

Washoe County School District

Alice Smith Elementary School

2025-2026 School Improvement Plan

Classification: 2 Star School

Title I

Mission Statement

It is our mission at Alice Smith Elementary to ensure high levels of learning and growth for each student within a positive atmosphere.

Vision

To foster an inclusive and supportive learning environment where every student at Alice Smith experiences significant academic growth and personal development. We will promote a positive environment that all students feel safe and excited to come to school each day!

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/alice_smith_elementary/2025

Table of Contents

Comprehensive Needs Assessment 4

 Student Success 4

 Adult Learning Culture 6

 Connectedness 8

Priority Problem Statements 10

Comprehensive Needs Assessment Data Documentation 11

Inquiry Areas 12

 Inquiry Area 1: Student Success 12

 Inquiry Area 2: Adult Learning Culture 14

 Inquiry Area 3: Connectedness 16

Schoolwide and Targeted Assistance Title I Elements 17

 1.1: Comprehensive Needs Assessment 17

Community Outreach Activities 18

Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Teachers are utilizing and implementing district required curriculum.

Teachers believe having high standards for tier 1 will improve student learning.

All students are engaged in Tier 1 instruction for ELA and Math.

Student Success Areas for Growth

At Alice smith we continue to refine and support our practice with high expectations for all students. For the 2025-2026 school year we are consistently implementing research based curriculum, grade level common planning and data reflection to support all students. Each classroom has a structured block for English Language Arts, Math, and Science that include differentiated instruction.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Accessing curriculum	Additional push in support and data folders
Foster/Homeless	Transportation	Planning ahead with a plan for families to ensure attendance
Free and Reduced Lunch	Accessing school ready to learn	Breakfast in the classroom, SEL support/lessons
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Feeling connected	Individual reach outs, teacher/student supports
Students with IEPs	Accessing curriculum	Ensuring team support with goals and data folders

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): While Alice Smith Elementary demonstrated overall growth in both math and reading proficiency from the 2023-2024 to the 2024-2025 school year, end-of-year iReady diagnostic data indicates continued opportunity for improvement in achieving grade-level proficiency across all grade levels. In reading, the percentage of students meeting grade-level expectations declines progressively from kindergarten (76%) to fifth grade (31%). Similarly, math proficiency shows a downward trend, with 61% of kindergarteners at grade level compared to only 31% of fifth graders. These trends highlight a critical need to strengthen tiered instruction and targeted interventions, particularly in the upper grades, to ensure all students are on track for academic success.

Critical Root Cause: Level of rigorous instruction across all content areas in all classrooms. Common planning and data discussion. Students aren't consistently involved in goal setting towards proficiency. Students entering grade level with significant gaps.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Provided learning opportunities for staff (ex. teacher led PD, observations).

PLCs continue to grow and become tighter with collegiality and pacing.

Instructional day is planned through a school wide master schedule.

Adult Learning Culture Areas for Growth

At Alice Smith Elementary, we are committed to fostering a strong adult learning culture grounded in collaboration, data-driven practices, and continuous improvement. Teachers engage in weekly Professional Learning Community (PLC) meetings every Wednesday, dedicated to the analysis of student assessment data and instructional planning. Ongoing professional development is intentionally aligned to student performance trends and school-wide data to ensure that learning opportunities are relevant and impactful. Instructional time is structured through a cohesive school-wide master schedule that prioritizes consistency and alignment. Moving forward, we are focusing on enhancing teacher clarity, ensuring that educators clearly communicate the purpose (“why”) and content (“what”) of learning to students, along with explicit success criteria (“how” students will know they are successful). This focus is designed to deepen student understanding and ownership of learning while strengthening instructional coherence across the school.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Accommodated supports for tier 1	Additional push in support, data folders, and professional development
Foster/Homeless	Homework	Providing materials, reasonable expectation of familiar activities
Free and Reduced Lunch	Breakfast in the classroom	Opportunity to start breakfast early, writing while eating
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Planning for all	PLC to discuss supports that connect to all students
Students with IEPs	Ensuring accommodations for access	Co-teaching, collaboration, data folders

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Although Alice Smith Elementary has established a collaborative culture through weekly PLCs and data-driven professional development, there remains a need for greater coherence and consistency in Tier 1 instruction across grade levels. Not all staff have received uniform professional learning aligned to Tier 1 expectations, resulting in variability in instructional practices and student experiences. To ensure high-quality, equitable instruction for all students, it is essential that all educators engage in aligned professional learning that strengthens core instructional delivery, reinforces teacher clarity, and promotes shared understanding of academic goals and success criteria.

Critical Root Cause: All staff has received different training. Consistency of practices, curriculum across grade levels and school Learning walks with admin needs to continue to be calibrated so feedback is consistent and more often

Connectedness

Connectedness Areas of Strength

- Increased parent attendance letters for awareness of missed days.
- Increased attendance to parent events.
- Students believe their teachers believe in them.

