

Washoe County School District

Lois Allen Elementary School

2025-2026 School Improvement Plan

Classification: 1 Star School

Title I, CSI

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 http://nevadareportcard.nv.gov/DI/nv/washoe/lois_allen_elementary/2025/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

K-5, students are showing proficiency and growth in both reading and math based on iReady diagnostic assessment results. 22% of students met their annual Stretch Growth for Math and 27% of students met their annual Stretch Growth for ELA. For K-5 students, on iReady "MyPath" lessons, 89% of lessons were passed in Math and 79% of lessons were passed in ELA.

Based on the WIDA/Access test, 52% of students made adequate growth percentile.

Student Success Areas for Growth

Based on iReady Data students K-5 are demonstrating growth in both ELA and Math. School-wide, 57% of students demonstrated typical growth in ELA and 50% in Math. Stretch growth in ELA was 27% and Math was 22%. 58% of K-5 students had improved placement in Math and 63% had improved placement in ELA.

Based on the WIDA/Access test, 52% of students made adequate growth percentile.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Attendance	Weekly check-in groups with the PIA, AP, and Counselor; parent meetings, including an interpreter, to determine needed supports; assistance from Attendance Officer to get students to school
Foster/Homeless	Attendance	Weekly check-in groups with the PIA, AP, and Counselor; parent meetings to determine needed supports; assistance from Attendance Officer to get students to school
Free and Reduced Lunch	N/A	

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	Maintaining staff employment	Continue to interview, hire qualified candidates, provide onboarding by a mentor, and provide support from SpEd SEF

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): During the 2024-25 school year, only 16% of students met stretch growth in ELA, and 21% met stretch growth in Math on the end of year i-Ready diagnostic.

Critical Root Cause: As a school, only 38% of the students met minimum minute requirements (30 plus minutes per week) in ELA and 40% in Math.

Adult Learning Culture

Adult Learning Culture Areas of Strength

The 2024-2025 Staff Climate survey demonstrated an increase from 83% to 87% in PLC implementation from the previous school year. On the climate survey, 97% of staff indicated that they have between 30 minutes and 2 hours of collaborative time to plan. 92% of staff is meeting weekly with their collaborative teams, and 77% claimed that an instructional leader was involved in PLCs most or all of the time.

Adult Learning Culture Areas for Growth

As a staff, 88% reported there are clear expectations for PLC focus. 83% also reported teams regularly share lessons and strategies. 84% of the staff surveyed responded that collaborative teams take a collective responsibility for student learning, and 72% of staff reported they have sufficient time in the schedule to meet.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Embedding language learning best practices into instruction	Monthly professional learning for the whole staff on ELA EL strategies; walkthroughs after the PL to document evidence of use of the presented EL ELA strategy; and discussion of strategies during PLCs, at which an EL Teacher or Facilitator is present
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	Time to meet with grade-level teachers and as a SpEd team	Revision of the Master Schedule to include PLCs within the school day, so that all teachers can attend; monthly SpEd teacher meetings to align as a team

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Teacher teams need time and opportunity with admin and coaches for collaborative planning to define clear learning intentions.

Critical Root Cause: Lack of time in master schedule for teacher teams to meet with instructional leaders during the school day and lack of structure/plan for PLC meetings.

Connectedness

Connectedness Areas of Strength

The number of students who are chronically absent school-wide was 20% during the 2024-2025 school year. The African American sub-population dropped from 21% to 8% and the IEP sub-population dropped from 26% to 15% for students with attendance less than 90%.

Connectedness Areas for Growth

Chronic absenteeism increased from 19% to 20% school-wide for the 2024-2025 school year. The kindergarten sub-population continues to show elevated rates of chronically absent students, increasing from 27% to 33% of students with attendance <90%. Most sub-populations maintained similar levels of chronic absenteeism compared to the previous school year.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Bilingual staff with the time to contact and meet with parents	Hiring a Prevention Intervention/Attendance assistant; weekly check-in groups with the PIA; parent meetings to determine needed supports; assistance from our bilingual Attendance Officer to get students to school and meet with parents
Foster/Homeless	People and time for transportation	Assistance from our bilingual Attendance Officer to get student to school and meet with parents; weekly check-in groups with the Counselor and AP; parent contact to determine needs
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): 19% of students in Kinder through 5th grade were chronically absent.

