

Washoe County School District

Mount Rose K-8 Academy of Languages

2025-2026 School Improvement Plan

Classification: 5 Star School

Mission Statement

Mount Rose aims to collaboratively create a community of intercultural understanding by guiding students to become leaders who are challenged to reach their highest potential. A focus on interdisciplinary instruction based on standards, inquiry, and service learning will inspire students to become reflective and compassionate citizens who will help create a more peaceful and educated world.

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: https://nevadareportcard.nv.gov/DI/nv/washoe/mount_rose_k-8_academy_of_languages/2025

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Learners demonstrated similar performance in ELA as compared to the 23-24 school year, successfully meeting the ELA-specific SPP goal for SY 24-25. ES ELA (English Language Arts) Proficiency was 82%, while Middle School Proficiency was 97%. In Math, ES proficiency was 80%, while Middle School Math Proficiency was 98%. A high number of students are performing at grade level or showing consistent growth, as evidenced by i-Ready reading/math assessments, SBAC, and other formative academic measures.

When students in grades K–5 do not show expected growth, their progress is reviewed within PLCs (Professional Learning Communities) throughout the year to identify effective strategies and resources for classroom instruction or targeted intervention. Students requiring additional academic or behavioral support receive assistance through the campus MTSS (Multi-Tiered System of Support) process.

Student Success Areas for Growth

Mt. Rose K-8 is a diverse school with 50% of students enrolled in our Dual-Immersion program where instruction is delivered in Spanish. Our school is committed to ensuring that all students have a sense of belonging and is supported by our school vision. Staff and administrators are committed to ensuring that every Mt. Rose student is educated on grade level each and every day. Teachers during SY 25-26, will be integrating Teacher Clarity components to improve instructional practices and increase student clarity around learning, expectations, and mastery of standards.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Many curricula may inadequately address the diverse linguistic backgrounds and varying proficiency levels of students, leading to disengagement and underachievement.	Track formative data across students who are ELL to measure if any disparities exist during intervention. All staff will be part of the solution.
Foster/Homeless	Frequent relocations often lead to disruptions in academic routines, loss of instructional time, and difficulties in maintaining consistent relationships with educators and peers.	Track formative data across students who are CIT to measure if any disparities exist during intervention. All staff will be part of the solution.

Student Group	Challenge	Solution
Free and Reduced Lunch	Students come to school hungry and impacts their ability to learn when they don't have resources.	Track formative data across students receiving FRL to measure if any disparities exist during intervention. All staff will be part of the solution.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Many students face the weight of stereotypes that can impact their confidence and performance, leading to a cycle of self-doubt. The lack of representation in curricula can make it tough for them to see themselves reflected in their education, dampening motivation.	Track formative data across racial groups to measure if any disparities exist during intervention. All staff will be part of the solution.
Students with IEPs	One of the most significant challenges is addressing the diverse academic struggles experienced by students with disabilities. These difficulties often stem from a profound misunderstanding of individual learning profiles, which can lead to inadequately tailored instructional strategies that fail to meet specific educational needs.	Track formative data across students with IEP's to measure if any disparities exist during intervention. All staff will be part of the solution.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Math Proficiency in Elementary School (K-5) increased tremendously during the 24-25 school year, however with the new math adoption, teachers will need time to unravel the new program and get to know the components for the curriculum. Though students at Mt. Rose have grown academically with both formative and summative assessments we still target specific areas and subgroups that need to show further growth.

Critical Root Cause: Need of school-wide focus on using learning intentions and success criteria for students with a clear understanding and implementation of high-quality Tier1Instruction. Need of Tier 1 instruction occurring in all classrooms to provide equitable access to grade level materials and NVAC Standards. Edit Associated Areas

Adult Learning Culture

Adult Learning Culture Areas of Strength

Our school fosters a strong culture of collaboration and continuous learning. Weekly PLCs provide structured time for teachers to work as teams, analyze data, unpack standards, and create clear learning intentions and success criteria. This year’s professional development and book study focus on Teacher Clarity, emphasizing purposeful instruction and transparent learning goals that support student success.

We also leverage the expertise of our highly effective teachers to help identify and model high-yield instructional practices that make a measurable difference in student learning. Through shared leadership, targeted professional learning, and a collective commitment to clarity and collaboration, our adult learning culture continues to strengthen and positively impact instruction.