Connectedness Areas for Growth

At Alice Smith we need to have a focus on the work in the area of reducing chronic absenteeism. Regular communication to family school connection should be an area of need as well as intervening early for students that are missing instruction.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Potential language barrier, background knowledge and understanding	Translation, more individual and small group support
Foster/Homeless	Communication	Individually connecting with families early and often in multiple formats
Free and Reduced Lunch	Accessing school ready to learn, resources	Individual writing journals while eating breakfast
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Feeling connected to staff	Home visits, restorative circles
Students with IEPs	Classroom supports	Ensuring collaboration with goals, accommodations, data folders, and connecting with parents more than at the annual meeting

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Although chronic absenteeism at Alice Smith Elementary decreased by 17% from the previous year, the current rate remains high at 16.43%. Continued efforts are needed to address the underlying causes of student absences and implement effective strategies to improve attendance and engagement school-wide.

Critical Root Cause: Difficult to provide access to services to families specifically with mental health resources. Transportation continues to be a concern. Student behaviors increased and are more challenging-interfering with learning outcomes. Social emotional learning strategies are lacking.

Priority Problem Statements

Problem Statement 1: While Alice Smith Elementary demonstrated overall growth in both math and reading proficiency from the 2023-2024 to the 2024-2025 school year, end-of-year iReady diagnostic data indicates continued opportunity for improvement in achieving grade-level proficiency across all grade levels. In reading, the percentage of students meeting grade-level expectations declines progressively from kindergarten (76%) to fifth grade (31%). Similarly, math proficiency shows a downward trend, with 61% of kindergarteners at grade level compared to only 31% of fifth graders. These trends highlight a critical need to strengthen tiered instruction and targeted interventions, particularly in the upper grades, to ensure all students are on track for academic success.

Critical Root Cause 1: Level of rigorous instruction across all content areas in all classrooms. Common planning and data discussion. Students aren't consistently involved in goal setting towards proficiency. Students entering grade level with significant gaps.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Although Alice Smith Elementary has established a collaborative culture through weekly PLCs and data-driven professional development, there remains a need for greater coherence and consistency in Tier 1 instruction across grade levels. Not all staff have received uniform professional learning aligned to Tier 1 expectations, resulting in variability in instructional practices and student experiences. To ensure high-quality, equitable instruction for all students, it is essential that all educators engage in aligned professional learning that strengthens core instructional delivery, reinforces teacher clarity, and promotes shared understanding of academic goals and success criteria.

Critical Root Cause 2: All staff has received different training. Consistency of practices, curriculum across grade levels and school Learning walks with admin needs to continue to be calibrated so feedback is consistent and more often

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Although chronic absenteeism at Alice Smith Elementary decreased by 17% from the previous year, the current rate remains high at 16.43%. Continued efforts are needed to address the underlying causes of student absences and implement effective strategies to improve attendance and engagement school-wide.

Critical Root Cause 3: Difficult to provide access to services to families specifically with mental health resources. Transportation continues to be a concern. Student behaviors increased and are more challenging-interfering with learning outcomes. Social emotional learning strategies are lacking.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Curriculum Based Measures
- End-of-Unit Assessments
- MyPath
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice

Adult Learning Culture

- Lesson Plans
- Master schedule
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- School leadership data

Connectedness

- Attendance
- Behavior
- Enrollment
- Home Visits
- Social Emotional Learning Data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Ninety percent of students in grades K-5 will meet their typical growth target in reading on the third iReady Diagnostic. 60% of students who are two or more grade levels below on the first reading diagnostic will meet their stretch growth target on the third diagnostic.

Aligns with District Goal

Formative Measures: iReady

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: iReady				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	School rewards for meeting goals Students self progress monitoring Prioritize minutes and classroom environment for iReady MyPath minutes.	Teachers and administrators	End of 25-26SY			
Position Responsible: None						
Evidence Level						
Level 3: Promising: i-Ready						
Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: While Alice Smith Elementary demonstrated overall growth in both math and reading proficiency from the 2023-2024 to the 2024-2025 school year, end-of-year iReady diagnostic data indicates continued opportunity for improvement in achieving grade-level proficiency across all grade levels. In reading, the percentage of students meeting grade-level expectations declines progressively from kindergarten (76%) to fifth grade (31%). Similarly, math proficiency shows a downward trend, with 61% of kindergarteners at grade level compared to only 31% of fifth graders. These trends highlight a critical need to strengthen tiered instruction and targeted interventions, particularly in the upper grades, to ensure all students are on track for academic success. Critical Root Cause: Level of rigorous instruction across all content areas in all classrooms. Common planning and data discussion. Students aren't consistently involved in goal setting towards proficiency. Students entering grade level with significant gaps.

Inquiry Area 1: Student Success

SMART Goal 2: Ninety percent of students in grades K-5 will meet their typical growth target in math on the third iReady Diagnostic. 60% of students who are two or more grade levels below on the first math diagnostic will meet their stretch growth target on the third diagnostic.

