25-26

Round Mountain

Schools

Knights

Round Mountain Elementary

23-24

24-25

- 1 Star
  - Pooled Proficiency 23.7
  - Growth - 46/39
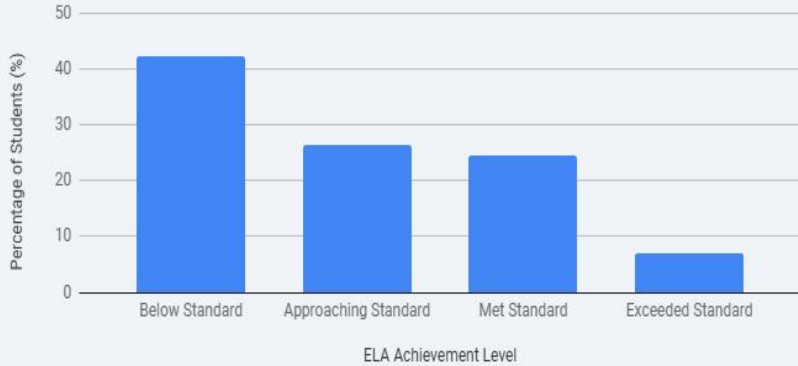 - Gap Closing - 9.3/24.2
  - Ch. Absent - 7.6

- 1 Star
  - Pooled Proficiency 23
  - Growth - 44/27.2
  - Gap Closing - 24/26
  - Ch. Absent - 14.1

Goal: Drive staff improvement by implementing regular cycles of administrative and peer observation of instruction

Strengths and Challenges RMES

ELA Achievement Level Distribution

Math Achievement Level Distribution

- 68% Below or Approaching in ELA
- 78% Below in Math

- 31% Met or Exceeds standards in ELA
- 21% Met or Exceeded in Math

Effective strategies and instruction is place for some.

Challenge - Extend strategies and instruction to all students.

Round Mountain Middle

23-24

- 3 Star
  - Pooled Proficiency 24.8
  - Growth - 59.5/65.5
  - Gap Closing - 18.4/22.2
  - Ch. Absent - <5

24-25

- 3 Star
  - Pooled Proficiency 23.6
  - Growth - 72/49
  - Gap Closing - 36.3/25
  - Ch. Absent - 6.7

Goal: Drive staff improvement by implementing regular cycles of administrative and peer observation of instruction
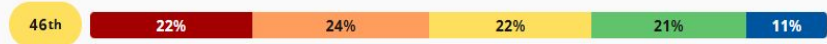
Strengths and Challenges RMMS

Growth Median and Distribution

| 78th | 17% | 7% | 7% | 28% | 41% |

Achievement Fall 2024-2025 Median and Distribution

| 35th | 26% | 39% | 22% | 9% | 4% |

Achievement Spring 2024-2025 Median and Distribution

| 46th | 22% | 24% | 22% | 21% | 11% |

- There is strong growth throughout the middle school in math
- ELA is struggling - growth is either weaker or non-existent

Growth Median and Distribution
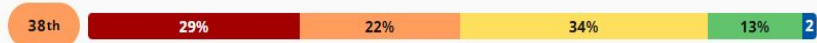
| 46th | 31% | 13% | 22% | 16% | 18% |

Achievement Fall 2024-2025 Median and Distribution

| 40th | 18% | 33% | 36% | 9% | 4% |

Achievement Spring 2024-2025 Median and Distribution

| 38th | 29% | 22% | 34% | 13% | 2 |

Challenge - Build ELA to address both shortcomings in ELA and Math

Round Mountain High

23-24

- 3 Star
  - Math Proficiency <4.7
  - ELA Proficiency - 14
  - Science Proficiency - 10
  - CCR
    - Participation - 62.5
    - Completion - 16.6
  - Ch. Absent - 7.5

Goal: Drive staff improvement by implementing regular cycles of administrative and peer observation of instruction

24-25

- 2 Star
  - Math Proficiency <4.7
  - ELA Proficiency - 9.0
  - Science Proficiency - 16.6
  - CCR
    - Participation - 25.0
    - Completion - 12.5
  - Ch. Absent - 19.1

Action Steps

- Implement regular observation cycles
- Implement Peer-to-Peer Observations (at least 1 for every teacher in 25-26)
- Follow district process for evaluation and observation (6341R)
- Make "Time In Class" a foundational school principle
- Improve Tier one instruction by leveraging peer expertise, district resources, and improving curriculum adherence and expertise.
- Use tracking, team-parent-student meetings, and incentives to improve attendance and reduce absenteeism.
- Cultivate school-community relationships
- Increase Subs and Teacher Pipeline

Progress

- Observation and feedback cycles are under weigh
  - New Teachers have completed their first Observation Cycle
- Peer to Peer observations have been introduced
- No Fly list and Hall Passes
- Homecoming notwithstanding, in-class announcements have been curtailed
- ELA is now committed to HMH Fidelity
- Attendance Data?
- Round up for Round Mountain, Booster Club, Kinross
- 3 new Substitutes, 1 New CTE Licensed Teacher, 3 ARL

Attendance

Thank You!