Critical Root Cause: Inconsistent and uneven engagement strategies used throughout the school.

Problem Statement 2 (Prioritized): Discipline data show that some WCSD schools are using exclusionary discipline practices (such as suspensions) at higher rates than others, particularly for specific student groups. This pattern limits learning time for affected students and may reflect inconsistencies in how behavior expectations and interventions are applied across schools.

Critical Root Cause: Limited access to or implementation of tiered behavior supports. Insufficient systems for monitoring and analyzing discipline data to identify and address trends early.

Priority Problem Statements

Problem Statement 1: During the 2024-25 school year, only 16% of students met stretch growth in ELA, and 21% met stretch growth in Math on the end of year i-Ready diagnostic.

Critical Root Cause 1: As a school, only 38% of the students met minimum minute requirements (30 plus minutes per week) in ELA and 40% in Math.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Teacher teams need time and opportunity with admin and coaches for collaborative planning to define clear learning intentions.

Critical Root Cause 2: Lack of time in master schedule for teacher teams to meet with instructional leaders during the school day and lack of structure/plan for PLC meetings.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: 19% of students in Kinder through 5th grade were chronically absent.

Critical Root Cause 3: Inconsistent and uneven engagement strategies used throughout the school.

Problem Statement 3 Areas: Connectedness

Problem Statement 4: Discipline data show that some WCSD schools are using exclusionary discipline practices (such as suspensions) at higher rates than others, particularly for specific student groups. This pattern limits learning time for affected students and may reflect inconsistencies in how behavior expectations and interventions are applied across schools.

Critical Root Cause 4: Limited access to or implementation of tiered behavior supports. Insufficient systems for monitoring and analyzing discipline data to identify and address trends early.

Problem Statement 4 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
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- Multi-Tiered System of Supports (MTSS)
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs
- Other
 - i-Ready Diagnostic (reading and math)

Adult Learning Culture

- Coaching Logs
- Lesson Plans
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- Walk-through data

Connectedness

- Attendance
- PBIS/MTSS data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: One hundred percent of students in grades K-5 will meet their typical growth target in reading on the third iReady Diagnostic. 40% of students who are two or more grade levels below in the first reading iReady Diagnostic will meet their stretch growth target on the third Diagnostic.

One hundred percent of students in grades K-5 will meet their typical growth target in math on the third iReady Diagnostic. 40% of student who are two or more grade levels below on the first math iReady Diagnostic will meet their stretch growth target on the third Diagnostic.

Aligns with District Goal

Formative Measures: i-Ready Diagnostic Growth Report, i-Ready Student Goal Setting, master schedule, The Weekly (teacher newsletter)

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: i-Ready				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Conduct weekly reviews of student usage and lesson passage with the goal of students passing 3 or more reading and 3 or more math lessons each week. Develop master schedule with specific time allocated for students to complete iReady Personalized Path lessons. Students will utilize a lesson data tracker to monitor Personalized Path Lesson passage.	PLC Team, Principal, Assistant Principal, Classroom Teachers	SY 25-26			
Position Responsible: PLC Team, Principal, Assistant Principal, Classroom Teachers Resources Needed: PLC Notetaker/Agenda, Student Lesson Data Tracker Evidence Level Level 2: Moderate: i-Ready Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: During the 2024-25 school year, only 16% of students met stretch growth in ELA, and 21% met stretch growth in Math on the end of year i-Ready diagnostic. Critical Root Cause: As a school, only 38% of the students met minimum minute requirements (30 plus minutes per week) in ELA and 40% in Math.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Classroom walk-throughs will indicate at least 75% of teachers consistently implement the four components of Teacher Clarity (Clarity of organization, clarity of explanation, clarity of examples and guided practice, clarity of assessment of student learning)

