Washoe County School District



Marvin Moss Elementary School

Classification: 5 Star School

2026-2027 School Improvement Plan

District Approval Date:
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Mission Statement

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

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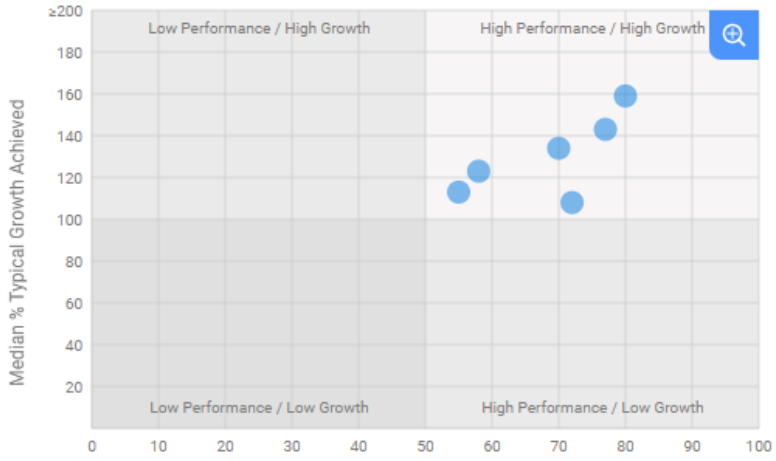
Comprehensive Needs Assessment

Student Success

Areas of Strength

IREADY



Math:

Percentage of Students Meeting Typical Growth in Math:

Kinder: 86% Typical Growth Median: 143%

First: 71% Typical Growth Median: 134%

Second: 60% Typical Growth Median: 123%

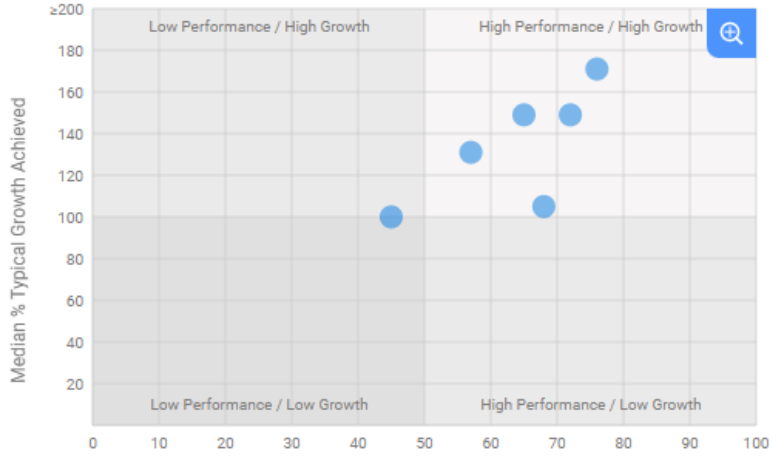
Third: 59% Typical Growth Median: 108%

Fourth: 69% Typical Growth Median: 113%

Fifth: 80% Typical Growth Median: 159%

Students

Reading:



Percentage of Students Meeting Typical Growth in Reading:

Kinder: 81% Typical Growth Median 149%

First: 68% Typical Growth Median 148%

Second: 67% Typical Growth Median: 131%

Third: 80% Typical Growth Median 171

Fourth: 53% Typical Growth Median 100%

Fifth: 50% Typical Growth Median: 105%

Students Improving Placement: in Math:

Kinder: 93%

First: 93%

Second: 73%

Third: 86%

Fourth: 75%

Fifth: 85%

Students Improving Placement in Reading:

Kinder: 98%

First: 82%

Second: 89%

Third: 73%

Fourth: 47%

Fifth: 48%

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: 66%

Third Grade: 73%

Fourth Grade: 52%

Fifth Grade: 78%

SMARTER BALANCED DATA:

Math Proficiency Data

School: 65%

Third Grade: 73%

Fourth Grade: 52%

Fifth Grade: 73%

Science Proficiency Data: 41%

ACCESS DATA:

3 Exits- one in kindergarten, one in 5th grade, and 1 in CLS

2 students may potentially qualify for exit based on SBAC scores of 3+ in Reading and Math.

- **Listening** was a strength across grade levels- 70%.

