Washoe County School District

Mount Rose K-8 Academy of Languages

Classification: 5 Star School

2026-2027 School Improvement Plan

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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.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

Mount Rose scholars demonstrated strong and consistent academic performance in ELA compared to the 2024–25 school year, successfully meeting the ELA-specific School Improvement Plan (SIP) goal for the 2025–26 school year. Elementary students achieved an ELA proficiency rate of 81%, while middle school students attained an impressive 98% proficiency rate. Mathematics performance also remained strong, with elementary students achieving 79% proficiency and middle school students reaching 97% proficiency. Across grade levels, a large percentage of students are performing at or above grade level or demonstrating measurable academic growth, as reflected in i-Ready Reading and Math assessments, SBAC results, and additional formative academic measures.

To ensure continued student success, learners in grades K–5 who do not demonstrate expected academic growth are regularly reviewed within Professional Learning Communities (PLCs) throughout the school year. During these collaborative meetings, teachers analyze data, identify instructional strategies, and determine targeted interventions and resources to support student achievement. Students requiring additional academic or behavioral assistance receive support through the campus Multi-Tiered System of Support (MTSS) process, ensuring that interventions are timely, individualized, and responsive to student needs.

Additionally, nearly all grade levels are performing within the upper-right quadrant on i-Ready diagnostic reports, an indicator of both high achievement and high growth. This reflects the school's continued emphasis on rigorous instruction, targeted support, and student-centered learning practices.

Middle school science achievement showed particularly notable growth. On the Science SBAC assessment, 8th grade proficiency increased significantly from 85% in 2024 to 95% in 2025, and then 93% in 2026, demonstrating continued improvement in science instruction and student mastery of grade-level standards.

Areas for Growth

Mount Rose K–8 is a diverse, student-centered school where approximately 50% of students participate in the Dual-Immersion program, receiving instruction in both English and Spanish. Guided by our school vision, we are committed to fostering a strong sense of belonging and ensuring all students receive high-quality, grade-level instruction every day.

During the 2026–27 school year, teachers will continue implementing Teacher Clarity practices to strengthen instruction and help students better understand learning targets, expectations, and standards mastery. This focus is intended to increase student engagement, ownership of learning, and academic growth.

While overall academic performance remains strong, elementary science has been identified as an area of concern. On the Science SBAC assessment, 5th grade proficiency declined from 41% in 2024 to 31% in 2025, however in 2026, we increased to 55%. In response, the school will continue to prioritize improved science instruction through stronger standards alignment, targeted instructional strategies, focus on vocabulary, and increased opportunities for hands-on learning.

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, while increasing communication amongst staff
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, while increasing communication amongst staff
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	Critical Root Cause
1 ★	Math proficiency in elementary grades (K-5) showed significant growth during the 2025-26 school year. As Mount Rose enters the second year of implementing the Reveal Math curriculum, teachers will continue deepening their understanding of the program and its instructional components to strengthen consistency and effectiveness in math instruction. While students have demonstrated academic growth on both formative and summative assessments, the school continues to focus on targeted skill areas and student subgroups that require additional support and accelerated growth to ensure success for all learners. Additionally, science achievement at the elementary level remains an area of concern. Recent Science SBAC results indicate a need for strengthened science instruction, increased standards alignment, and more opportunities for hands-on, inquiry-based learning to improve student understanding and performance in elementary science.	There is a continued need for a school-wide focus on the consistent use of learning intentions and success criteria to strengthen student understanding of learning goals and expectations. During the 2026-27 school year, staff will continue implementing Teacher Clarity practices to improve student engagement, ownership of learning, and understanding of standards mastery. Additionally, Mount Rose will continue strengthening high-quality Tier I instruction in all classrooms to ensure equitable access to grade-level curriculum and Nevada Academic Content Standards (NVACS). Through PLC collaboration, data analysis, and ongoing professional learning, teachers will refine instructional practices to better meet the needs of all learners and support improved academic outcomes.

★ = Priority

Adult Learning Culture

Areas of Strength

Our school fosters a strong culture of collaboration, continuous improvement, and professional learning focused on high-quality instruction and student achievement. Weekly Professional Learning Communities (PLCs) provide dedicated time for teachers to collaboratively analyze student data, unpack priority standards, align curriculum and instruction, and develop clear learning intentions and success criteria to strengthen student understanding and academic growth.