Aligns with District Goal

Formative Measures: Master schedule, Teacher Clarity focus walk form, leadership meeting notes, PLC agenda

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: Master Schedule <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Create the master schedule with specific time allotted for weekly PLC meetings. A member of the administrative team or instructional coach will be present at all PLC meetings to lead the collaboration around Teacher Clarity. Develop a schedule for weekly meetings for instructional leadership to recap observations from PLC meetings and classroom walkthroughs to intervene and provide support in a timely manner.</td><td>Principal, Assistant Principal, Instructional Coach, English Language Facilitator</td><td>SY 25-26</td></tr></table> Position Responsible: Principal, Assistant Principal, Instructional Coach, English Language Facilitator Resources Needed: Master Schedule, PLC Notetaker/Agenda, Walkthrough Forms, Calendar Invites Evidence Level Level 2: Moderate: PLC's Problem Statements/Critical Root Cause: Adult Learning Culture 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Create the master schedule with specific time allotted for weekly PLC meetings. A member of the administrative team or instructional coach will be present at all PLC meetings to lead the collaboration around Teacher Clarity. Develop a schedule for weekly meetings for instructional leadership to recap observations from PLC meetings and classroom walkthroughs to intervene and provide support in a timely manner.	Principal, Assistant Principal, Instructional Coach, English Language Facilitator	SY 25-26	Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Create the master schedule with specific time allotted for weekly PLC meetings. A member of the administrative team or instructional coach will be present at all PLC meetings to lead the collaboration around Teacher Clarity. Develop a schedule for weekly meetings for instructional leadership to recap observations from PLC meetings and classroom walkthroughs to intervene and provide support in a timely manner.	Principal, Assistant Principal, Instructional Coach, English Language Facilitator	SY 25-26							
				Nov	Feb	May								
No review	No review	No review												

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Teacher teams need time and opportunity with admin and coaches for collaborative planning to define clear learning intentions. Critical Root Cause: Lack of time in master schedule for teacher teams to meet with instructional leaders during the school day and lack of structure/plan for PLC meetings.

Inquiry Area 3: Connectedness

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

Students identified as chronically absent in the prior school year will reduce their absentee rate by 5% by the end of the current school year.

Aligns with District Goal

Formative Measures: Contracts/agreements, attendance reports, attendance review data, outreach communication, process/protocols

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Monitoring Process and Plan for Supporting Students Early				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	Use historical attendance data to identify students who are at risk of chronic absenteeism. Conduct bi-weekly reviews of attendance data to identify students with 2-3 consecutive absences, with 10% or more days absent, with more than one unverified absence. Form attendance team to coordinate efforts to develop individualized attendance contracts/agreements with students identified through the bi-weekly attendance reviews. Develop a comprehensive outreach campaign to inform families about the importance of regular attendance and the potential consequences of chronic absenteeism. Utilize various communication channels such as email, newsletters, phone calls and social media platforms to reach out to parents. Establish process/protocol for teachers to communicate with attendance team regarding student absences.	Principal, Assistant Principal, Attendance Team, School Staff	SY 25-26	No review	No review	No review
Position Responsible: Principal, Assistant Principal, Attendance Team, School Staff						
Resources Needed: BIG Reports, IC Classroom Monitor, Attendance Team Agendas, Attendance Contracts, Scheduled Time to Make Calls						
Evidence Level Level 3: Promising: Family Engagement						
Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: 19% of students in Kinder through 5th grade were chronically absent. Critical Root Cause: Inconsistent and uneven engagement strategies used throughout the school.

Inquiry Area 3: Connectedness

SMART Goal 2: By August 2026, ensure 100% of staff can accurately articulate school MTSS procedures, including Tier 1 PBIS, SEL, and climate practices, as well as Tier 2 and Tier 3 interventions, responsibilities, and referral processes, as reflected on the SAS and AIR MTSS rubric. This will be achieved through inclusive professional development and equitable communication strategies that provide all staff with clear, accessible resources and opportunities for feedback.