- **Overall Scores**, **7** of our students went from **Entering/Emerging** last year to **Developing or higher** this year!

- **Kindergarten** demonstrated higher proficiency scores in **Listening** and **Speaking**. One Exit

- **Grade 1** demonstrated stronger performance in Listening. Additionally, we had 2 out of 3 go from **Entering** levels last year to **Emerging/Developing** levels this year.

- **Grade 2** demonstrated higher Listening scores compared to their last year's scores. This shows that students understand the content through listening and need support transferring to oral language, reading and writing.

- **Grade 3:** One student went from **Emerging** Level to an end of **Developing** Level this year! Their writing alone went up from an Entering to Expanding level.

- **Grade 4** showed higher proficiency levels in Listening and Writing.

Areas for Growth

IREADY

Math

- **Grades 2 & 3**
  - Lowest % meeting typical growth (**60% and 59%**)
  - Median growth also drops significantly by Grade 3 (**108%**)
- **Grade 4**
  - Moderate performance (**69% meeting growth**), but not strong enough compared to K–1 or Grade 5

Reading

- **Grades 4 & 5 (Biggest Concern)**
  - Very low % meeting growth (**53% and 50%**)
  - Median growth drops to **100–105%**
  - Mid-range performance (**68% and 67%**)
- Upper grades (4-5) show a decline in meeting Typical Growth Targets

ACCESS Data:

- While higher proficiency scores in Writing remain lower than expected, Writing demonstrated strong growth from last year. Speaking and Reading continue to be the domains where students scored the lowest.

- ACCESS data, ELF work, and Learning Walks suggest students need more opportunities to practice vocabulary development to increase Speaking and Reading domains.

Equity Resource Supports

Student Group	Challenge	Solution
	Providing enough adult support during	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. **Focus Area:** Questioning, Discussion, and Academic Vocabulary • The ELF will work with teachers during a 3-week PDSA coaching cycle to build their capacity to

English Learners	Tier 1 instruction to support our English Learners (our newcomers and level 1's) in accessing the standards, curriculum and instruction. Providing scaffolds, cues, models and questions to guide our students in meeting the standards aligned lesson learning goals and success criteria.	implement high-yield instructional strategies that increase opportunities for students to engage in structured conversations and use academic vocabulary to explain their thinking and demonstrate deeper understanding of content. Questioning will be aligned to deeper content understanding and include a range of DOK levels to support meaningful discussion and student engagement that teachers facilitate. • The ELF will continue supporting EL Assistant in implementing strategies that target students identified areas of language need (students' lowest performing language domain) and support their language development through Lexia Lessons or other language
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.
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
	Our student with IEP's have challenges with bridging the gap and meeting grade level expectations. The co	During the weekly PLC's, ensure the Resource Special Education Teachers

Students with IEPs	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.	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	Critical Root Cause
1 ★	Some of our students are not meeting Typical Growth Targets in the areas of Reading and Math. Percentage of Students Meeting Typical Growth in Math: Kinder: 88% Typical Growth Median: 143% First: 71% Typical Growth Median: 134% Second: 60% Typical Growth Median: 123% Third: 59% Typical Growth Median: 108% Fourth: 69% Typical Growth Median: 113% Fifth: 80% Typical Growth Median: 159% Percentage of Students Meeting Typical Growth in Reading: Kinder: 81% Typical Growth Median 149% First: 68% Typical Growth Median 148% Second: 67% Typical Growth Median 131% Third: 80% Typical Growth Median 171% Fourth: 53% Typical Growth Median 100% Fifth: 50% Typical Growth Median: 105%	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. When students miss school, this negatively impacts their ability to meet the targeted minutes between 30-45 minutes.