We also leverage the expertise of highly effective teachers to support staff through modeling, coaching, and the sharing of high-leverage instructional strategies proven to positively impact student outcomes. By fostering shared leadership, targeted professional development, and collective accountability, our adult learning culture continues to strengthen instructional consistency, build teacher capacity, and improve outcomes for all students.

Mount Rose staff will continue our focus on *Clarity*, emphasizing standards-aligned instruction, purposeful lesson design, and transparent learning intentions and success criteria that support student engagement and achievement. Through ongoing collaboration, teachers refine instructional practices to ensure all students have access to rigorous, grade-level learning experiences.

Staff climate survey results reflect a very strong school climate overall. Highest areas included Expectations of Success (100%), Home-School Communication (99%), Staff-Student Relationships (98%), and Safety (97%). Staff also reported strong improvements in Staff Collaboration (+7), Student Behaviors (+5), and Work Stress (+9). Most categories scored above both K-8 and district averages, highlighting a positive and supportive school environment.

Areas for Growth

Mount Rose maintains a positive and collaborative staff culture, with the majority of teachers performing at effective or highly effective levels. As we continue to strengthen our Adult Learning Culture, our primary area of growth is building teacher capacity in integrating instructional strategies for building vocabulary in all subjects. In addition, we will continue strengthening implementation practices during year two of our new math curriculum adoption while intentionally and consistently embedding Teacher Clarity strategies into daily instruction to increase instructional effectiveness and student learning outcomes.

Professional learning opportunities and weekly PLCs will provide ongoing support for teachers as they deepen their understanding of standards-aligned math instruction, develop clear learning intentions and success criteria, and implement high-leverage instructional strategies that increase student engagement and achievement. Through collaborative planning, data analysis, reflection, and shared instructional practices, teachers will strengthen consistency across classrooms and improve instructional effectiveness.

By intentionally connecting Clarity to curriculum implementation and fostering a culture of collaboration, continuous learning, and collective efficacy, we aim to enhance instructional practices and ensure high levels of learning for all students.

Staff climate survey results indicate that the main area for growth is I-Ready (60%), which was below the district average (71%) despite improvement from the previous survey. Social Emotional Learning (81%) also declined slightly (-4) and fell below district averages. Continued focus on SEL supports and instructional systems such as I-Ready may

help strengthen overall staff perceptions.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English Learners represent a wide range of language proficiency levels and academic needs, which can create challenges in accessing grade-level content and fully engaging in instruction.	Through our Adult Learning Culture, staff will collaborate in PLCs and professional learning to strengthen instructional practices that support language development, comprehension, and student engagement. Teachers will implement high-leverage strategies such as scaffolding, differentiated instruction, visual supports, structured student discourse, and clear learning intentions and success criteria to ensure equitable access to rigorous instruction. All staff members will share responsibility for supporting English Learners and fostering an inclusive learning environment.
Foster/Homeless	Students experiencing homelessness or foster care often face interruptions in learning due to mobility, inconsistent routines, and social-emotional challenges that impact academic progress and school connectedness.	Our Adult Learning Culture will emphasize collective responsibility and relationship-building to ensure students experiencing homelessness and foster care receive consistent academic and emotional support. Staff will collaborate to create welcoming, supportive learning environments while implementing trauma-informed practices, maintaining high expectations, and providing stability and consistency for students and families. All staff members will contribute to fostering a culture of care and belonging.

Student Group	Challenge	Solution
Free and Reduced Lunch	Food insecurity can impact students' ability to focus, engage, and perform academically during the school day.	Through collaboration and shared leadership, staff will work together to support the well-being of all students by promoting awareness of available resources and fostering a positive and inclusive school environment. Staff will help families access meal program information while reinforcing healthy habits and ensuring students feel supported, valued, and ready to learn. All staff members will contribute to removing barriers that impact student learning and achievement.
Migrant/Title1-C Eligible	Students in migrant programs may experience interruptions in instruction and learning continuity due to mobility and varying educational experiences.	Through our Adult Learning Culture, staff will collaborate to monitor student progress, strengthen instructional consistency, and provide targeted academic support to ensure migrant students have equitable access to rigorous instruction and meaningful learning opportunities.
Racial/Ethnic Minorities	Students from diverse racial and ethnic backgrounds may experience barriers related to representation, bias, and disconnected learning experiences that can impact engagement and confidence.	Staff will strengthen culturally responsive instructional practices through ongoing collaboration, professional learning, and reflective conversations focused on equity and inclusion. Teachers will work collectively to create learning environments where all students feel represented, valued, and empowered to succeed academically and socially. All staff members will share responsibility for maintaining high expectations and equitable opportunities for every student.