100% of staff will receive an annual review of MTSS procedures and understand their role and available resources/referral procedures.

[?]85% of staff will report understanding of Tier 1, 2, and 3 supports on the PBIS SAS.

Staff surveys will show a 30% increase in confidence referring students to appropriate supports.

Aligns with District Goal

Formative Measures: AIR MTSS (Communication & Staff Knowledge)

PBIS SAS (Staff Awareness & Implementation)

BIG Data Warehouse & Big 5 Reporting Templates

TFI Walk-Through

Improvement Strategy 1 Details					Status Checks																						
Improvement Strategy 1: MTSS, PBIS, and SEL <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Before school begins, communicate schoolwide MTSS systems and structures outlining Tier 1, Tier 2, and Tier 3 supports.</td><td>Admin</td><td>By Aug 2026</td></tr><tr><td>2</td><td>Conduct quarterly data reviews for behavior and present to whole staff, including Big 5 data to drive PBIS boosters and professional learning.</td><td>Admin</td><td>Quarterly By Aug 2026</td></tr><tr><td>3</td><td>Align classroom behavior systems with schoolwide expectations through coaching and collaborative planning.</td><td>Admin</td><td>By Aug 2026</td></tr><tr><td>4</td><td>Use AIR MTSS communication indicators to assess and improve internal communication systems.</td><td>Admin</td><td>By Aug 2026</td></tr></table> Position Responsible: Admin Resources Needed: None Evidence Level Level 1: Strong: PBIS and SEL Level 2: Moderate: MTSS Problem Statements/Critical Root Cause: Connectedness 2					Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Before school begins, communicate schoolwide MTSS systems and structures outlining Tier 1, Tier 2, and Tier 3 supports.	Admin	By Aug 2026	2	Conduct quarterly data reviews for behavior and present to whole staff, including Big 5 data to drive PBIS boosters and professional learning.	Admin	Quarterly By Aug 2026	3	Align classroom behavior systems with schoolwide expectations through coaching and collaborative planning.	Admin	By Aug 2026	4	Use AIR MTSS communication indicators to assess and improve internal communication systems.	Admin	By Aug 2026	Status Check		
					Action #	Actions for Implementation	Person(s) Responsible	Timeline																			
					1	Before school begins, communicate schoolwide MTSS systems and structures outlining Tier 1, Tier 2, and Tier 3 supports.	Admin	By Aug 2026																			
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4	Use AIR MTSS communication indicators to assess and improve internal communication systems.	Admin	By Aug 2026																								
Nov	Feb	May																									
No Review	No review	No review																									

SMART Goal 2 Problem Statements:

Connectedness
Problem Statement 2: Discipline data show that some WCSD schools are using exclusionary discipline practices (such as suspensions) at higher rates than others, particularly for specific student groups. This pattern limits learning time for affected students and may reflect inconsistencies in how behavior expectations and interventions are applied across schools. Critical Root Cause: Limited access to or implementation of tiered behavior supports. Insufficient systems for monitoring and analyzing discipline data to identify and address trends early.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

FOR ALL TITLE I ELEMENTS, PLEASE SEE ATTACHED ADENDUM.

Community Outreach Activities

Activity	Date	Lesson Learned
"Pop" Back to School (popsicles and meet the teacher)	8/7/2025	Successful; about half the students were in attendance
Kinder and 1st Transition Event	8/7/2025	Very successful; math activity was pertinent and had great participation
Attendance Meetings with Families	Ongoing	
Back to School Night	9/2/2025	
Title I Parent and Family Engagement Presentation	9/2/2025, Multicultural Night	
Conference Week	10/24, 10/27-10/30	
Fall Festival	October	
Gingerbread House Building Night	December	
Math Game Night	February	
Multicultural Night	April	
ACCESS Ice Cream Celebration	5/22/25	