★ = Priority

Adult Learning Culture

Areas of Strength

Staff Climate Survey Data:

School Culture and Relationships Areas of Strength

- **Staff-Student Relationships (98%)**
  - Staff overwhelmingly report strong, caring relationships with students
  - Every student is perceived to have a trusted adult connection
- **Fairness & Respect (98%)**
  - Consistent, equitable expectations for students
  - Strong professionalism among staff
- **Student Behaviors (96%)**
  - Low levels of:
    - Bullying
    - Fighting
    - Racial/ethnic conflict
- **Expectations of Success (100%)**
  - Universal belief in high expectations for all students
  - Strong staff commitment to motivating struggling learners
- **i-Ready Implementation (89%, +7)**
  - Teachers find data useful for differentiation
  - Strong usage (31–60 min/week)
  - High confidence in diagnostic and planning tools
- **Social Emotional Learning (97%)**
  - Clear systems and expectations for SEL
  - Strong alignment between staff, culture, and vision
- **Staff Collaboration (96%, +9)**
  - Strong teamwork and shared responsibility
  - Staff feel supported by administration
  - High levels of pride and morale
- **Home-School Communication (99%)**
  - Strong communication systems with families
  - Staff view parents as partners
- **Safety (99%)**
  - Staff feel safe in all school settings

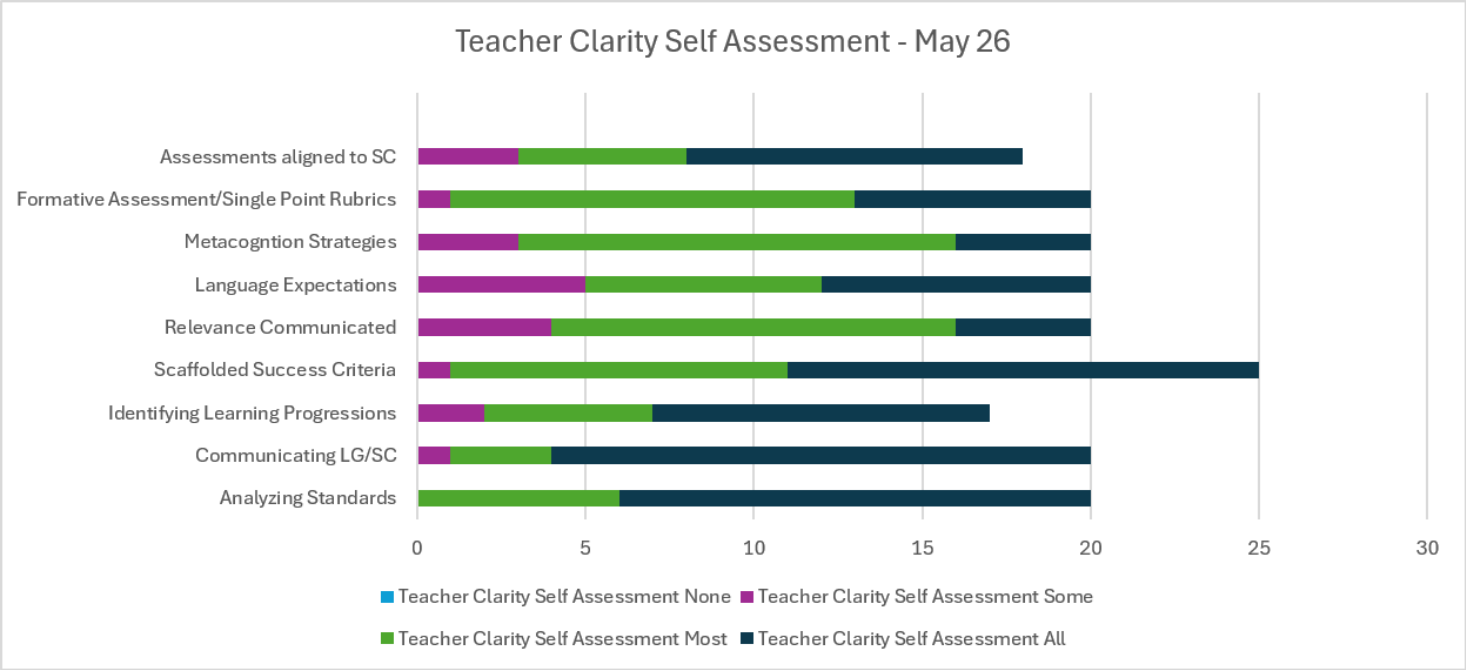
Professional Learning Communities

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 2025-2026 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 and Design for Reveal Math, Teacher Clarity Misconceptions, Clarity of Assessment and use of Metacognition Strategies, Gradual Release of Responsibility, Phases of Learning and Complexity, Feedback Cycle, and Rubrics and Exemplars.