Student Group	Challenge	Solution
Students with IEPs	Students with disabilities have diverse learning needs that require targeted instructional strategies, accommodations, and consistent support to ensure access to grade-level standards and academic success.	Through PLC collaboration, professional learning, and shared problem-solving, staff will strengthen their understanding of individualized learning needs and effective instructional supports. Teachers will work collaboratively with families, specialists, and support staff to implement accommodations, modifications, and high-leverage instructional strategies aligned to student IEP goals. All staff members will contribute to creating inclusive learning environments that promote student growth, access, and achievement.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	Mt. Rose teachers work within a collaborative Professional Learning Community (PLC) model dedicated to improving outcomes for all learners through shared responsibility, continuous reflection, and data-driven decision-making. While collaborative structures are in place, there is an opportunity to strengthen the consistency and effectiveness of PLC practices across teams to better address the diverse academic, behavioral, and social-emotional needs of students. As instructional expectations continue to increase with the implementation of a new math curriculum (year 2) and ongoing Clarity initiatives, staff must deepen their collective capacity to analyze student data, align instruction to standards, and implement differentiated and high-leverage instructional strategies. Strengthening PLC systems will support greater alignment in instructional practices, learning intentions, success criteria, interventions, and common assessments across grade levels and content areas. Additionally, strengthening transparency, accountability, and collaborative problem-solving within PLC teams will ensure that all teachers are consistently monitoring student progress and responding effectively to learning needs. Through focused professional learning, ongoing collaboration, and shared leadership, Mt. Rose aims to build a stronger Adult Learning Culture that supports instructional consistency, collective efficacy, and improved student achievement for all learners.	The current structure and scheduling of our K-8 program create barriers to consistent vertical collaboration and instructional alignment across PLC teams. While teachers regularly review common assessment data, PLC conversations often focus more on identifying results than collectively analyzing instructional practices, implementing targeted interventions, and determining aligned next steps to respond to student learning needs. Additionally, our diverse student population enters with a wide range of academic readiness levels, language proficiency, and learning needs, requiring teachers to strengthen differentiated instruction, data analysis, and responsive teaching practices. Although attendance rates are improving, inconsistent student attendance continues to impact instructional continuity, student engagement, and overall academic progress. The implementation of a dual-language model, with one English and one Spanish classroom at each grade level, further increases the need for intentional collaboration and alignment to ensure instructional coherence, equitable learning experiences, and consistent expectations across programs. To address these challenges, Mt. Rose must strengthen PLC structures, collective efficacy, and shared accountability so all staff can collaboratively support high-quality, standards-aligned instruction and improved outcomes for every student.

★ = Priority

Connectedness

Areas of Strength

Mount Rose continues to demonstrate strong levels of school connectedness and positive relationships among students, families, and staff.

Student climate survey results show a very positive school climate overall. Mount Rose scored especially high in Safety (92%), Student Respect (84%), and Adult Respect (83%), all above district averages. Strong gains were also seen in Bullying (+8), Student Engagement (+7), and Student Voice (+11). Most SEL areas were above comparison averages, particularly Self-Concept (82%) and Responsible Decision-Making (79%)..

Parent climate survey results also highlight strong family connectedness and confidence in the school. Families reported high levels of satisfaction in several key areas, including Communication with School (93%), Quality Education (93%), Relationships and Respect (92%), and Physical Safety (96%), all exceeding district averages. In addition, families reported positive perceptions regarding Supportive Place (86%), Family Efficacy (79%), and School Fit (70%), reflecting continued growth in building trusting partnerships and supporting the developmental and academic needs of students.

Staff climate survey results reflect a very strong school climate overall. Highest areas included Expectations of Success (100%), Home-School Communication (99%), Staff-Student Relationships (98%), and Safety (97%). Staff also reported strong improvements in Staff Collaboration (+7), Student Behaviors (+5), and Work Stress (+9). Most categories scored above both K-8 and district averages, highlighting a positive and supportive school environment.

