

Washoe County School District

Donner Springs Elementary School

2025-2026 School Improvement Plan

Classification: 1 Star School

Title I, CSI



Mission Statement

Donner Springs will work in partnership with the community and families to help all students strive to be socially responsible, lifelong learners, who reach their highest potential.

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 https://nevadareportcard.nv.gov/DI/nv/washoe/donner_springs_elementary/2025

Table of Contents

Comprehensive Needs Assessment 4

 Student Success 4

 Adult Learning Culture 7

 Connectedness 9

Priority Problem Statements 11

Comprehensive Needs Assessment Data Documentation 12

Inquiry Areas 13

 Inquiry Area 1: Student Success 13

 Inquiry Area 2: Adult Learning Culture 14

 Inquiry Area 3: Connectedness 15

Schoolwide and Targeted Assistance Title I Elements 16

 1.1: Comprehensive Needs Assessment 16

Community Outreach Activities 17

Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

ELA

Based on iReady MAP data:

High frequency words, phonics and vocab were areas of strength.

3rd grade grew from last years scores by 11%.

80% of kindergarten is on grade level.

iReady scores stayed consistent.

Median typical growth was 103%. 24% of students met their stretch growth.

From the beginning of the year to the end of year diagnostic, the percentage of students in the red (2 or more grade levels below) decreased by 13%, the amount of students in yellow (one grade level below) decreased by 15%, and the number of students in green (on or above grade level) increased by 28%.

Math

Strength schoolwide in Numbers and Operations & Algebra & Algebraic Thinking.

As a school we showed growth in the area of geometry.

Median typical growth was 91%. 21% of students met their stretch growth.

From the beginning of the year to the end of year diagnostic, the percentage of students in the red (2 or more grade levels below) decreased by 18%, the amount of students in yellow (one grade level below) decreased by 13%, and the number of students in green (on or above grade level) increased by 30%.

Student Success Areas for Growth

ELA

Based on iReady MAP data:

K-2nd - 20-29% of students are 2 or more grade levels below in phonics

3rd-5th - 29% of students are 2 or more grade levels below in comprehension of information text

Overall as a school we were below in vocabulary with 53% of students below grade level.

As a school, we had 51% of students below grade level in reading.

Math

60% of students school-wide were below level in the areas of Measurement and Data & Geometry.

As a school, we had 58% of students below grade level in math.

Students are missing basic fact comprehension.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	<i>Students learning English Language</i>	<i>Front load, vocabulary, GLAD Strategies integrated into Tier 1 instruction.</i>
Foster/Homeless	<i>Constant movement, constant new environments, building stable relationships</i>	<i>SEL instruction, friendship groups, guidance lessons 2x per month, check-in's if needed</i>
Free and Reduced Lunch	Basic needs not being met	Provide snacks, clothing, hygiene, etc.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Identifying Cultural Norms, Building stable relationships	<i>SEL instruction, friendship groups, check-in's if needed, review material during missed instructional time</i>

Student Group	Challenge	Solution
Students with IEPs	<i>Staff shortage, lack of curriculum supports</i>	<i>Front load, small group support, interventions, one on one instruction</i>

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Our proficiency in ELA based on iReady (K-5th) was 49% proficient.
Critical Root Cause: Teachers understanding the science of reading (application), learning how to use iReady to drive instruction, and vertical alignment for writing

Adult Learning Culture

Adult Learning Culture Areas of Strength

- School-wide T3 is 3.8%!
- As a school, the tiered triangle is balanced.
- PLC time to discuss students.
- 100% complete at mid-point and final.
- Interventionist to support students.
- All staff in grade level involved.