End of Year Teacher Clarity Reflection Data:



Areas for Growth

Staff Climate Survey Data

Parent Involvement (76%)

- Fewer parents actively seek ways to support learning
- Not all parents fully understand student progress

Work Stress (70%, +18 increase)

- 30% of staff report:
  - Feeling anxious or tense
  - Experiencing burnout
- Some concern about long-term sustainability in profession

Staff voice and psychological safety:

- Within Staff Collaboration, only **81%** feel comfortable raising important issues and concerns,
- 19% disagreeing.

Parent Winter Survey - Areas for Growth

Need for more proactive academic communication

- Some parents reported:
  - Not being informed unless issues arise
  - Wanting clearer updates on student struggles or progress

Family engagement gaps

- Limited evidence of parents being guided on:
    - How to support learning at home
- Opportunities to strengthen home–school partnership.

Professional Development

Professional Learning for the 2026-2027 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 and teacher observation data, it was determined that additional professional learning should be given ****

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 26-27:

August, October, January: Science of Reading

- Our literacy work will continue to be anchored in the Science of Reading: explicit, systematic instruction aligned to how the bran learns to read. Teachers will deepen their implementation of decoding routines, fluency practice, vocabulary/morphology instruction, and comprehension strategy development.

September, November, December, February, March, April, May: Tier 1 Instruction through the Clarity Lens

- Clarity of Assessment: Building Assessment Capable Learners and using formative assessment to gather evidence of learning

- Academic Rigor - analyzing the five components of Rigor and academic tasks/activities

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	The level of students' understanding of Learning Goals and Success Criteria for all lessons. The understanding of the academic vocabulary that is embedded into the daily Learning Goals and Success Criteria. 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. Ensuring the students have multiple opportunities to engage in partner talk and collaborative conversations. 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. Continue with targeted supports for our students not meeting grade level standards and the daily Learning Goals and Success Criteria. Providing targeted support based on formative assessment data to ensure a pathway towards mastery. 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
Students with IEPs	Students with special needs can have challenges accessing some of the higher-level tasks and activities and the academic vocabulary embedded within the Learning Goals and Success Criteria 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	Critical Root Cause
1 ★	Two years of professional learning has increased awareness of the importance of teacher clarity and the impact on student learning and engagement. The implementation continues to have areas for growth with a goal for sustained instructional practice and ensuring the components of clarity are part of the school's culture. Classroom observations show areas for continued growth in the area of formative assessment, student discourse, questioning and metacognition strategies. Sustained professional learning focused on teacher clarity is necessary to build collective efficacy, refine instructional practice, and ensure long-term improvement in teaching and learning.	The limited time for Professional Learning directly impacts the implementation of the four components of Teacher Clarity Inconsistent implementation of teacher clarity is largely due to limited collaborative planning time and a lack of structured onboarding for new staff, resulting in uneven understanding and implementation of the components of Teacher Clarity.
2 ★	The high expectations, pursuit of excellence, inconsistent or lack of communication impacts the level of stress for staff.	Communication around setting professional boundaries of being available all of the time for work and lack of time to complete professional tasks and activities.

★ = Priority

Connectedness

Areas of Strength

Chronic Absenteeism in 2025 was 11.84% Chronic Absenteeism in 2026 is 8.16%. A drop of 3.68%.

We have reduced the number of chronically absent students again this school year, and we have reduced the number of students with consecutive years of chronic absenteeism from 13 repeat students in 24-25 to 10 repeat students in 25-26.

We are under 10% of the student population who are chronically absent! In the 25-26 school year, approximately 18 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. 6 students who were chronically absent during 24-25 did NOT repeat and were not chronically absent for the 25-26 school year.

We have reduced the number of chronically absent students again this school year 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.
SY 24-25 11.84% met the definition of chronic absenteeism.
SY 25-26 8.16% met the definition of chronic absenteeism.

