

Washoe County School District
Glenn Duncan S.T.E.M. Academy
2025-2026 School Improvement Plan

Classification: 3 Star School

Title I, TSI



Mission Statement

We will meet each student where they are, as they are, while maintaining high expectations for academic success. We will teach students to be confident, critical thinkers and expose them to diverse opportunities.

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 [GLENN DUNCAN S.T.E.M. ACADEMY - Nevada Accountability Portal \(nv.gov\)](https://www.nv.gov/education/assessment/aca)

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
2.1: School Performance Plan (SPP) developed with appropriate stakeholders	17
2.2: Regular monitoring and revision	17
2.3: Available to parents and community in an understandable format and language	17
2.4: Opportunities for all children to meet State standards	17
2.5: Increased learning time and well-rounded education	17
2.6: Address needs of all students, particularly at-risk	17
3.1: Annually evaluate the schoolwide plan	18
4.1: Develop and distribute Parent Involvement and Family Engagement Policy	18
4.2: Offer flexible number of parent involvement meetings	18
Community Outreach Activities	19

Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

- Our students receiving EL services had a 15% exit rate. 58% of our students met AGP (Adequate Growth Percentile), which is 10% higher than the District average.
 - Our students in grades 3, 4, and 5 had a median growth percentile of 58% in ELA, which was 16% higher than the previous year.
 - Our students in grades 3, 4, and 5 had a median growth percentile of 60% in Math, which was 22% higher than the previous year.
 - Our students in grades 3, 4, and 5 had an adequate growth percentile of 51% in ELA, which was 20% higher than the previous year.
 - Our students in grades 3, 4, and 5 had an adequate growth percentile of 31% in Math, which was 31% higher than the previous year.
- Students are resilient.
 - We have offered an increase in student support such as Officer 360, Duncan Dolphin Mentoring Club, T.I.D.E. Student Voice/Leadership, etc.

Student Success Areas for Growth

Over the past year, Glenn Duncan Elementary demonstrated significant academic growth and success. Our students receiving English Learner (EL) services achieved a 15% exit rate, reflecting strong progress in language acquisition. In addition, 58% of all students met Adequate Growth Percentile (AGP), which is 10% above the district average, showing that our targeted instructional supports are making a difference.

In grades 3–5, students showed remarkable improvement across both ELA and Math. The median growth percentile in ELA was 58%, a 16% increase from the previous year, while the median growth percentile in Math was 60%, representing an impressive 22% increase. Likewise, Adequate Growth Percentiles climbed: ELA AGP rose to 51% (a 20% increase) and Math AGP reached 31% (a 31% increase). These outcomes reflect a clear trend of acceleration in student learning.

Moving forward, our greatest area of opportunity is to increase the percentage of students meeting Adequate Growth Percentile in Math, as only one-third of students reached this benchmark despite large growth gains. Continued focus on small-group instruction, scaffolding, and problem-solving strategies will help us build upon the strong momentum we have established.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Lack of staff to support EL students, as we lost one full-time EL teacher and did not receive an EL teacher's assistant.	Use one of our classroom assistants as a support for our EL students.

Student Group	Challenge	Solution
Foster/Homeless	Transportation	Work with the Children in Transition (CIT) Department to provide support to students.
Free and Reduced Lunch	N/A - School is 100% FRL	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	Time available due to Tier 1 content blocks	Students receive IEP minutes during Intervention/ Enrichment blocks and/or grey areas on the master schedule.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): In the past school year, students in grades 3-5 at Glenn Duncan Elementary demonstrated strong growth on state and local measures. According to the 2025 SBA and growth data, students achieved a median growth percentile of 58% in ELA (16% higher than the previous year) and 60% in Math (22% higher than the previous year). Adequate Growth Percentile (AGP) also improved substantially, with 51% of students in ELA (20% higher than the previous year) and 31% of students in Math (31% higher than the previous year) meeting growth targets. Additionally, 15% of English Learners exited services, showing progress in language acquisition. Despite these gains, an area of concern remains: only 31% of students met Adequate Growth Percentile in Math, indicating that a majority of students are still not making sufficient growth to reach or maintain grade-level proficiency. This gap is particularly pressing for students on IEPs and those receiving English Learner services, who continue to require targeted supports to accelerate achievement.

