# Washoe County School District

# Caughlin Ranch Elementary School

# 2025-2026 School Improvement Plan

**Classification: 4 Star School**

# Demographics & Performance Information

## Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at (Add a link to the school's School Rating Report.)

https://nevadareportcard.nv.gov/DI/nv/washoe/caughlin_ranch_elementary/2024

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# Comprehensive Needs Assessment

## Student Success

### Student Success Areas of Strength

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

### Student Success Areas for Growth

Students are performing higher than the state and district averages. At minimum, 80% of students are at above grade level in both reading and math.  Student achievement has held steady at these high averages for several years.

### Student Success Equity Resource Supports

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

### Problem Statements Identifying Student Success Needs

**Problem Statement 1 (Prioritized):** Although student achievement is very high, growth percentiles dropped.
**Critical Root Cause:** Chronic absenteeism impacts student growth. When students are not at school, learning is impacted and gaps in learning widen.

# Adult Learning Culture

### Adult Learning Culture Areas of Strength

Teachers are dedicated to meeting during their allotted time during early release on Wednesdays. Most grade levels are collaborative and want to support each other as colleagues. Teachers discuss student needs and turn in weekly feedback on their collaborative time together. Collectively, teacher desire more support to strengthen their PLC's to be more productive.

### Adult Learning Culture Areas for Growth

Teachers meet weekly for one hour in Professional Learning Communities. These groups are organized by grade level to analyze student work, discuss next learning steps and to plan for high quality instruction.

### Adult Learning Culture Equity Resource Supports

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

### Problem Statements Identifying Adult Learning Culture Needs

**Problem Statement 1 (Prioritized):** Monitoring of the PLC process is not strong and lacks feedback, modeling and professional learning time. There is also a lack of focus around common student work/formative assessments.
**Critical Root Cause:** We did not schedule and allocate time for administration to be able to monitor PLC's and give feedback or model expectations.

# Connectedness

### Connectedness Areas of Strength

Teachers work hard to create learning that aligns to standards.  The know that when students are not at school, learning is impeded.  Chronic absenteeism impacts all students in the class when teachers have to back track or delay next steps due to absenteeism.  Teacher desire to work together to improve absenteeism.  Teachers are also working hard to increase communication so that parents understand what learning is taking place, where students need to be academically to succeed and work hard to maintain high levels of achievement for the students at Caughlin Ranch.

### Connectedness Areas for Growth

Last year our School Performance Plan focused on engaging parents to know and understand what students are learning.  We want to focus on making sure that students are at school and ready to learn, which has created the impetus behind a focus on chronic attendance.

### Connectedness Equity Resource Supports

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

### Problem Statements Identifying Connectedness Needs

**Problem Statement 1 (Prioritized):** Personal communication is not always prioritized for students achievement issues such as chronic absenteeism or behavior that impedes learning.

**Critical Root Cause:** Staff does not utilize all available data resources such as BIG or iReady to inform families of potential barriers to learning and achievement.

# Priority Problem Statements

**Problem Statement 1**: Although student achievement is very high, growth percentiles dropped.

**Critical Root Cause 1**: Chronic absenteeism impacts student growth. When students are not at school, learning is impacted and gaps in learning widen.

**Problem Statement 1 Areas**: Student Success

**Problem Statement 2**: Monitoring of the PLC process is not strong and lacks feedback, modeling and professional learning time. There is also a lack of focus around common student work/formative assessments.

**Critical Root Cause 2**: We did not schedule and allocate time for administration to be able to monitor PLC's and give feedback or model expectations.

**Problem Statement 2 Areas**: Adult Learning Culture

**Problem Statement 3**: Personal communication is not always prioritized for students achievement issues such as chronic absenteeism or behavior that impedes learning.