Student Climate Survey Data:

Key Strengths:

- **Safety (88%)** – Strongest area; students overwhelmingly feel safe at school and traveling to/from school
- **Student Respect (87%)** – High levels of mutual respect among students and toward staff
- **Adult Support (86%) & Adult Respect (85%)** – Students feel cared for, trusted, and supported by staff
- **Relationship Skills (87%)** – Students report strong ability to get along and resolve disagreements
- **Participation (80%)** – Good involvement in extracurriculars and school activities
- **Student Engagement (74%, +9)** – Notable growth; students generally enjoy school and feel connected

Areas of Strong Growth:

- **Self-Management of Schoolwork (+19 → 67%)** – Biggest gain; students improving in completing work
- **Relationship Skills (+15 → 87%)** – Major improvement in peer interactions
- **Student Respect (+10 → 87%)**
- **Student Engagement (+9 → 74%)**
- **Bullying (+8 → 75%)** – Fewer students perceive bullying overall

Home/School Winter Survey Data: Areas of Strength

- **Strong teacher impact and relationships**
  - Many parents highlighted specific teachers making learning fun, engaging, and supportive.
  - Students feel encouraged, recognized (e.g., student of the week/month), and motivated.
- **Positive student growth (academic & social)**
  - Frequent mentions of:
    - Improved reading and math skills
    - Growth in confidence and independence
    - Increased social skills and friendships
  - Some students described as becoming leaders or more engaged in learning.
- **Effective communication tool (ClassDojo)**
  - Overwhelmingly identified as the most effective communication method.
  - Parents appreciate real-time updates and accessibility.

- Support services making a difference
    - Positive feedback on:
        - Speech therapy
        - Academic interventions
        - IEP-related support (in some cases)
- Positive school experiences and activities
    - Events (e.g., Fall Fest), rewards, and enrichment opportunities contribute to student enjoyment.
    - Extracurriculars and recognition programs boost engagement.

Home/School Communication and Safety Spring Parent Survey Results (Given at the site level):

The school communicates important information in a timely manner - 90% agree

I feel well informed about my child's progress - 85%

I feel comfortable reaching out to my child's teacher or school staff with questions or concerns - 85%

Communication from the school is clear and easy to understand - 90%

I receive updates through communication methods that work well for me - 90%

I feel that my student is safe at school - 90%

The school provides a secure and well supervised environment - 90%

The school effectively addresses unsafe behavior - 80%

I feel confident in the school's emergency procedures - 84%

The school communicates clearly with families about safety issues when they arise - 85%

Parent Climate Survey Data

Areas of Strength

- **Communication with Families (90%)**
    - Families report strong communication about student learning, behavior, and access to teachers.
    - Teacher availability to discuss student needs received one of the highest favorable ratings (95%).
    - Overall communication improved **7 percentage points** from the previous survey.
- **Quality Education (88%)**
    - Parents believe students receive grade-level instruction and high expectations.
    - Families feel teachers provide needed academic support and are available when students need extra help.
    - This area increased **8 percentage points** from last year.
- **Supportive School Environment (87%)**
    - Families feel welcomed by staff.
    - Parents report strong collaboration with teachers to support student goals.
    - The school actively seeks parent input, and confidence in school leadership remains high.
    - Overall improvement of **6 percentage points**.
- **Family Confidence (80%)**
    - Parents feel confident supporting learning at home, making educational decisions, and motivating their children.
    - Family efficacy exceeded district and elementary averages.
- **Student Learning Behaviors (70%)**
    - Although still an area for continued growth, parents reported improvements in motivation, persistence, independence, and learning from feedback.
    - This category increased **6 percentage points**, outperforming district and elementary averages.

Areas for Growth

Absenteeism Data:

Grade Level Breakdown (1, 4, and CLS have percentages that are higher than the entire population average)

· Kinder: 3 students out 43 (6.97%, including student who w/drew after 136 days)

· Grade 1: 3 students out of 27 (11.11%, including a student who w/drew after 165 days)

· Grade 2: 3 students out of 45 (6.6%)

· Grade 3: 2 students out of 44 (4.54%)

· Grade 4: 5 students out of 55 (9.09%)

· Grade 5: 3 students out of 40 (7.5%)

· CLS: 4 students out of 21 (19.04% missed, including 2 students who attended Moss less than 50 days)

Number of Students on the attendance list who are Tier 1 academically (either at or above in both math and reading): 14 students

Number of Students on the attendance list with IEPs: 7 students (3% of the attendance list). Of these students,

· 4 are students in CLS. CLS is still the subgroup that has the most concerning attendance data, but they have shown great improvement with only 4 students meeting the definition of chronic absenteeism and two of those students did not attend Moss for more than 50 days, so we have not had time to work with those families.