Critical Root Cause: Chronically absent students, lack of resources for intervention materials

Adult Learning Culture

Adult Learning Culture Areas of Strength

- Staff is eager to participate in professional learning opportunities: site leadership team, WCSD-approved in-service classes, book studies, etc.
- Staff engages in planning collaboratively with grade-level teams and ELD facilitator/teacher
- Positive climate and culture in the classrooms and schoolwide.
- MTSS relaunch and facilitated by EL Teacher and Dean of Students.

Adult Learning Culture Areas for Growth

- Focus on more data-driven decisions using iReady in every PLC
- More vertical alignment in instruction, communication, and collaboration.
- Grade-level PLCs based on data analysis, learning intentions, success criteria
- Math – professional learning around the standards and best teaching practices to fill in the gaps based on iReady data and weekly assessments. Focus on problem-solving skills using the language of mathematics.
- Students track their own progress using data binders. Students need more ownership of their academic progress and growth.
 - With the loss of an EL Teaching allocation, create ways to ensure that all EL students receive proper support.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	We lost an EL Teaching allocation and did not gain an EL program assistant.	EL Teacher provides strategies to teaching staff to help target language skills.
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A - School is 100% FRL	
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): While Glenn Duncan Elementary has demonstrated notable academic growth, opportunities remain to strengthen our adult learning culture. Teachers and staff need to consistently engage in data-driven collaboration, vertical alignment, and shared ownership of student success. Greater focus is required in math instruction, problem-solving, and ensuring equitable supports for English Learners following the reduction of an EL teaching allocation. Additionally, fostering a culture where students track and take ownership of their learning requires adults to model and support effective data use across all classrooms and PLCs.

Critical Root Cause: Inconsistent use of data across PLCs - iReady and other assessment tools are not yet consistently driving instructional decisions, limiting the impact of collaboration. Need for deeper understanding of math standards and best practices - Staff require additional professional learning to close instructional gaps and build students' problem-solving skills using academic language. Insufficient student ownership systems - While student data binders are in place, staff need stronger structures and training to help students meaningfully track progress and set goals. Reduced EL instructional support - The loss of an EL teaching allocation has created a need for all staff to better integrate language supports into core instruction, ensuring EL students receive equitable access to learning.

Connectedness

Connectedness Areas of Strength

- Duncan lowered its percentage of chronically absent students from 29% to 19%
- Attendance intervention team that meets weekly to discuss individualized attendance issues and barriers
- Community relationships and partnerships
- Strong presence on social media and Class Dojo
- Celebrating diversity schoolwide
- Family engagement including volunteering opportunities, community events, classes for families

Connectedness Areas for Growth

- Improvement in student attendance is one of our most important priorities
- More family engagement at school events will increase student attendance

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	
Foster/Homeless	Transportation	Work with WCSD Truancy Dept and Communities in Schools for transportation needs.
Free and Reduced Lunch	N/A - 100% FRL	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	Absenteeism makes it challenging for students to receive minutes contained in IEPs	Principal sends home PWNs for chronically absent students regarding minutes in IEP

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): In the 2024-2025 school year, chronic absenteeism was approximately 19%, which was a 10% improvement from the previous school year. The amount of time students were out of school impacted their overall growth and achievement.

Critical Root Cause: Some families keep students from attending school for domestic reasons out of our control.

Priority Problem Statements

Problem Statement 1: In the past school year, students in grades 3-5 at Glenn Duncan Elementary demonstrated strong growth on state and local measures. According to the 2025 SBA and growth data, students achieved a median growth percentile of 58% in ELA (16% higher than the previous year) and 60% in Math (22% higher than the previous year). Adequate Growth Percentile (AGP) also improved substantially, with 51% of students in ELA (20% higher than the previous year) and 31% of students in Math (31% higher than the previous year) meeting growth targets. Additionally, 15% of English Learners exited services, showing progress in language acquisition. Despite these gains, an area of concern remains: only 31% of students met Adequate Growth Percentile in Math, indicating that a majority of students are still not making sufficient growth to reach or maintain grade-level proficiency. This gap is particularly pressing for students on IEPs and those receiving English Learner services, who continue to require targeted supports to accelerate achievement.

