

Washoe County School District
Katherine Dunn Elementary School
2025-2026 School Improvement Plan

Classification: 3 Star School

Title I



Mission Statement

Motivated by the belief in the value of education in a diverse culture, the Mission Statement of Katherine Dunn Elementary School is to develop proficient readers, writers, and problem solvers who practice divergent thinking.

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/katherine_dunn_elementary/2025.

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Comprehensive Needs Assessment

Revised/Approved: May 15, 2025

Student Success

Student Success Areas of Strength

Students have benefited from consistent use of i-Ready in both reading and math. The majority of students were able to complete 45 minutes a week of lessons in both reading and math. Areas of need were targeted and intervention was provided to support students with these skills. Students were also successful using EL strategies throughout the school year. This promoted language and vocabulary development as well as speaking skills. Students also engaged in Building a Thinking Classroom in math which helped promote collaboration and problem solving.

Student Success Areas for Growth

Students demonstrated significant growth in both i-Ready Math and Reading assessments.

Reading Proficiency Improvements:

- **Kindergarten:** Increased from 13% to 83%
- **1st Grade:** Increased from 8% to 56%
- **2nd Grade:** Increased from 25% to 64%
- **3rd Grade:** Increased from 33% to 57%
- **4th Grade:** Increased from 29% to 49%
- **5th Grade:** Increased from 12% to 32%

Math Proficiency Improvements:

- **Kindergarten:** Increased from 8% to 63%
- **1st Grade:** Increased from 8% to 58%
- **2nd Grade:** Increased from 9% to 54%
- **3rd Grade:** Increased from 12% to 38%
- **4th Grade:** Increased from 12% to 48%

- **5th Grade:** Increased from 23% to 43%

ACCESS scores also showed significant improvement. The following percentage of students made Adequate Growth.

- **1st Grade:** 61%
- **2nd Grade:** 36%
- **3rd Grade:** 39%
- **4th Grade:** 50%
- **5th Grade:** 50%

12 students were also exited from EL services.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Support with the English Language	Improved EL strategies within the classroom and language components in learning intentions
Foster/Homeless	N/A	
Free and Reduced Lunch	Chronic Absenteeism	Plan in place to catch students up if they miss content
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	Difficult when disabilities affect ACCESS scores	Continued visual supports

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): While EL students made significant growth this year, it is still a challenge for EL students in the speaking and listening domains.

Critical Root Cause: Students do not receive enough practice throughout the year in this area. The focus has been reading and writing. There needs to be balanced instruction in all four domains in small group and whole group instruction.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Grade level teams collaborate weekly and go in depth with student data. Teachers develop future lesson plans based on current student data, areas of struggle, and areas of acceleration. Differentiation is developed based on the data and teacher discussions on observations within the classroom.

Adult Learning Culture Areas for Growth

Teachers have been engaging successfully in grade level PLCs. Teachers are able to work together to determine areas of needs based on common assessments. Teachers also work on vertical alignment to with other grade levels to ensure common language and areas in which students struggle and are successful.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Incorporating speaking and listening components	Make this a priority using EL strategies
Foster/Homeless	N/A	
Free and Reduced Lunch	Absenteeism	Determining whether academic struggles are related to absenteeism. If so, plan in place to catch up students.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	Progress is slow and frustrating for students	Continued support and added minutes in the IEP if needed.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Students are not consistently aware of the success criteria of each lesson.
Critical Root Cause: Teachers are not explicit in what success criteria looks like based on I can statements and rubrics for speaking, listening, and writing.

Connectedness

Connectedness Areas of Strength

The following areas had the highest positive response increases on the Student Climate Survey, 10 percent improvement or higher -

Knowing ways I calm myself down - 12% increase

Thinking about what might happen before making a decision. - 10% increase

Knowing when my feelings are making it hard for me to focus. - 11% increase

Connectedness Areas for Growth

Based on Student Climate Surveys, the following areas have positive responses percentages -

Adult Respect - 75%, Adult Support - 68%, Bullying - 50%, Participation - 77%, Relationship Skills - 76%, Responsible Decision Making - 65%, Self Awareness of Emotions - 64%, Self Awareness of Self Concept - 72%, Self Management of Goals - 50%, Social Awareness - 73%, Safety - 71%, Strategic Plan- 79%, Student Engagement - 59%, Student Respect - 54%, and Student Voice - 80%.