· 1 student was in social resource, and the absences were a parent choice while waiting for new program placement at another school.

· 2 students on a resource caseload

Number of Students on the attendance list in MTSS for academics or notified RBG3/below 40% on MAPs/IREADY: 2 students

Student Climate Survey Data:

Key Areas for Focus:

Self-Management of Emotions 46%

- Lowest area overall
- 62% of students report difficulty pushing through frustration
- Indicates low perseverance and emotional regulation

Responsible Decision Making 59%

- Below both school and district averages
- Nearly half of students struggle to think before acting

Self Management of Goals 54%

- Declined slightly
- Students struggle with:
    - Finishing difficult tasks
    - Setting goals

Family Climate Survey Results

- **Relationships and Respect (86%)**
  While overall positive, this was one of the few domains that declined slightly.
    - Families expressed concerns about:
        - Consistency of behavior expectations across students (74% favorable)
        - Fair treatment of all students regardless of race, culture, or family background (86%)

        - Maintaining trusted relationships with staff
    - Overall score decreased **3 percentage points** from last year.
- **School Fit (69%)**
  This remains the lowest overall category despite showing the largest improvement (+9).
  Families identified opportunities to improve:
    - Students' comfort asking adults for help (58% favorable)
    - Activities that match student interests (62%)
    - School discipline meeting students' needs (62%)
    - Strengthening students' sense of belonging
    - Ensuring every student feels the school is a good fit.
- **Physical Safety (88%)**
  While still rated positively, perceptions remain below district and elementary averages.
  Some families expressed concerns about safety inside the building and on school grounds.
- **Family Engagement**
  Survey responses suggest opportunities to:
    - Provide earlier communication about school events.
    - Offer more events after work hours.
    - Increase the quality and relevance of family events.
    - Help families feel even more welcomed and personally invited to participate.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Our EL student population had a Chronic Absenteeism rate of approximately 9.5%. Some possible challenges that could have impacted attendance: 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	Among of our students qualifying for free and Reduced Lunch represented one of the most impacted groups. 67% of our students who were Chronically Absent were in the Free and Reduced Lunch category. Some possible challenges: economic instability and access to	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

	transportation.	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	Critical Root Cause
1 ★	Chronic Absenteeism is 7.27% and Severe Chronic Absenteeism is .36% for a total of 7.64%.	Some of the primary root causes may be: inconsistent attendance habits, limited family awareness of the cumulative impact of absences, or transportation and scheduling barriers.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Some of our students are not meeting Typical Growth Targets in the areas of Reading and Math. Percentage of Students Meeting Typical Growth in Math: Kinder: 88% Typical Growth Median: 143% First: 71% Typical Growth Median: 134% Second: 60% Typical Growth Median: 123% Third: 59% Typical Growth Median: 108% Fourth: 69% Typical Growth Median: 113% Fifth: 80% Typical Growth Median: 159% Percentage of Students Meeting Typical Growth in Reading: Kinder: 81% Typical Growth Median 149% First: 68% Typical Growth Median 148% Second: 67% Typical Growth Median 131% Third: 80% Typical Growth Median 171% Fourth: 53% Typical Growth Median 100% Fifth: 50% Typical Growth Median: 105%	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. When students miss school, this negatively impacts their ability to meet the targeted minutes between 30-45 minutes.
2 ★	Two years of professional learning has increased awareness of the importance of teacher clarity and the impact on student learning and engagement. The implementation continues to have areas for growth with a goal for sustained instructional practice and ensuring the components of clarity are part of the school's culture. Classroom observations show areas for continued growth in the area of formative assessment, student discourse, questioning and metacognition strategies. Sustained professional learning focused on teacher clarity is necessary to build collective efficacy, refine instructional practice, and ensure long-term improvement in teaching and learning.	The limited time for Professional Learning directly impacts the implementation of the four components of Teacher Clarity Inconsistent implementation of teacher clarity is largely due to limited collaborative planning time and a lack of structured onboarding for new staff, resulting in uneven understanding and implementation of the components of Teacher Clarity.
3 ★	Chronic Absenteeism is 7.27% and Severe Chronic Absenteeism is .36% for a total of 7.64%.	Some of the primary root causes may be: inconsistent attendance habits, limited family awareness of the cumulative impact of absences, or transportation and scheduling barriers.
4 ★	The high expectations, pursuit of excellence, inconsistent or lack of communication impacts the level of stress for staff.	Communication around setting professional boundaries of being available all of the time for work and lack of time to complete professional tasks and activities.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **Criterion-Referenced Test in Mathematics**
- [x] **Criterion-Referenced Test in Science**
- [x] **End-of-Unit Assessments**
- [x] **Local benchmark, common assessments, diagnostic assessments, or interim assessments data**
- [x] **MAP Growth Assessment**
- [x] **Nevada State Performance Framework (NSPF)**
- [x] **Smarter Balanced (SBAC)**
- [x] **WIDA ACCESS for ELLs**

