

Washoe County School District

Esther Bennett Elementary School

2025-2026 School Improvement Plan

Classification: 2 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/esther_bennett_elementary/2025/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Our data indicates that from the Fall Diagnostic to the Spring Diagnostic, our school achieved 26% stretch growth in Math and 35% stretch growth in ELA, with these students meeting their annual stretch growth targets. To build on this progress, our goal is to significantly enhance student stretch growth in both subjects, aiming for a 5% increase over the next academic year.

READING

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
Grade K	102%	52%	75%	24%	68%	71/71
Grade 1	104%	53%	70%	28%	71%	75/77
Grade 2	146%	76%	93%	46%	76%	84/84
Grade 3	142%	70%	79%	37%	76%	97/101
Grade 4	163%	69%	80%	40%	65%	88/90
Grade 5	160%	76%	74%	31%	67%	97/98

MATH

Grade ^ v	Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement ^ v	Students Assessed/Total
	Progress (Median) ^ v	% Met ^ v	Progress (Median) ^ v	% Met ^ v		
Grade K	97%	48%	79%	35%	54%	71/71
Grade 1	103%	52%	81%	29%	64%	75/77
Grade 2	118%	70%	79%	30%	62%	84/84
Grade 3	104%	57%	72%	21%	72%	97/101
Grade 4	117%	66%	68%	23%	78%	88/90
Grade 5	130%	66%	69%	22%	77%	96/98

Student Success Areas for Growth

The percentage of students in grades K-5 meeting or exceeding the iReady stretch growth target in reading on the 25-26 final Diagnostic will increase by 5% when compared to the 24-25 final Diagnostic.

The percentage of students in grades K-5 meeting or exceeding the iReady stretch growth target in math on the 25-26 final Diagnostic will increase by 5% when compared to the 24-25 final Diagnostic.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Balancing the supports we put in place for students to access ELA and math content.	Use data to recognize the supports that are necessary for our English Language Learners, so we are not over scaffold.

Student Group	Challenge	Solution
Foster/Homeless	N/A	N/A
Free and Reduced Lunch	N/A	N/A
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	N/A	N/A
Students with IEPs	Balancing the supports we put in place for students to access ELA and math content.	Use data and individual goals to recognize the supports that are necessary for our students with IEPs to access the ELA and math content.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Although our data shows growth in improved placement, 61% in both reading and math, we recognize the need for more effective strategies to reach our annual stretch growth goals.

Critical Root Cause: - Students not meeting required 30 - 49 minutes on their Learning Path in iReady per week - Students not meeting the 80% or higher passing rate on iReady lessons - Teachers not meeting with individual students to provide iReady lesson support

Adult Learning Culture

Adult Learning Culture Areas of Strength

The master schedule allocates 60 minutes per week for grade-level teachers to collaborate in PLCs. During these sessions, teachers use a structured note-taker based on the four PLC questions and Teacher Clarity to guide their discussions. This approach facilitates focused conversations on student data and instructional planning. Additionally, teachers exchange language strategies and analyze student performance data to enhance their teaching practices and support student success.

Adult Learning Culture Areas for Growth

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) as evidenced through student responses to what they are learning.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	N/A
Foster/Homeless	N/A	N/A
Free and Reduced Lunch	N/A	N/A
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	N/A	N/A
Students with IEPs	N/A	N/A

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): There is a lack of teacher clarity with academic expectations as related to academic standards.
Critical Root Cause: - Teachers not understanding the standards - Teachers not having high expectations for student learning - Mindset that all students can achieve higher levels of learning

Connectedness

Connectedness Areas of Strength

We have a strong system in place for weekly meetings between administration, counselor, social worker, and truancy officer to track student attendance. When necessary, we implement home visits or other individual incentives for chronically absent students. The goal this year is to move toward a schoolwide attendance system in order to be preventative and catch students before they become chronically absent. Our schoolwide incentive program is based on the HERO acronym (Here, Every day, Ready, and On time).

Connectedness Areas for Growth

We have always monitored and worked closely with students who were chronically absent. There was also a need to include our community and educating them on the importance of their child attending school. We have shared critical information on how chronic absenteeism impacts their learning now and future education.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	N/A
Foster/Homeless	N/A	N/A
Free and Reduced Lunch	N/A	N/A
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	N/A	N/A
Students with IEPs	N/A	N/A

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): 12.29% of our students were chronically absent.

Critical Root Cause: -Families taking vacations during the school year as opposed to taking time off during designated district breaks. -Families not prioritizing the importance of their child being at school.

Priority Problem Statements

Problem Statement 1: Although our data shows growth in improved placement, 61% in both reading and math, we recognize the need for more effective strategies to reach our annual stretch growth goals.

Critical Root Cause 1: - Students not meeting required 30 - 49 minutes on their Learning Path in iReady per week - Students not meeting the 80% or higher passing rate on iReady lessons - Teachers not meeting with individual students to provide iReady lesson support

Problem Statement 1 Areas: Student Success

Problem Statement 2: There is a lack of teacher clarity with academic expectations as related to academic standards.