Critical Root Cause 1: Chronically absent students, lack of resources for intervention materials

Problem Statement 1 Areas: Student Success

Problem Statement 2: While Glenn Duncan Elementary has demonstrated notable academic growth, opportunities remain to strengthen our adult learning culture. Teachers and staff need to consistently engage in data-driven collaboration, vertical alignment, and shared ownership of student success. Greater focus is required in math instruction, problem-solving, and ensuring equitable supports for English Learners following the reduction of an EL teaching allocation. Additionally, fostering a culture where students track and take ownership of their learning requires adults to model and support effective data use across all classrooms and PLCs.

Critical Root Cause 2: Inconsistent use of data across PLCs - iReady and other assessment tools are not yet consistently driving instructional decisions, limiting the impact of collaboration. Need for deeper understanding of math standards and best practices - Staff require additional professional learning to close instructional gaps and build students' problem-solving skills using academic language. Insufficient student ownership systems - While student data binders are in place, staff need stronger structures and training to help students meaningfully track progress and set goals. Reduced EL instructional support - The loss of an EL teaching allocation has created a need for all staff to better integrate language supports into core instruction, ensuring EL students receive equitable access to learning.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: In the 2024-2025 school year, chronic absenteeism was approximately 19%, which was a 10% improvement from the previous school year. The amount of time students were out of school impacted their overall growth and achievement.

Critical Root Cause 3: Some families keep students from attending school for domestic reasons out of our control.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Grades
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Nevada Alternate Assessment (NAA)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs
- WIDA Alternate ACCESS (WAA)
- Other
 - iReady Diagnostics (BOY, MOY, EOY)

Adult Learning Culture

- Administrator evaluation
- Evaluation(s) of professional development implementation and impact
- Lesson Plans
- Master schedule
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- School leadership data
- Staff surveys and/or other feedback
- Teacher evaluation
- Walk-through data

Connectedness

- Attendance
- Home Visits
- PBIS/MTSS data
- Volunteer opportunities, attendance, and participation
- Other
 - Family Engagement data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: 80% of students will make typical growth on iReady in Reading and Math by the End of Year diagnostic assessment.

Aligns with District Goal

Formative Measures: iReady Diagnostics

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: iReady We will implement iReady schoolwide in all classrooms, K-5. We will utilize bi-weekly iReady reports in PLC to monitor how students are making academic growth in ELA and math.				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	*Professional learning will be based around iReady implementation and interpretation of data in reports. Our admin team will assist teachers with student growth data. *Administrators will provide protected time for the ELD facilitator to support Tier 1 instruction. *We will increase the value and productivity in PLCs. *We will create an ELD support model and include direct ELD Tier 1 support and instruction in the master schedule. *Administrators will monitor the time students spend on iReady to ensure that students are using the program for 30-49 minutes per subject, per week.	Administration, ELD Facilitators, Instructional Staff	August 2025 - June 2026			
Position Responsible: Administration, ELD Facilitators, Instructional Staff 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: In the past school year, students in grades 3-5 at Glenn Duncan Elementary demonstrated strong growth on state and local measures. According to the 2025 SBA and growth data, students achieved a median growth percentile of 58% in ELA (16% higher than the previous year) and 60% in Math (22% higher than the previous year). Adequate Growth Percentile (AGP) also improved substantially, with 51% of students in ELA (20% higher than the previous year) and 31% of students in Math (31% higher than the previous year) meeting growth targets. Additionally, 15% of English Learners exited services, showing progress in language acquisition. Despite these gains, an area of concern remains: only 31% of students met Adequate Growth Percentile in Math, indicating that a majority of students are still not making sufficient growth to reach or maintain grade-level proficiency. This gap is particularly pressing for students on IEPs and those receiving English Learner services, who continue to require targeted supports to accelerate achievement.