Adult Learning Culture Areas for Growth

- Tracking attendance during interventions (making sure students are getting 720 minutes before changing interventions).
- K-2nd tracking data with UFLI.
- No schoolwide writing samples for vertical alignment (think about 3x per year or quarterly).
- Providing data for MTSS meetings that matches the needs of the student (think about using core phonics, fluency passages, BM fluency check, comprehension 2nd-5th)

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Need more instructional time	Interventions, monitoring, collecting data, Collaborating with Grade level team, Co-planning with ELL teacher and/or ELL Facilitator
Foster/Homeless	Constant movement, constant new environments, building stable relationships	Interventions, monitoring, collecting data, Collaborating with Grade level team, Collaborating with Counselor

Student Group	Challenge	Solution
Free and Reduced Lunch	Basic needs not being met	Interventions, monitoring, collecting data, Collaborating with Grade level team, support from counselor, Front load, review material during missed instructional time
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Identifying Cultural Norms, Building stable relationships	Teachers providing a safe, inclusive environment that celebrates and recognizes diversity. Collaborates with Grade level team, support from counselor if needed
Students with IEPs	staff shortage, lack of curriculum supports and training	Teachers getting trainings as offered, Collaborating with Grade level teams

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Interventions align with progress monitoring and student movement through the Tier system, along with PLC alignment. Not having data to support Tier placement decisions.

Critical Root Cause: Students not consistently moving through the Tier system, progress monitoring and data collection not aligning/available for certain interventions, and PLC not vertically aligned.

Connectedness

Connectedness Areas of Strength

2nd & 4th Grade had the highest attendance rates (2nd - 15% chronic, 4th - 18% chronic).

Our chronic absenteeism data did not increase or decrease (stayed consistent).

1st grade - no students were severely chronic.

Students and teachers liked the lunchroom attendance tracker.

Check in/Check out daily with staff.

Specific planning of fun activities on low attendance days (brought them to school).

Year long calendar provided to parents at the beginning of the year.

After school clubs and activities promoted positive attendance (drama club, soccer, girls on the run).

Connectedness Areas for Growth

22% of students chronically absent. 4% of students severely chronic (20% or more).

Kindergarten 34% chronically absent

1st Grade - 26% chronically absent

2nd Grade - 15% chronically absent

3rd Grade - 23% chronically absent

4th Grade - 18% chronically absent

5th Grade - 22% chronically absent

Next steps:

Provide students specific roles (helper for other teachers or other staff).

Start the beginning of the year with attendance expectations (especially during kinder screenings and open house).

Donner Springs staff go and pick up students from home to bring them to school.

Monthly perfect attendance shout out per classroom in lunchroom.

Student DJ's in lunchroom (student picks a song to play at lunch) based on attendance.

Continue to build after school clubs and activities for students.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	<i>Not all students and families speak English</i>	<i>Scheduling interpreters for events, working with the EL dept. to provide interpretation in native language</i>
Foster/Homeless	<i>Transportation to and from events</i>	<i>Providing opportunities at school for engagement</i>
Free and Reduced Lunch	<i>Transportation to and from events</i>	<i>Providing opportunities at school for engagement</i>
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	<i>Extended absences due to cultural travel</i>	<i>Communicating with families to ensure they give school ample notice to provide materials to student on what they will be missing</i>
Students with IEPs	<i>Making up service times due to absences</i>	<i>Communication with families to express the importance of consistency in attendance to ensure students are getting all the possible supports within the school</i>

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Chronic absenteeism is at almost 24% for the school.

Critical Root Cause: Lingering fear from COVID (sickness), parents not coming into the building during school hours (volunteering), parents unaware of consequences of absenteeism.

Priority Problem Statements

Problem Statement 1: Chronic absenteeism is at almost 24% for the school.

Critical Root Cause 1: Lingering fear from COVID (sickness), parents not coming into the building during school hours (volunteering), parents unaware of consequences of absenteeism.

Problem Statement 1 Areas: Connectedness

Problem Statement 2: Interventions align with progress monitoring and student movement through the Tier system, along with PLC alignment. Not having data to support Tier placement decisions.

Critical Root Cause 2: Students not consistently moving through the Tier system, progress monitoring and data collection not aligning/available for certain interventions, and PLC not vertically aligned.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Our proficiency in ELA based on iReady (K-5th) was 49% proficient.