Adult Learning Culture Areas for Growth

The staff culture at Mt. Rose K-8 is positive, with most teachers performing at effective or highly effective levels. Our growth focus is on building capacity for the new math program while consistently integrating Teacher Clarity practices.

Professional learning and PLCs will support teachers in aligning the math curriculum with clear learning intentions, success criteria, and high-leverage instructional strategies. By connecting Teacher Clarity to daily instruction and maintaining collaboration and reflection, we aim to strengthen instructional consistency and collective efficacy across the school.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Many curricula may inadequately address the diverse linguistic backgrounds and varying proficiency levels of students, leading to disengagement and underachievement.	Using strategies focusing on language development, comprehension, and classroom engagement. These include creating a supportive and inclusive environment, incorporating visual aids and realia, using scaffolding and differentiated instruction, and providing opportunities for active listening and speaking. All staff will be part of the solution.

Student Group	Challenge	Solution
Foster/Homeless	Frequent relocations often lead to disruptions in academic routines, loss of instructional time, and difficulties in maintaining consistent relationships with educators and peers.	As a staff, supporting students experiencing homelessness and foster care involves creating a welcoming environment, meeting their basic needs, and providing academic and emotional support. It's crucial to be understanding, patient, and consistent, building trusting relationships with students and their families. All staff will be part of the solution.
Free and Reduced Lunch	Hunger can negatively affect students' ability to focus and concentrate in class, impacting their learning and academic performance.	To support free and reduced-price school lunches, we will advocate for the program, model healthy eating habits, and provide positive messaging about school meals. They can also help families understand and complete application forms. All staff will be part of the solution.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Many students face the weight of stereotypes that can impact their confidence and performance, leading to a cycle of self-doubt. The lack of representation in curricula can make it tough for them to see themselves reflected in their education, dampening motivation.	Creating an inclusive, equitable learning environment and advocating for their needs. All staff will be part of the solution.
Students with IEPs	One of the most significant challenges is addressing the diverse academic struggles experienced by students with disabilities. These difficulties often stem from a profound misunderstanding of individual learning profiles, which can lead to inadequately tailored instructional strategies that fail to meet specific educational needs.	To effectively support IEPs teachers and students need to familiarize with the IEP process, collaborate with parents and specialists, and implement accommodations and modifications as outlined in the IEP. Regularly review and update the IEP and be prepared to advocate for the student's needs within the classroom and at IEP meetings. All staff will be part of the solution.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Mt. Rose teachers work within a collaborative PLC model focused on improving outcomes for all learners. To better meet the diverse academic needs of our students, we must strengthen our PLC processes to ensure differentiated instruction, greater transparency, accountability, and support across teams. Additionally, we aim to build staff instructional capacity through intentional professional learning in the new math program and the implementation of learning intentions and success criteria. These efforts will enhance Tier I instruction, ensuring lessons are clear, purposeful, and accessible to all students.

Critical Root Cause: The structure and scheduling of our K-8 program makes consistent vertical alignment within PLCs challenging. While grade level teams share data from common assessments, deeper collaboration on instructional alignment and next steps is needed. Our diverse student population enters with varied levels of preparedness, requiring differentiated support. Attendance, though improving, continues to impact learning continuity. Additionally, the dual-language model, with one English and one Spanish classroom per grade, adds complexity in maintaining instructional coherence across programs.

Connectedness

Connectedness Areas of Strength

Mt. Rose continues to demonstrate strong school connectedness, with student climate survey data showing over 80% of students responding positively to adult respect and 73% responding positively to adult support. In the area of social-emotional learning, there has been an increase in Social Awareness and slight increase in relationship skills. Responsible Decision-Making (76%) and Social Awareness (76%) are strong areas, indicating that students generally make good decisions and demonstrate awareness of others’ feelings. This year, we have placed an increased emphasis on building SEL skills for all students, ensuring that social-emotional growth is integrated alongside academic learning to support the whole child.

Connectedness Areas for Growth

Mt. Rose K-8 students show the greatest need for growth in Self-Management of Emotion (46%), indicating a focus on helping students regulate their emotions. Other areas for improvement include Self-Awareness of Emotions (69%), Self-Management of Goals (62%), and Self-Management of Schoolwork (62%). Strengthening these skills will support students in understanding their emotions, setting and achieving goals, and managing their academic responsibilities more effectively.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English Learners may have different communication styles and cultural norms that can create misunderstandings and hinder their integration into the school environment.	Our school will continue creating a welcoming and inclusive environment, understanding their individual needs, and providing opportunities for them to participate in the learning process. All staff will be part of the solution.
Foster/Homeless	Frequent relocations and unstable housing can disrupt routines, relationships, and educational continuity.	As a staff, supporting students experiencing homelessness and foster care involves creating a welcoming environment, meeting their basic needs, and providing academic and emotional support. It's crucial to be understanding, patient, and consistent, building trusting relationships with students and their families. All staff will be part of the solution.