Critical Root Cause: Chronically absent students, lack of resources for intervention materials

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Teaching staff will engage in professional learning surrounding "Teacher Clarity" and "Routines for Reasoning". Effectiveness will be measured by our school outcomes: chronic absenteeism reduced by 7% and 80% of students meeting typical yearly growth in iReady in Reading and Math.

Aligns with District Goal

Formative Measures: Weekly BIG reports, daily attendance reports, iReady diagnostic status/results, iReady progress monitoring, schoolwide iReady 'lessons passed' report.

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLCs Glenn Duncan Administration will invite qualified staff to join the Site Leadership Team, which will create a more structured, teacher-designed PLC process. This team will also provide relevant professional learning topics to be included schoolwide.				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	*Surveys will be sent out to all staff members that participated in professional learning to learn the following information: The effectiveness of the professional learning, instructional response to professional learning, ideas for vertical collaboration, and ideas for future professional learning sessions aligned to the SPP. *Administrators and Learning Facilitator will build teacher capacity on iReady implementation, small-group instruction, and accessing helpful reports.	Administration, Counselor, ELD Facilitators, Site Leadership Team, Instructional Staff	August 2025 - June 2026			
Position Responsible: Administration, Counselor, ELD Facilitators, Site Leadership Team, Instructional Staff						
Evidence Level Level 2: Moderate: PLC's						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: While Glenn Duncan Elementary has demonstrated notable academic growth, opportunities remain to strengthen our adult learning culture. Teachers and staff need to consistently engage in data-driven collaboration, vertical alignment, and shared ownership of student success. Greater focus is required in math instruction, problem-solving, and ensuring equitable supports for English Learners following the reduction of an EL teaching allocation. Additionally, fostering a culture where students track and take ownership of their learning requires adults to model and support effective data use across all classrooms and PLCs. **Critical Root Cause:** Inconsistent use of data across PLCs - iReady and other assessment tools are not yet consistently driving instructional decisions, limiting the impact of collaboration. Need for deeper understanding of math standards and best practices - Staff require additional professional learning to close instructional gaps and build students' problem-solving skills using academic language. Insufficient student ownership systems - While student data binders are in place, staff need stronger structures and training to help students meaningfully track progress and set goals. Reduced EL instructional support - The loss of an EL teaching allocation has created a need for all staff to better integrate language supports into core instruction, ensuring EL students receive equitable access to learning.

Inquiry Area 3: Connectedness

SMART Goal 1: Chronic absenteeism will decrease by 7% as measured by attendance data and BIG.

Aligns with District Goal

Formative Measures: BIG report, attendance data, daily attendance report in Infinite Campus

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Family Engagement				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	We will work together, as a team, to create more communication with Duncan families by leveraging the support of Communities in Schools (CIS) and our FACE Liaison, our Counselor. We will also include the importance of good attendance in our messaging with families to increase the importance of academic culture.	Administrators, counselor, truancy officer, admin assistants, classroom teachers, CIS Coordinator, Leadership Team	August 2025 - June 2026			
Position Responsible: Administrators, counselor, truancy officer, admin assistants, classroom teachers, CIS Coordinator, Leadership Team						
Evidence Level Level 3: Promising: Family Engagement						
Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: In the 2024-2025 school year, chronic absenteeism was approximately 19%, which was a 10% improvement from the previous school year. The amount of time students were out of school impacted their overall growth and achievement. Critical Root Cause: Some families keep students from attending school for domestic reasons out of our control.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

For all Title I Elements, please see addendum.

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

Staff, families, and community members are actively engaged in the development of Glenn Duncan Elementary's School Performance Plan through participation in the Site Leadership Team, parent surveys, and regular family engagement events. Feedback is solicited via staff meetings, family input forms, and community partner discussions to ensure the plan reflects shared priorities and addresses the needs of all stakeholders.

2.2: Regular monitoring and revision

The School Performance Plan is regularly monitored through monthly Site Leadership Team meetings, data analysis cycles, and PLC discussions focused on student progress and implementation of strategies. Revisions are made based on ongoing review of academic and attendance data, as well as feedback from staff, families, and community partners to ensure continuous improvement.

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

The School Performance Plan is shared with families and community members through our school website, newsletters, and presentations at family events, with key components summarized in plain language. Translations are provided in Spanish and other needed languages to ensure accessibility for all members of our school community.