Overall, the survey data demonstrates that Mt. Rose K-8 has built a positive, welcoming, and supportive learning environment where students and families feel respected, safe, connected, and valued as partners in education.

Areas for Growth

Although Mount Rose is demonstrating strong levels of connectedness, our school community shows the greatest need for growth in the following climate survey areas.

Student climate survey results indicate that the primary area for growth is Self-Management of Emotion (50%), which was the lowest score and below the district average. Participation (66%) also remains lower than the district comparison and showed no growth from the previous survey. Continued focus on emotional regulation, student participation, and organizational/self-management skills would benefit students.

Parent survey results indicate that Learning Behaviors (64%) and School Fit (70%) are lower-rated areas, suggesting opportunities to strengthen student engagement, motivation, and support for individual academic and developmental needs. Additionally, while most students report positive relationships with adults, only 73% indicated strong adult support, showing a need to further strengthen student-adult connections and ensure all students feel supported and valued at school. Relationship Skills in SEL showed only slight growth, indicating continued focus is needed on collaboration, communication, and peer relationship-building. Attendance also remains an area of concern, as chronic absenteeism continues to impact student learning continuity, engagement, and overall connectedness to school.

Staff climate survey results indicate that the main area for growth is I-Ready (60%), which was below the district average (71%) despite improvement from the previous survey. Social Emotional Learning (81%) also declined slightly (-4) and fell below district averages. Continued focus on SEL supports and instructional systems such as I-Ready may help strengthen overall staff perceptions.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Differences in language, communication styles, and cultural norms may impact students' ability to fully connect and engage in the school environment.	Staff will intentionally build inclusive, welcoming classroom environments that honor students' cultures and languages. Through relationship-building, student voice opportunities, and supportive communication strategies, English Learners will be actively engaged and connected to both peers and adults. All staff share responsibility for ensuring a strong sense of belonging.
Foster/Homeless	Mobility and unstable living situations can disrupt relationships, routines, and students' sense of belonging at school.	Staff will prioritize strong, consistent relationships and create safe, welcoming environments that promote stability and trust. Through compassion, consistency, and family outreach, we will strengthen student connectedness and ensure all students feel supported and valued. All staff will contribute to this effort.
Free and Reduced Lunch	Food insecurity can affect students' ability to engage, connect, and fully participate in learning.	Staff will foster a supportive and stigma-free environment by promoting access to resources, encouraging positive messaging, and supporting family engagement. Ensuring students' basic needs are met will strengthen their ability to feel connected, engaged, and ready to learn. All staff are part of the solution.
Migrant/Title1-C Eligible	Mobility and inconsistent schooling may impact students' connection to school and learning continuity.	Staff will focus on building strong relationships, maintaining consistent communication, and supporting smooth transitions to ensure students feel connected, supported, and engaged in their learning environment.

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Limited resources and potential barriers may impact students' sense of belonging, representation, and engagement.	Staff will continue to foster an inclusive school culture where all students feel respected, valued, and represented. Through culturally responsive practices and intentional relationship-building, we will strengthen student voice, engagement, and connectedness. All staff share responsibility.
Students with IEPs	Limited resources and services may impact students' access to consistent support and their sense of belonging.	Staff will build strong relationships by understanding each student's strengths and needs, promoting inclusion, and encouraging self-advocacy. Through collaboration and supportive practices, students will feel connected, included, and empowered in their learning. All staff will support this work.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Mount Rose currently lacks a fully coordinated system of collaboration among teachers, the school counselor, attendance staff, and home visit supports to effectively address concerns identified in student and parent climate survey data, particularly in the areas of student learning behaviors and social-emotional development. While supports exist, they are not consistently aligned or leveraged to create a unified approach to improving student engagement, self-management, and connectedness. Without stronger collaboration, communication, and shared ownership across teams, efforts to address student needs may be fragmented, limiting their overall impact. To effectively improve outcomes, the school must strengthen cross-functional partnerships and establish more cohesive, data-informed practices that support consistent SEL development, reinforce positive learning behaviors, and enhance student and family connectedness across all grade levels.	Parent engagement at Mount Rose is currently uneven, with participation disproportionately concentrated among higher socio-economic families. This imbalance limits the school's ability to build strong, inclusive partnerships with all families and reduces opportunities to gather diverse perspectives that are critical to supporting student success. Barriers such as communication gaps, access, and varying familiarity with school systems may prevent some families from actively engaging in their child's education. As a result, efforts to support student learning behaviors and social-emotional growth are not consistently reinforced between home and school. To address this root cause, the school must strengthen equitable, targeted outreach and develop more inclusive engagement structures that actively involve all families as partners, ensuring consistent support for student development and connectedness across the entire school community.