Adult Learning Culture

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

Connectedness

- [x] **Attendance**
- [x] **Community surveys and/or other feedback**

- [x] **Demographic data**
- [x] **PBIS/MTSS data**
- [x] **School safety data**
- [x] **Other**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

By May 2027 , 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.

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

I Ready

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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 2026-2027	

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: Student Success 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Some of our students are not meeting Typical Growth Targets in the areas of Reading and Math. Percentage of Students Meeting Typical Growth in Math: Kinder: 88% Typical Growth Median: 143% First: 71% Typical Growth Median: 134% Second: 60% Typical Growth Median: 123% Third: 59% Typical Growth Median: 108% Fourth: 69% Typical Growth Median: 113% Fifth: 80% Typical Growth Median: 159% Percentage of Students Meeting Typical Growth in Reading: Kinder: 81% Typical Growth Median 149% First: 68% Typical Growth Median 148% Second: 67% Typical Growth Median 131% Third: 80% Typical Growth Median 171% Fourth: 53% Typical Growth Median 100% Fifth: 50% Typical Growth Median: 105%	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. When students miss school, this negatively impacts their ability to meet the targeted minutes between 30-45 minutes.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

By May 2027, all teachers will demonstrate the components of a Clarity Aligned Lesson that are standards aligned with evidence of academic Rigor (Learning Goals, Success Criteria, Tasks/Activities, Questions, Discussion, Feedback and Assessment) for all lessons in 85% of documented informal and formal observations, as verified with the evaluation rubrics.

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

Professional Learning Communities

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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	✓

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: Adult Learning Culture 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Two years of professional learning has increased awareness of the importance of teacher clarity and the impact on student learning and engagement. The implementation continues to have areas for growth with a goal for sustained instructional practice and ensuring the components of clarity are part of the school's culture. Classroom observations show areas for continued growth in the area of formative assessment, student discourse, questioning and metacognition strategies. Sustained professional learning focused on teacher clarity is necessary to build collective efficacy, refine instructional practice, and ensure long-term improvement in teaching and learning.	The limited time for Professional Learning directly impacts the implementation of the four components of Teacher Clarity Inconsistent implementation of teacher clarity is largely due to limited collaborative planning time and a lack of structured onboarding for new staff, resulting in uneven understanding and implementation of the components of Teacher Clarity.

SMART Goal 2

By May 2027, 100% of K-5 teachers will implement explicit and systematic literacy instruction aligned to the Science of Reading with fidelity, including decoding routines, fluency practice, vocabulary/morphology instruction, and comprehension strategies, as measured by learning walk data and instructional rubrics.

Formative Measures: Walkthrough and observation data focused on instructional practices
Student achievement data - IREADY, Literacy Tasks, Weekly Common Assessments
Phonological Awareness Screening Test

Improvement Strategy 1

Collaborative Professional Learning Communities: Facilitate grade level PLC meetings to analyze student data and plan explicit, systematic literacy instruction.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Monitor fidelity of Implementation- monthly classroom walkthroughs Use data to drive instruction - analyzing IReady, weekly common assessments, unit assessments, PAST assessment Provide targeted instruction based on students' needs through assessment data	Classroom Teachers Principal Dean of Students	August 2026- May 2027	✓

Position Responsible: Colbee Riordan - Principal

Resources Needed: None

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Adult Learning Culture 1, 2

Status Checks

November **February** **May**

SMART Goal 2 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Two years of professional learning has increased awareness of the importance of teacher clarity and the impact on student learning and engagement. The implementation continues to have areas for growth with a goal for sustained instructional practice and ensuring the components of clarity are part of the school's culture. Classroom observations show areas for continued growth in the area of formative assessment, student discourse, questioning and metacognition strategies. Sustained professional learning focused on teacher clarity is necessary to build collective efficacy, refine instructional practice, and ensure long-term improvement in teaching and learning.	The limited time for Professional Learning directly impacts the implementation of the four components of Teacher Clarity Inconsistent implementation of teacher clarity is largely due to limited collaborative planning time and a lack of structured onboarding for new staff, resulting in uneven understanding and implementation of the components of Teacher Clarity.