2.4: Opportunities for all children to meet State standards

Title I funds at Glenn Duncan Elementary support initiatives that provide all students with opportunities to meet State standards through targeted instructional support, evidence-based interventions, and access to high-quality curriculum materials. These funds also support professional learning for teachers to strengthen Tier 1 instruction and ensure equitable access to grade-level content for all learners. Specific content funded through Title I includes: UFLI for grades K-3, Phonics for Reading for grades 3-5. Additionally, we have funded a full-time classroom assistant that will be utilized for interventions in grades K-2, as well as a full-time substitute for reading interventions in grades 3-5.

2.5: Increased learning time and well-rounded education

Title I funds at Glenn Duncan Elementary support major initiatives that provide increased learning time through after-school academic interventions, as well as small-group instruction during the school day. Funds also enhance a well-rounded education by supporting enrichment opportunities, including STEM activities, social-emotional learning programs, and access to classroom libraries.

2.6: Address needs of all students, particularly at-risk

Title I funds at Glenn Duncan Elementary are used to address the needs of all students, particularly those at risk, by providing academic interventions, push-in support services, and additional instructional staff. These initiatives ensure that students performing below grade level receive targeted, small-group instruction and access to resources that support both academic growth and social-emotional development.

3.1: Annually evaluate the schoolwide plan

The School Performance Plan is evaluated through ongoing analysis of student achievement, attendance, and behavior data, as well as staff and stakeholder feedback collected throughout the year. This data-driven process ensures that goals, strategies, and action steps are adjusted as needed to improve student outcomes and meet school-wide priorities.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

The Parent Involvement and Family Engagement Policy is developed collaboratively with input from the Site Leadership Team, family surveys, and parent meetings to reflect the needs and priorities of our school community. Once finalized, the policy is distributed to all families through printed handouts, ClassDojo, the school website, and at school events in both English and Spanish. Our Counselor, 4th Grade Teacher, and Principal are involved in facilitating this process.

4.2: Offer flexible number of parent involvement meetings

Glenn Duncan Elementary offers a flexible range of parent involvement opportunities, including morning, evening, and virtual events to accommodate varying family schedules. These include family literacy nights, student showcases, workshops, and informal gatherings such as “Duncan Donuts with the Principal,” ensuring all families have meaningful opportunities to engage with the school community.

Community Outreach Activities

Activity	Date	Lesson Learned
Communities In Schools Shoe Giveaway	08/2025	CIS invited all Duncan families to receive a brand new pair of shoes before the start of the school year.
Back To School Night / Community Resource Fair	08/07/2025	Always a very successful event. This year we are holding it before school begins. Nissan donated school supplies and a backpack for every single Duncan student.
Parent Teacher Home Visits	Ongoing	Teams of staff members visit homes throughout the school year to discuss the hopes and dreams of families.
Gratitude By The Sea Family Night	11/2025	One of our most well attended events. This year we will add academic resources to the event for families to explore.
Duncan P.O.D. classes sponsored by Parent University	One per month	In the past we facilitated these on our own, but now we work with WCSD Family School Partnerships to facilitate the classes. We are adding one to kickoff the school year that our WCSD Truancy and Re-Engagement will facilitate. We offered one during the first semester regarding restorative behavior practices.
Walk N' Roll	09/25/2025	In partnership with Safe Routes to School, we had a 'walk to Duncan' event that originated at Pat Baker Park and ended at Glenn Duncan Elementary School. All families and students were invited to participate in this event.
Fall Conferences	10/24/2025 - 10/30/25	We invite all families to come to the school during this week for a personalized conference with their student's teacher.
Trunk Or Treat	10/30/2025	This is an event hosted by our Partner In Education, Washoe County.
Duncan Family Game Night	Winter 2025-2026	Based on its success last school year, we will add one more of these to the upcoming school year.
T.I.D.E. Leadership Pancake Breakfast	December 2025	Leadership students will host a pancake breakfast for our community.
Team Up Science Night	Spring 2026	Team Up invites students and families to join a family science night in the evening.