Critical Root Cause 3: Teachers understanding the science of reading (application), learning how to use iReady to drive instruction, and vertical alignment for writing

Problem Statement 3 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

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

Student Success

- MAP Growth Assessment
- Other
 - i-Ready

Adult Learning Culture

- School department and/or faculty meeting discussions and data
- Other
 - BIG MTSS Data

Connectedness

- Attendance

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: The percentage of students in grades K-5 meeting or exceeding the iReady target in reading on the 25-26 final Diagnostic will increase by 5% when compared to the 24-25 final Diagnostic.

Aligns with District Goal

Formative Measures: iReady Final Diagnostic

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	Provide professional learning focused on the use of supporting iReady resources specifically Tools for Instruction and Tools for Scaffolding. Use the following reports: Student and Class Diagnostic Results, Grade Level Planning (Scaffolding), Grade Level Planning (Prerequisites), and Instructional Grouping to deliver coherent grade-level instruction and differentiated small group instruction. Establish the use of student data folders to develop goals and track growth towards goals.	Teachers, administrators	End of 25-26SY			
Position Responsible: Teachers, administrators Evidence Level Level 2: Moderate: iReady Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Our proficiency in ELA based on iReady (K-5th) was 49% proficient. Critical Root Cause: Teachers understanding the science of reading (application), learning how to use iReady to drive instruction, and vertical alignment for writing

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Increase intervention fidelity by monitoring students receiving interventions every 6-8 weeks, utilizing our IC MTSS tab as measured by 95% of students being updated and reviewed quarterly.

Aligns with District Goal

Formative Measures: PLC Agenda, MTSS tab in IC

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	Vertically align PLC's monthly by grade level bands with support staff in attendance. Schedule T3 MTSS meetings every 5-6 weeks by grade level. Schedule T2 review dates by grade levels every 4-6 weeks within PLC's. Counselor will email grade levels the students currently in the Tiered process at least one week prior to MTSS meetings. Collect writing samples 3-4 times per year for vertical alignment. Attendance will be taken during intervention and data will be collected and brought to the review meeting.	Teachers, administrators	End of 25-26SY			
Position Responsible: Teachers, administrators						
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: Interventions align with progress monitoring and student movement through the Tier system, along with PLC alignment. Not having data to support Tier placement decisions. Critical Root Cause: Students not consistently moving through the Tier system, progress monitoring and data collection not aligning/available for certain interventions, and PLC not vertically aligned.

Inquiry Area 3: Connectedness

SMART Goal 1: The percentage of students identified as chronically absent in the 25-26 school year will decrease by 3% when compared to the 24-25 percent identified as chronically absent.

Aligns with District Goal

Formative Measures: BIG absenteeism report

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Family Engagement				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. Continue with attendance team to coordinate efforts to develop individualized attendance contracts/agreements with students identified through the quarterly attendance reviews. Establish process/protocol for teachers to communicate with attendance team and families regarding student absences. Establish monthly incentives for perfect attendance based on student input (lunchroom DJ, special table, teacher helper, etc.)	Teachers, administration, attendance team	End of 25-26SY	No review	No review	No review
Position Responsible: Teachers, administration, attendance team						
Evidence Level Level 1: Strong: Family Engagement						
Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Chronic absenteeism is at almost 24% for the school. Critical Root Cause: Lingering fear from COVID (sickness), parents not coming into the building during school hours (volunteering), parents unaware of consequences of absenteeism.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

For all Title 1 Elements, please see addendum.

Community Outreach Activities

Activity	Date	Lesson Learned
Back to School Night	8/26/25	
Family Stem Night		
Family Art Night		
Family Reading Night		
Family Math Night		
Workshop - Strategies to Support Students with Disabilities at Home		
Workshop - Super Parents Supervise: Screen Time, Social Media, and Safety		
Workshop - Healthy Eating and Active Living		