★ = Priority

Priority Problem Statements

Problem Statement	Critical Root Cause
1 ★ Math proficiency in elementary grades (K-5) showed significant growth during the 2025-26 school year. As Mount Rose enters the second year of implementing the Reveal Math curriculum, teachers will continue deepening their understanding of the program and its instructional components to strengthen consistency and effectiveness in math instruction. While students have demonstrated academic growth on both formative and summative assessments, the school continues to focus on targeted skill areas and student subgroups that require additional support and accelerated growth to ensure success for all learners. Additionally, science achievement at the elementary level remains an area of concern. Recent Science SBAC results indicate a need for strengthened science instruction, increased standards alignment, and more opportunities for hands-on, inquiry-based learning to improve student understanding and performance in elementary science.	There is a continued need for a school-wide focus on the consistent use of learning intentions and success criteria to strengthen student understanding of learning goals and expectations. During the 2026-27 school year, staff will continue implementing Teacher Clarity practices to improve student engagement, ownership of learning, and understanding of standards mastery. Additionally, Mount Rose will continue strengthening high-quality Tier I instruction in all classrooms to ensure equitable access to grade-level curriculum and Nevada Academic Content Standards (NVACS). Through PLC collaboration, data analysis, and ongoing professional learning, teachers will refine instructional practices to better meet the needs of all learners and support improved academic outcomes.
2 ★ Mt. Rose teachers work within a collaborative Professional Learning Community (PLC) model dedicated to improving outcomes for all learners through shared responsibility, continuous reflection, and data-driven decision-making. While collaborative structures are in place, there is an opportunity to strengthen the consistency and effectiveness of PLC practices across teams to better address the diverse academic, behavioral, and social-emotional needs of students. As instructional expectations continue to increase with the implementation of a new math curriculum (year 2) and ongoing Clarity initiatives, staff must deepen their collective capacity to analyze student data, align instruction to standards, and implement differentiated and high-leverage instructional strategies. Strengthening PLC systems will support greater alignment in instructional practices, learning intentions, success criteria, interventions, and common assessments across grade levels and content areas. Additionally, strengthening transparency, accountability, and collaborative problem-solving within PLC teams will ensure that all teachers are consistently monitoring student progress and responding effectively to learning needs. Through focused professional learning, ongoing collaboration, and shared leadership, Mt. Rose aims to build a stronger Adult Learning Culture that supports instructional consistency, collective efficacy, and improved student achievement for all learners.	The current structure and scheduling of our K-8 program create barriers to consistent vertical collaboration and instructional alignment across PLC teams. While teachers regularly review common assessment data, PLC conversations often focus more on identifying results than collectively analyzing instructional practices, implementing targeted interventions, and determining aligned next steps to respond to student learning needs. Additionally, our diverse student population enters with a wide range of academic readiness levels, language proficiency, and learning needs, requiring teachers to strengthen differentiated instruction, data analysis, and responsive teaching practices. Although attendance rates are improving, inconsistent student attendance continues to impact instructional continuity, student engagement, and overall academic progress. The implementation of a dual-language model, with one English and one Spanish classroom at each grade level, further increases the need for intentional collaboration and alignment to ensure instructional coherence, equitable learning experiences, and consistent expectations across programs. To address these challenges, Mt. Rose must strengthen PLC structures, collective efficacy, and shared accountability so all staff can collaboratively support high-quality, standards-aligned instruction and improved outcomes for every student.

3 ★

Mount Rose currently lacks a fully coordinated system of collaboration among teachers, the school counselor, attendance staff, and home visit supports to effectively address concerns identified in student and parent climate survey data, particularly in the areas of student learning behaviors and social-emotional development. While supports exist, they are not consistently aligned or leveraged to create a unified approach to improving student engagement, self-management, and connectedness. Without stronger collaboration, communication, and shared ownership across teams, efforts to address student needs may be fragmented, limiting their overall impact. To effectively improve outcomes, the school must strengthen cross-functional partnerships and establish more cohesive, data-informed practices that support consistent SEL development, reinforce positive learning behaviors, and enhance student and family connectedness across all grade levels.