Student Group	Challenge	Solution
Free and Reduced Lunch	Hunger can negatively affect students' ability to focus and concentrate in class, impacting their learning and academic performance.	To support free and reduced-price school lunches, we will advocate for the program, model healthy eating habits, and provide positive messaging about school meals. They can also help families understand and complete application forms. All staff will be part of the solution.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	We don't receive much funding, leading to inadequate resources, supplies, large classes, and qualified teachers to support all of students.	Our school will continue creating a welcoming and inclusive environment, understanding their individual needs, and providing opportunities for them to participate in the learning process. All staff will be part of the solution.
Students with IEPs	We struggle with inadequate funding, making it difficult to provide necessary services and support for IEP students. This can include access to specialized teachers, assistive technology, and other resources.	Connecting with students with IEPs involves understanding their unique needs and building relationships based on their strengths and interests. This will be achieved by actively involving them in the IEP process, providing opportunities for self-advocacy, and fostering a positive and inclusive learning environment. All staff will be part of the solution.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Mount Rose K- 8 needs to expand opportunities for collaboration among teachers, school counselor, attendance officers, and the home visit program to address parent/student concerns identified in the parent/student climate survey, particularly around student learning behaviors and social-emotional development. Strengthening these partnerships will support consistent SEL skill development, enhance student self-management, and promote positive learning behaviors across all grade levels.

Critical Root Cause: Parent involvement at Mount Rose K-8 is currently concentrated among higher socio-economic families, limiting engagement from the broader school community. Increased and targeted outreach is needed to ensure all families are actively involved in supporting student learning behaviors and social-emotional growth.

Priority Problem Statements

Problem Statement 1: Math Proficiency in Elementary School (K-5) increased tremendously during the 24-25 school year, however with the new math adoption, teachers will need time to unravel the new program and get to know the components for the curriculum. Though students at Mt. Rose have grown academically with both formative and summative assessments we still target specific areas and subgroups that need to show further growth.

Critical Root Cause 1: Need of school-wide focus on using learning intentions and success criteria for students with a clear understanding and implementation of high-quality Tier I Instruction. Need of Tier 1 instruction occurring in all classrooms to provide equitable access to grade level materials and NVAC Standards. Edit Associated Areas

Problem Statement 1 Areas: Student Success

Problem Statement 2: Mt. Rose teachers work within a collaborative PLC model focused on improving outcomes for all learners. To better meet the diverse academic needs of our students, we must strengthen our PLC processes to ensure differentiated instruction, greater transparency, accountability, and support across teams. Additionally, we aim to build staff instructional capacity through intentional professional learning in the new math program and the implementation of learning intentions and success criteria. These efforts will enhance Tier I instruction, ensuring lessons are clear, purposeful, and accessible to all students.

Critical Root Cause 2: The structure and scheduling of our K-8 program makes consistent vertical alignment within PLCs challenging. While grade level teams share data from common assessments, deeper collaboration on instructional alignment and next steps is needed. Our diverse student population enters with varied levels of preparedness, requiring differentiated support. Attendance, though improving, continues to impact learning continuity. Additionally, the dual-language model, with one English and one Spanish classroom per grade, adds complexity in maintaining instructional coherence across programs.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Mount Rose K-8 needs to expand opportunities for collaboration among teachers, school counselor, attendance officers, and the home visit program to address parent/student concerns identified in the parent/student climate survey, particularly around student learning behaviors and social-emotional development. Strengthening these partnerships will support consistent SEL skill development, enhance student self-management, and promote positive learning behaviors across all grade levels.

