spring School Communication Survey	4/25/25 9/22/25 3/25/25	4/25/25 Results indicated: Overall school/home communication 88% satisfied Communication of Events: 90% satisfied/very satisfied Communication on students' progress: 76%