Aligns with District Goal

Formative Measures: iReady

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: iReady <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>School rewards for meeting goals Students self progress monitoring Prioritize minutes and classroom environment for iReady MyPath minutes.</td><td>Admin and Leadership Team</td><td>End of 25-26SY</td></tr></table> Position Responsible: Admin and Leadership Team Evidence Level Level 3: Promising: i-Ready Problem Statements/Critical Root Cause: Student Success 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	School rewards for meeting goals Students self progress monitoring Prioritize minutes and classroom environment for iReady MyPath minutes.	Admin and Leadership Team	End of 25-26SY	Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	School rewards for meeting goals Students self progress monitoring Prioritize minutes and classroom environment for iReady MyPath minutes.	Admin and Leadership Team	End of 25-26SY							
				Nov	Feb	May								
No review	No review	No review												

SMART Goal 2 Problem Statements:

Student Success
Problem Statement 1: While Alice Smith Elementary demonstrated overall growth in both math and reading proficiency from the 2023-2024 to the 2024-2025 school year, end-of-year iReady diagnostic data indicates continued opportunity for improvement in achieving grade-level proficiency across all grade levels. In reading, the percentage of students meeting grade-level expectations declines progressively from kindergarten (76%) to fifth grade (31%). Similarly, math proficiency shows a downward trend, with 61% of kindergarteners at grade level compared to only 31% of fifth graders. These trends highlight a critical need to strengthen tiered instruction and targeted interventions, particularly in the upper grades, to ensure all students are on track for academic success. Critical Root Cause: Level of rigorous instruction across all content areas in all classrooms. Common planning and data discussion. Students aren't consistently involved in goal setting towards proficiency. Students entering grade level with significant gaps.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: 100% of certified staff will actively participate in ongoing professional learning focusing on tier 1 instruction planning and data analysis.

Aligns with District Goal

Formative Measures: PD agendas, Teacher Clarity focus walk through forms, protocol and plan for teacher data analysis

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLC's				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Tier 1 differentiated instruction Vocabulary for all/Elevation strategies Observe other teachers during the instructional day Calibrated learning walks Teacher led professional development iReady training	Admin	End of 25-26SY			
Position Responsible: Admin						
Evidence Level						
Level 2: Moderate: PLC						
Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: While Alice Smith Elementary demonstrated overall growth in both math and reading proficiency from the 2023-2024 to the 2024-2025 school year, end-of-year iReady diagnostic data indicates continued opportunity for improvement in achieving grade-level proficiency across all grade levels. In reading, the percentage of students meeting grade-level expectations declines progressively from kindergarten (76%) to fifth grade (31%). Similarly, math proficiency shows a downward trend, with 61% of kindergarteners at grade level compared to only 31% of fifth graders. These trends highlight a critical need to strengthen tiered instruction and targeted interventions, particularly in the upper grades, to ensure all students are on track for academic success. Critical Root Cause: Level of rigorous instruction across all content areas in all classrooms. Common planning and data discussion. Students aren't consistently involved in goal setting towards proficiency. Students entering grade level with significant gaps.

Adult Learning Culture

Problem Statement 1: Although Alice Smith Elementary has established a collaborative culture through weekly PLCs and data-driven professional development, there remains a need for greater coherence and consistency in Tier 1 instruction across grade levels. Not all staff have received uniform professional learning aligned to Tier 1 expectations, resulting in variability in instructional practices and student experiences. To ensure high-quality, equitable instruction for all students, it is essential that all educators engage in aligned professional learning that strengthens core instructional delivery, reinforces teacher clarity, and promotes shared understanding of academic goals and success criteria. **Critical Root Cause:** All staff has received different training. Consistency of practices, curriculum across grade levels and school Learning walks with admin needs to continue to be calibrated so feedback is consistent and more often

Inquiry Area 3: Connectedness

SMART Goal 1: The percentage of students identified as chronically absent in the 25-26 school year will decrease from 16% to 10% when compared to the 24-25 school year.

Aligns with District Goal

Formative Measures: contracts/agreements, attendance reports, attendance review data, outreach communication, attendance process/protocols, home visit data, meetings with district departments

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Teacher Home Visits				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	Stallions poster to track 100% class attendance in each class with student voted reward Incentive Friday attendance Increased engagement with organized activities at recess Regularly address and intervene for absenteeism	Admin and Home Visit Coordinator	End of 25-26SY	No review	No review	No review
Position Responsible: Admin and Home Visit Coordinator						
Evidence Level Level 1: Strong: Parent/Teacher Home Visits						
Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Although chronic absenteeism at Alice Smith Elementary decreased by 17% from the previous year, the current rate remains high at 16.43%. Continued efforts are needed to address the underlying causes of student absences and implement effective strategies to improve attendance and engagement school-wide. Critical Root Cause: Difficult to provide access to services to families specifically with mental health resources. Transportation continues to be a concern. Student behaviors increased and are more challenging-interfering with learning outcomes. Social emotional learning strategies are lacking.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

For all Title 1 Essentials, please see addendum.

Community Outreach Activities

Activity	Date	Lesson Learned
Back to School Social	August 7, 2025	Parents were involved and knew what to expect to start the year. Positive feedback from families
Fall Festival	October 28, 2025	
Donuts and Data with Dad	February	
Muffins and Data with Moms	May	
STEAM Night	September 16, 2025	Families were able to participate in a math night where they learned games and they were able to take the materials for games home.