Critical Root Cause 3: Parent involvement at Mount Rose K-8 is currently concentrated among higher socio-economic families, limiting engagement from the broader school community. Increased and targeted outreach is needed to ensure all families are actively involved in supporting student learning behaviors and social-emotional growth.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Curriculum Based Measures
- End-of-Unit Assessments
- Grades
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- Other
 - iReady, Formative and Summative assessments, SBAC

Adult Learning Culture

- Communications data
- Lesson Plans
- Master schedule
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- School leadership data
- Staff surveys and/or other feedback
- Student Climate Survey
- Teacher evaluation
- Walk-through data

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Home Visits
- PBIS/MTSS data
- School safety data
- Social Emotional Learning Data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: SMART goal: Our goal is to meet our quarterly SMART goals to ensure that ALL (100%) students have mastered the essential standards of the grade level in all subjects.

Aligns with District Goal

Formative Measures: Formative and summative assessments.

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: MTSS				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline	No review	No review	No review
1	Engage students through relevant instruction and assessment sparking curiosity and critical thinking, meeting individual academic needs as they impact their world now and in the future. Design and deliver curriculum and instruction that increases teacher efficiency and effectiveness and maximize student learning. Effectively manage Multi-Tiered System of Supports (MTSS) to ensure students needing additional support or resources are identified early in their educational experiences. Identification of as well as Intentional and strategic support of students struggling with ELA and Math Essential Standards. Provide opportunities to faculty to observe high functioning PLC's and observing their peers instructional practice around ELA and Math instruction. Identify students struggling with ELA and Math curriculum in a more timely and effective process Collaborate with MTSS team to identify students that are non-proficient in ELA and Math Essential Standards. Identify curriculum resources for interventions. Identify/create tools of measurement to determine proficiency. Use of ACCESS data to drive instructional decisions, as well as WIDA speaking and writing rubrics and common assessments in ELA and Math.	MTSS Team	SY 2025-26			
Position Responsible: MTSS Team Evidence Level Level 2: Moderate: MTSS Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 1 Problem Statements:

Student Success

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Inquiry Area 2: Adult Learning Culture

SMART Goal 1: All (100%) of teachers will participate in PLCs for at least one hour per week to establish guidelines and create non-negotiables.

Aligns with District Goal

Formative Measures: PLCs, observations and student assessments.

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLCs				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Develop professional learning community protocols, directed focus on data and continuous improvement. PLC time will be built into Master Schedule to allow for grade levels to meet 1 hour per week for PLC's . We will establish guidelines and create non-negotiables with the intention to create a culture of collaboration and student success. Each PLC group will discuss essential questions, focus on data, standards, and curriculum. PLC's will share and discuss instructional practices, interventions, common assessments and determine best ways to help every student achieve at grade level or above. Increase alignment of training based on job requirements to impact job performance and maximize learning for staff Teachers will analyze data throughout the PLC process to ensure students are achieving significant progress in reading and math.	Principal, assistant principal, and certified teachers	SY 2025-26			
Position Responsible: Principal, assistant principal, and certified teachers						
Evidence Level Level 2: Moderate: PLC						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Adult Learning Culture
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Inquiry Area 3: Connectedness

SMART Goal 1: Increase community and student engagement as measured by parent and student participation with the climate survey. Mount Rose K-8 will increase the percentage of parents and students completing the survey by 5% by the end of school year 2025-26.
Decrease chronic absenteeism rates by 3%.

Aligns with District Goal

Formative Measures: Parent Climate Survey and Student Climate Survey

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Family Engagement				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	Family Engagement Partnerships with community organizations provide resources for parent engagement and wraparound resources for their families. Increase community engagement and the utilization of feedback from families to build trust and inform decision-making. Provide a welcoming environment for families and invite them to participate as equal partners in the education of their children.	Counselor and Administration Certified and classified staff	SY 2025-26	No review	No review	No review
Position Responsible: Counselor and Administration Certified and classified staff						
Evidence Level Level 3: Promising: Family Engagement						
Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness
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Community Outreach Activities

Activity	Date	Lesson Learned
Back To School Night	Aug.19,2025	Community involvement fosters a sense of belonging, leading to improved student morale, reduced absenteeism, and increased academic achievement. Our collaboration with families and the communities allows us to partner with organizations to address significant needs and provide resources to our students.
Kinder Kick Off	Aug. 14, 2025	
Walk to School	Sept. 11, 2025	
Parent Teacher Home Visit Week	Sept. 14, 2025	
Bingo Night	Jan. 30, 2026	
Multicultural Night	Feb. 24, 2026	
Art Night	May 2026	
TWI Kinder Informational Night	March 2026	
Family Night	May 29, 2026	
6th Social	Aug. 5th, 2025	