Parent engagement at Mount Rose is currently uneven, with participation disproportionately concentrated among higher socio-economic families. This imbalance limits the school's ability to build strong, inclusive partnerships with all families and reduces opportunities to gather diverse perspectives that are critical to supporting student success. Barriers such as communication gaps, access, and varying familiarity with school systems may prevent some families from actively engaging in their child's education. As a result, efforts to support student learning behaviors and social-emotional growth are not consistently reinforced between home and school. To address this root cause, the school must strengthen equitable, targeted outreach and develop more inclusive engagement structures that actively involve all families as partners, ensuring consistent support for student development and connectedness across the entire school community.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **Curriculum Based Measures**
- [x] **End-of-Unit Assessments**
- [x] **Grades**
- [x] **MAP Growth Assessment**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **Student Climate Survey, Student Voice**
- [x] **Tier I Instructional Materials Assessments**
- [x] **WIDA ACCESS for ELLs**
- [x] **Other**

Adult Learning Culture

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

Connectedness

- [x] **Attendance**

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

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

Mount Rose Elementary will ensure that by the end of each quarter, at least 85% of students demonstrate mastery or measurable progress toward grade-level essential standards in all core subjects, as evidenced by formative assessments, benchmark data, and ongoing PLC-driven instructional interventions.

Formative Measures: Formative and summative assessments, including iReady, classwork samples, and teacher/classroom observations

Improvement Strategy 1

Strengthening Tier I Instruction and Targeted Student Supports

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Engage students through relevant instruction and assessment that fosters curiosity, critical thinking, and real-world application while addressing individual academic needs. Design and deliver high-quality curriculum and instruction that maximizes student learning and improves teacher effectiveness and efficiency. Implement and manage an effective Multi-Tiered System of Supports (MTSS) to identify and support students in need of intervention early in their educational experience. Intentionally identify and strategically support students struggling with ELA and Math essential standards. Provide opportunities for staff to observe high-functioning PLCs and effective instructional practices in ELA and Math. Strengthen systems for timely identification of students experiencing difficulty with ELA and Math curriculum and essential standards. Collaborate with the MTSS team to monitor and support students who are not yet proficient in ELA and Math essential standards. Identify and implement effective intervention resources and instructional supports. Develop and utilize common measurement tools to monitor student proficiency and academic growth. Use ACCESS data, WIDA speaking and writing rubrics, and common ELA and Math assessments to drive instructional decisions and targeted supports.	MTSS Team, School Administration, certified teaching staff	SY 2026-27	

Position Responsible: MTSS Team (including certified teachers, school psychologist, school counselor, principal, and assistant principal)

Resources Needed: Core Subject curriculum

Evidence Level

Level 2: Moderate:
MTSS

Problem Statements: Student Success 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Math proficiency in elementary grades (K-5) showed significant growth during the 2025-26 school year. As Mount Rose enters the second year of implementing the Reveal Math curriculum, teachers will continue deepening their understanding of the program and its instructional components to strengthen consistency and effectiveness in math instruction. While students have demonstrated academic growth on both formative and summative assessments, the school continues to focus on targeted skill areas and student subgroups that require additional support and accelerated growth to ensure success for all learners. Additionally, science achievement at the elementary level remains an area of concern. Recent Science SBAC results indicate a need for strengthened science instruction, increased standards alignment, and more opportunities for hands-on, inquiry-based learning to improve student understanding and performance in elementary science.	There is a continued need for a school-wide focus on the consistent use of learning intentions and success criteria to strengthen student understanding of learning goals and expectations. During the 2026-27 school year, staff will continue implementing Teacher Clarity practices to improve student engagement, ownership of learning, and understanding of standards mastery. Additionally, Mount Rose will continue strengthening high-quality Tier I instruction in all classrooms to ensure equitable access to grade-level curriculum and Nevada Academic Content Standards (NVACS). Through PLC collaboration, data analysis, and ongoing professional learning, teachers will refine instructional practices to better meet the needs of all learners and support improved academic outcomes.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

By May 2027, 100% of teachers will participate in Professional Learning Communities (PLCs) for at most one hour per week to collaboratively establish team guidelines, develop instructional non-negotiables, and strengthen consistency in teaching practices across grade levels, as measured by PLC agendas, meeting minutes, and administrator observations.