2	The high expectations, pursuit of excellence, inconsistent or lack of communication impacts the level of stress for staff.	Communication around setting professional boundaries of being available all of the time for work and lack of time to complete professional tasks and activities.

SMART Goal 3

By June 2027, school leadership will implement and consistently communicate clear expectations for work-related communication, response times, and professional boundaries, while providing dedicated time for staff to complete professional responsibilities. Success will be measured by an 80% positive staff survey response rate indicating that communication expectations are clear, professional boundaries are respected, and sufficient time is provided to complete required tasks.

Formative Measures: Staff Climate and Safety Survey
Quarterly Staff Check In - QR Code

Improvement Strategy 1

Communication clear communication expectations to increase transparency and consistency.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Develop and share schoolwide communication norms Review expectations with staff Maintain communication for school events, deadlines and expectations Provide updates and reminders for prioritizing essential information	Principal	August 2026-May 2027	✓

Position Responsible: Colbee Riordan - Principal

Resources Needed: None

Evidence Level

Level 3: Promising:

Problem Statements: Adult Learning Culture 1

Status Checks

November **February** **May**

SMART Goal 3 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Two years of professional learning has increased awareness of the importance of teacher clarity and the impact on student learning and engagement. The implementation continues to have areas for growth with a goal for sustained instructional practice and ensuring the components of clarity are part of the school's culture. Classroom observations show areas for continued growth in the area of formative assessment, student discourse, questioning and metacognition strategies. Sustained professional learning focused on teacher clarity is necessary to build collective efficacy, refine instructional practice, and ensure long-term improvement in teaching and learning.	The limited time for Professional Learning directly impacts the implementation of the four components of Teacher Clarity Inconsistent implementation of teacher clarity is largely due to limited collaborative planning time and a lack of structured onboarding for new staff, resulting in uneven understanding and implementation of the components of Teacher Clarity.

Inquiry Area 3

Connectedness

SMART Goal 1

By June 2027, Marvin Moss will maintain a combined chronic absenteeism and severe chronic absenteeism rate below 10% as measured by monthly attendance monitoring and state attendance reporting.

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

PBIS and MTSS

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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	✓

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: Connectedness 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Chronic Absenteeism is 7.27% and Severe Chronic Absenteeism is .36% for a total of 7.64%.	Some of the primary root causes may be: inconsistent attendance habits, limited family awareness of the cumulative impact of absences, or transportation and scheduling barriers.

Teams

Teams

Campus Leadership Team

Meeting Logs

Date	Location	Sign In Sheet	Notes
June 9, 2026 @ 1:00 PM	Library	Staff Sign In 6.10.pdf	Staff Input Documents.pdf

Members

First Name	Last Name	Position	Committee Role
Kit	Jensen	Counselor	Counselor
Katina	Marble	Parent	Parent Representative
Jen	Eyre	Fourth Grade Teacher	4/5 Representative
Rachael	Maloy	First Grade Teacher	K/1 Representative
Stephanie	Nightingale	CLS Teacher	Sped Representative
Paige	Bray	ESP	ESP Representative
Andrelyn	Warren	Dean of Students	Dean of Students
Colbee	Riordan	Principal	Leader

Community Outreach Activities

Activity	Date	Lesson Learned
Back to School Social	August 6, 2026	This was a successful event. Parents were able to access community resources, meet the teacher, and gather information about the upcoming school year.
Fall Festival	October 16, 2026	
PTO meetings	Monthly beginning in August 2026 - May 2027	
Math A Palooza	November 10, 2026	
Friendship and Family Dance	February 5, 2027	
Earth Day Make and Take Event	March 12, 2027	
Family STEM Night	May 11, 2027	