# Washoe County School District

# Caughlin Ranch Elementary School

## 2026-2027 Status Checks

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# 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 End of the Year diagnostic.

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

## Improvement Strategy 1

iReady

**Position Responsible:** Teachers Dean Administration

**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 | Results from the 2025-2026 school year showed that the overall ELA percent of students performing at a level 3 or 4 increased from 85% to 87%. Math scores showed the percent of students performing at a level 3 or 4 remained at 83% even with a new curriculum. In ELA, students identified as the Catch Up are students not yet at or above grade level but are growing enough to reach meeting standards within three years, decreased from 76% to 58%. Students identified as Keep Up, students who were at or above grade level and are growing adequately to remain at meeting standards, increased from 76% to 82%. In Math, students identified as Catch Up decreased from 47% to 36%. Students identified as Keep Up increased from 73% to 74% | Students receiving tiered interventions, special education, Gifted and Talented, and related services do not complete their minutes on iReady. This impacts their ability to access their iReady pathway like their peers. Additionally, many students begin the school year already above grade level. There are limited resources and time to support these students. Students who are performing significantly above grade level, more than two years, are not receiving instruction that matches their pathway. |

# Inquiry Area 2

Adult Learning Culture

## SMART Goal 1

Classroom walk-throughs will indicate 100% of teachers consistently implement clear learning intentions, success criteria, and students will be able to identify why they are learning the material.

**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

## Improvement Strategy 1

PLCs

**Position Responsible:** Teachers  Administration

**Evidence Level**

**Level 2: Moderate:**
PLC

**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 | Learning intentions are not consistently used to support instruction and not all staff use clear, student-facing language. | During the 2025-2026 school year, staff worked on and learned about Learning Intentions and Success Criteria. There is still morning learning and professional development needed around clarity. |

# Inquiry Area 3

Connectedness

## SMART Goal 1

By June 2027, all staff will demonstrate clear understanding and consistent implementation of schoolwide behavior systems, including the direct teaching/re-teaching of expectations, use of consistent responses to behavior, and reinforcement of positive student behaviors across all settings.

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

## Improvement Strategy 1

Family Engagement/PBIS

**Position Responsible:** Administration Counselor Dean Teachers

**Evidence Level**

**Level 2: Moderate:**
PBIS

**Level 3: Promising:**
Family Engagement

**Problem Statements:** Connectedness 1

### Status Checks

In progress

| November | February | May |
|---|---|---|

## SMART Goal 1 Problem Statements Identifying Connectedness

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Systems and behavior implementation has been inconsistent. | Staff inconsistently implement and reinforce PBIS and SEL. There is a lack of time to implement SEL curriculum and directly teach the SEL standards so teachers embedded it as best as possible. |