Formative Measures: PLCs, observations and student assessments.

Improvement Strategy 1

Strengthening Professional Learning Communities Through Collaboration, Data Analysis, and Continuous Improvement

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	The school will strengthen instructional practices and student achievement through the intentional development of Professional Learning Community (PLC) protocols centered on collaboration, data-driven decision-making, and continuous improvement. PLCs will serve as a structured framework for teachers to engage in ongoing professional dialogue focused on improving outcomes for all students. Dedicated PLC time will be embedded into the master schedule to ensure that grade-level teams have the opportunity to meet for one hour each week. This protected collaboration time will provide staff with consistent opportunities to analyze student performance data, reflect on instructional practices, and collectively problem-solve around student needs. During PLC meetings, teacher teams will establish shared norms, guidelines, and instructional non-negotiables designed to create consistency across classrooms and strengthen a schoolwide culture of collaboration, accountability, and student success. Teams will engage in meaningful discussions around essential learning standards, curriculum alignment, pacing, and instructional priorities to ensure all students have equitable access to high-quality instruction.	Principal, assistant principal, certified teachers, and support staff	SY 2026-27	

	PLC conversations will focus on the four critical PLC questions: What do we want students to learn? How will we know if they learned it? How will we respond when students do not learn? How will we extend learning for students who have already mastered the standards? Teachers will collaboratively analyze formative and summative assessment data to identify trends, monitor progress, and make informed instructional decisions in reading and mathematics. PLC teams will use this data cycle to determine effective interventions, enrichment opportunities, and differentiated instructional strategies that support all learners in achieving grade-level proficiency or higher. Additionally, PLCs will provide a structured space for educators to share successful instructional practices, examine student work, develop common assessments, and align intervention supports across classrooms. This collaborative approach will increase teacher efficacy, strengthen instructional consistency, and improve student learning outcomes. Professional learning opportunities will also be aligned to staff job requirements and instructional needs to maximize learning and positively impact job performance. Training and support will be intentionally connected to PLC goals, curriculum implementation, data analysis practices, and evidence-based instructional strategies to ensure professional development directly supports classroom instruction and student achievement. Through consistent collaboration, ongoing reflection, and the use of data-informed practices, PLCs will foster a culture of continuous improvement focused on ensuring every student demonstrates significant academic growth in reading and math.			

Position Responsible: Principal, assistant principal, certified teachers, and support staff

Resources Needed: Curriculum, pacing guides, assessment data

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Adult Learning Culture 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Mt. Rose teachers work within a collaborative Professional Learning Community (PLC) model dedicated to improving outcomes for all learners through shared responsibility, continuous reflection, and data-driven decision-making. While collaborative structures are in place, there is an opportunity to strengthen the consistency and effectiveness of PLC practices across teams to better address the diverse academic, behavioral, and social-emotional needs of students. As instructional expectations continue to increase with the implementation of a new math curriculum (year 2) and ongoing Clarity initiatives, staff must deepen their collective capacity to analyze student data, align instruction to standards, and implement differentiated and high-leverage instructional strategies. Strengthening PLC systems will support greater alignment in instructional practices, learning intentions, success criteria, interventions, and common assessments across grade levels and content areas. Additionally, strengthening transparency, accountability, and collaborative problem-solving within PLC teams will ensure that all teachers are consistently monitoring student progress and responding effectively to learning needs. Through focused professional learning, ongoing collaboration, and shared leadership, Mt. Rose aims to build a stronger Adult Learning Culture that supports instructional consistency, collective efficacy, and improved student achievement for all learners.	The current structure and scheduling of our K-8 program create barriers to consistent vertical collaboration and instructional alignment across PLC teams. While teachers regularly review common assessment data, PLC conversations often focus more on identifying results than collectively analyzing instructional practices, implementing targeted interventions, and determining aligned next steps to respond to student learning needs. Additionally, our diverse student population enters with a wide range of academic readiness levels, language proficiency, and learning needs, requiring teachers to strengthen differentiated instruction, data analysis, and responsive teaching practices. Although attendance rates are improving, inconsistent student attendance continues to impact instructional continuity, student engagement, and overall academic progress. The implementation of a dual-language model, with one English and one Spanish classroom at each grade level, further increases the need for intentional collaboration and alignment to ensure instructional coherence, equitable learning experiences, and consistent expectations across programs. To address these challenges, Mt. Rose must strengthen PLC structures, collective efficacy, and shared accountability so all staff can collaboratively support high-quality, standards-aligned instruction and improved outcomes for every student.