**Critical Root Cause 3**: Staff does not utilize all available data resources such as BIG or iReady to inform families of potential barriers to learning and 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
- MAP Growth Assessment
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice

**Adult Learning Culture**

- Administrator evaluation

**Connectedness**

- Attendance
- Community surveys and/or other feedback

# Inquiry Areas

**Inquiry Area 1:** Student Success

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

**Formative Measures:** Diagnostic Reports
Usage Reports
Student Reports

**Aligns with District Goal**

**Improvement Strategy 1 Details**

**Improvement Strategy 1:** iReady

| Action # | Actions for Implementation | Person(s) Responsible | Timeline |
|---|---|---|---|
| 1 | Use of iReady minimum 45 minutes per week. | Teachers Dean Administration | |

**Position Responsible:** Teachers Dean Administration

**Evidence Level**
Level 3: Promising: i-Ready

**Problem Statements/Critical Root Cause:** Student Success 1

**Status Checks**

**Status Check**

| Nov | Feb | May |
|---|---|---|
| No review | No review | No review |

**SMART Goal 1 Problem Statements:**

| Student Success |
|---|
| **Problem Statement 1**: Although student achievement is very high, growth percentiles dropped. **Critical Root Cause**: Chronic absenteeism impacts student growth. When students are not at school, learning is impacted and gaps in learning widen. |

**Inquiry Area 2:** Adult Learning Culture

**SMART Goal 1:** Classroom walk-throughs will indicate at least 50% of teachers consistently implement the four components of Teacher Clarity by the end of the 2024-2025 school year.

**Formative Measures:** Professional Learning-Teachers will utilize a common SLO in writing
PLC-Analyze common student work.
End of Semester walk through data on teacher clarity-Learning Goals

**Aligns with District Goal**

**Improvement Strategy 1 Details**

**Improvement Strategy 1:** PLCs

| Action # | Actions for Implementation | Person(s) Responsible | Timeline |
|---|---|---|---|
| 1 | Teacher Clarity professional development Collect Walk Through Data | Teachers Administration | |

**Position Responsible:** Teachers Administration

**Evidence Level**
Level 2: Moderate: PLC

**Problem Statements/Critical Root Cause:** Adult Learning Culture 1

**Status Checks**

**Status Check**

| Nov | Feb | May |
|---|---|---|
| No review | No review | No review |

**SMART Goal 1 Problem Statements:**

**Adult Learning Culture**

**Problem Statement 1**: Monitoring of the PLC process is not strong and lacks feedback, modeling and professional learning time. There is also a lack of focus around common student work/formative assessments. **Critical Root Cause**: We did not schedule and allocate time for administration to be able to monitor PLC's and give feedback or model expectations.

**Inquiry Area 3:** Connectedness

**SMART Goal 1:** The percentage of students identified as chronically absent in the 24-25 school year will decrease by 3% when compared to the 23-24 percent identified as chronically absent.

**Formative Measures:** Monthly review of chronic absentee data.

**Aligns with District Goal**

**Improvement Strategy 1 Details**

**Improvement Strategy 1:** Family Engagement/PBIS

| Action # | Actions for Implementation | Person(s) Responsible | Timeline |
|---|---|---|---|
| 1 | Analyze chronic absentee data Student incentives Parent communication | Administration Counselor Dean Teachers | |

**Position Responsible:** Administration Counselor Dean Teachers

**Evidence Level**
Level 2: Moderate: PBIS
Level 3: Promising: Family Engagement

**Problem Statements/Critical Root Cause:** Connectedness 1

**Status Checks**

**Status Check**

| Nov | Feb | May |
|---|---|---|
| No review | No review | No review |

**SMART Goal 1 Problem Statements:**

**Connectedness**

**Problem Statement 1**: Personal communication is not always prioritized for students achievement issues such as chronic absenteeism or behavior that impedes learning. **Critical Root Cause**: Staff does not utilize all available data resources such as BIG or iReady to inform families of potential barriers to learning and achievement.

# Community Outreach Activities

| Activity | Date | Lesson Learned |
|---|---|---|
| | | |
| | | |