Critical Root Cause 2: - Teachers not understanding the standards - Teachers not having high expectations for student learning - Mindset that all students can achieve higher levels of learning

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: 12.29% of our students were chronically absent.

Critical Root Cause 3: -Families taking vacations during the school year as opposed to taking time off during designated district breaks. -Families not prioritizing the importance of their child being at school.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- End-of-Unit Assessments
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs
- Other
 - i-Ready

Adult Learning Culture

- Lesson Plans
- Master schedule
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- Staff surveys and/or other feedback

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. 25% of students who are two or more grade levels below on the first reading iReady Diagnostic will meet their stretch growth target on the third Diagnostic.

Aligns with District Goal

Formative Measures: Data chats, testing schedule, percentage tested, student pledge, Diagnostic Growth Report, Weekly Personalized Instruction Summary

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	-Administration will conduct data chats with teachers after each Diagnostic Assessment. - Math and ELA teachers will conduct data chats with students after each Diagnostic Assessment and develop goal(s) for growth. -Continue incentive/reward system to recognize students meeting their growth target.	Administration, on site coaches, teachers	SY 2025-26			
Position Responsible: Administration, on site coaches, teachers 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: Although our data shows growth in improved placement, 61% in both reading and math, we recognize the need for more effective strategies to reach our annual stretch growth goals. Critical Root Cause: - Students not meeting required 30 - 49 minutes on their Learning Path in iReady per week - Students not meeting the 80% or higher passing rate on iReady lessons - Teachers not meeting with individual students to provide iReady lesson support

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: PLC agendas, lesson plans, formative assessment data

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Professional Learning Communities (PLCs) (Level 2 Moderate)				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	-Implement structured weekly PLC meetings with explicit agendas to discuss instructional practices, student data, and components of The Teacher Clarity Playbook. -Analyze and dissect grade level subject standards to determine appropriate rigor of instruction. -Within PLC meeting, teachers will collaborate to define clear learning intentions for daily lessons across all subject areas, aligned with curriculum standards and student needs. -Lesson plans will identify formative assessments that will be used to inform and adjust instruction.	PLC agendas, lesson plans, formative assessment data	SY 2025-26	No review	No review	No review
Position Responsible: PLC agendas, lesson plans, formative assessment data						
Evidence Level Level 2: Moderate: PLC						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: There is a lack of teacher clarity with academic expectations as related to academic standards. Critical Root Cause: - Teachers not understanding the standards - Teachers not having high expectations for student learning - Mindset that all students can achieve higher levels of learning

Inquiry Area 3: Connectedness

SMART Goal 1: The percentage of students identified as chronically absent in the 25-26 school year will decrease by 4% when compared to the 24-25 percent identified as chronically absent.

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: Family Engagement (Level 3 Promising)				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	-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. -Continue with 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. -Establish protocols/process for communicating with families regarding student absences in a timely manner.	Administrators, Counselor, Social Worker, Dean, Teachers	SY 2025-26			
Position Responsible: Administrators, Counselor, Social Worker, Dean, Teachers						
Evidence Level Level 3: Promising: Family Engagement						
Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: 12.29% of our students were chronically absent. Critical Root Cause: -Families taking vacations during the school year as opposed to taking time off during designated district breaks. -Families not prioritizing the importance of their child being at school.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

For all Title I Elements, please see attached addendum.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

The Leadership Team, which includes staff and parents, meet twice a year to review the plan and provide feedback for making revisions.

2.2: Regular monitoring and revision

We will meet with the Leadership Team to do quarterly checks for monitoring and providing next steps.

2.3: Available to parents and community in an understandable format and language

The plan is posted on our school website for all stake holders to view. We will also share the plan with parents at Back to School Night.

2.4: Opportunities for all children to meet State standards

Tutoring opportunities are provided to students needing additional learning opportunities. Two teacher assistants are funded to support with small group intervention.

2.5: Increased learning time and well-rounded education

Tutoring opportunities are provided to students needing additional learning opportunities. Two teacher assistants are funded to support with small group intervention.

3.1: Annually evaluate the schoolwide plan

We review school wide data throughout the year to monitor SPP progress.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

Our school counselor develops a yearly calendar of events for family engagement opportunities throughout the school year.

4.2: Offer flexible number of parent involvement meetings

Our school counselor develops a yearly calendar of events for family engagement opportunities throughout the school year.

Community Outreach Activities

Activity	Date	Lesson Learned
Harvest Festival	9/30/25	This is a large event for our community, with attendance from outside agencies that support our families with resources.
Parent Teacher Conferences	10/24, 10/27-10/30/2025	Great opportunity to share student data and provide additional resources that parents can use to support their child's academic growth at home.
Literacy Nights	1/20/26, 2/17/26, 4/28/26	
PBS Night	TBD	
MS and Kinder Transition Nights	TBD	