Inquiry Area 3

Connectedness

SMART Goal 1

By May 2027, Mt. Rose K-8 will strengthen school connectedness, student voice, and family engagement by increasing parent and student participation in climate surveys, school activities, and family events by 5%, as measured through event sign-ins, QR code survey participation, Class Dojo connectivity, parent-teacher communication, and home visit documentation.
Additionally, the school will decrease chronic absenteeism rates by 2% through consistent family outreach, relationship-building, student engagement strategies, and targeted attendance supports designed to improve student attendance and learning continuity.

Formative Measures: Staff Climate Survey, Student Climate Survey and Family Climate Survey

Improvement Strategy 1

Strengthening Family and Community Partnerships to Support Student Success

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Mt. Rose K-8 is committed to building strong partnerships with families and community organizations to support student achievement, well-being, and school connectedness. Through collaboration with community partners, the school will provide families with access to valuable wraparound resources, family support services, and engagement opportunities that strengthen relationships between home, school, and the community. The school will intentionally increase community engagement by creating multiple opportunities for families to provide feedback, share perspectives, and actively participate in school decision-making processes. Family and student input gathered through climate surveys, events, communication platforms, and outreach efforts will be used to strengthen school practices, build trust, and ensure the needs of students and families are reflected in school improvement efforts. Mt. Rose K-8 will continue fostering a welcoming and inclusive environment where all families feel valued, respected, and connected to the school community. Staff will encourage families to participate as equal partners in their child's education through meaningful communication, family events, home visits, volunteer opportunities, and ongoing collaboration between home and school. Through intentional relationship-building, community partnerships, and consistent family engagement efforts, Mt. Rose K-8 will strengthen student voice, increase family participation, and promote a positive school culture that supports the success of every student.	School Counselor, Principal, Assistant Principal, Attendance Officers, Certified and Classified staff	SY 2026-27	

Position Responsible: School Counselor, Principal, Assistant Principal, Attendance Officers, Certified and Classified staff

Resources Needed: Climate Surveys, QR codes, Sign-in sheets

Evidence Level

Level 1: Strong:
Family Engagement

Problem Statements: Connectedness 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Mount Rose currently lacks a fully coordinated system of collaboration among teachers, the school counselor, attendance staff, and home visit supports to effectively address concerns identified in student and parent climate survey data, particularly in the areas of student learning behaviors and social-emotional development. While supports exist, they are not consistently aligned or leveraged to create a unified approach to improving student engagement, self-management, and connectedness. Without stronger collaboration, communication, and shared ownership across teams, efforts to address student needs may be fragmented, limiting their overall impact. To effectively improve outcomes, the school must strengthen cross-functional partnerships and establish more cohesive, data-informed practices that support consistent SEL development, reinforce positive learning behaviors, and enhance student and family connectedness across all grade levels.	Parent engagement at Mount Rose is currently uneven, with participation disproportionately concentrated among higher socio-economic families. This imbalance limits the school's ability to build strong, inclusive partnerships with all families and reduces opportunities to gather diverse perspectives that are critical to supporting student success. Barriers such as communication gaps, access, and varying familiarity with school systems may prevent some families from actively engaging in their child's education. As a result, efforts to support student learning behaviors and social-emotional growth are not consistently reinforced between home and school. To address this root cause, the school must strengthen equitable, targeted outreach and develop more inclusive engagement structures that actively involve all families as partners, ensuring consistent support for student development and connectedness across the entire school community.

Community Outreach Activities

Activity	Date	Lesson Learned
Kinder Meet and Greet	Aug. 4, 2026	
Back to School Night - Middle School	Aug. 4, 2026	
Back to School Night - K to 5th grade	Aug. 18, 2026	
Walk to School	Sept. 16, 2026	
Parent Teacher Home Visit Program	ongoing	
Family Math Night	Nov. 10, 2026	
St. Baldrick's Bingo Night	Jan. 29, 2027	
Multicultural Night	Feb. 23, 2027	
TWI Kindergarten Informational Night	Mar. 11, 2027	
Musci Exploration Night	May 4, 2027	