Washoe County School District



Marvin Moss Elementary School

2026-2027 Status Checks

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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

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

In progress

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

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

In progress

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.

Position Responsible: Colbee Riordan - Principal

Resources Needed: None

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Adult Learning Culture 1, 2

Status Checks

In progress

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.

Position Responsible: Colbee Riordan - Principal

Resources Needed: None

Evidence Level

Level 3: Promising:

Problem Statements: Adult Learning Culture 1

Status Checks

In progress

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

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

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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.