Connectedness Equity Resource Supports

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

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Based on the Student Climate Survey, students have difficulty finishing tasks that are hard for them due to frustration and focus.

Critical Root Cause: Students struggle with stamina when it comes to long assignments and tend to not put forth their best efforts. Students struggle with perseverance when assignments are difficult.

Priority Problem Statements

Problem Statement 1: While EL students made significant growth this year, it is still a challenge for EL students in the speaking and listening domains.

Critical Root Cause 1: Students do not receive enough practice throughout the year in this area. The focus has been reading and writing. There needs to be balanced instruction in all four domains in small group and whole group instruction.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Students are not consistently aware of the success criteria of each lesson.

Critical Root Cause 2: Teachers are not explicit in what success criteria looks like based on I can statements and rubrics for speaking, listening, and writing.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Based on the Student Climate Survey, students have difficulty finishing tasks that are hard for them due to frustration and focus.

Critical Root Cause 3: Students struggle with stamina when it comes to long assignments and tend to not put forth their best efforts. Students struggle with perseverance when assignments are difficult.

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
- MAP Growth Assessment
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs

Adult Learning Culture

- Staff surveys and/or other feedback
- Student Climate Survey

Connectedness

- Attendance
- PBIS/MTSS data
- Social Emotional Learning Data

Inquiry Areas

Revised/Approved: May 27, 2025

Inquiry Area 1: Student Success

SMART Goal 1: At least 10 students will exit from EL and 50% of EL students will make adequate growth on the WIDA assessment.

Aligns with District Goal

Formative Measures: WIDA

i-Ready Reading and Math

Common Assessments that focus on speaking and listening

Teacher observation with anecdotal notes based on targeted

School Wide Chronic Absenteeism below 10%

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Teachers will focus on speaking and listening during Tier 1 and small group instruction. Teachers will continue implementation of Building a Thinking Classroom to help develop these skills.				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Teachers will focus on speaking and listening during Tier 1 and small group instruction. Teachers will continue implementation of Building a Thinking Classroom to help develop these skills.	Grade level teachers EL teacher and EL assistant Special Education teachers Admin	By end of the school year			
Position Responsible: Grade level teachers EL teacher and EL assistant Special Education teachers Admin Resources Needed: N/A Evidence Level Level 4: Demonstrate Rationale: Tier I - Small Group Instruction Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: While EL students made significant growth this year, it is still a challenge for EL students in the speaking and listening domains. Critical Root Cause: Students do not receive enough practice throughout the year in this area. The focus has been reading and writing. There needs to be balanced instruction in all four domains in small group and whole group instruction.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the 25/26 school year, 100% of PreK-5th grade teachers will have a clear understanding of effective Tier 1 instruction, including the use of appropriate assessments, rubrics, success criteria and language objectives. Sub populations will be a focus during PLCs.

Aligns with District Goal

Formative Measures: i-Ready intervention with a focus on students who are two grade levels behind
Building a Thinking Classroom implementation
WIDA results used for lesson planning
Teacher Clarity Playbook implementation

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: PLC's Teachers will ensure that each lesson includes an objective with success criteria that will be stated to students throughout the lesson. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Teachers will ensure that each lesson includes an objective with success criteria that will be stated to students throughout the lesson. Rubrics will be developed and shared with students for writing and speaking assignments.</td><td>Grade level teachers EL teacher and EL assistant Special Education teachers Admin</td><td>By end of the school year</td></tr></table> Position Responsible: Grade level teachers EL teacher and EL assistant Special Education teachers Admin 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	Teachers will ensure that each lesson includes an objective with success criteria that will be stated to students throughout the lesson. Rubrics will be developed and shared with students for writing and speaking assignments.	Grade level teachers EL teacher and EL assistant Special Education teachers Admin	By end of the school year	Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Teachers will ensure that each lesson includes an objective with success criteria that will be stated to students throughout the lesson. Rubrics will be developed and shared with students for writing and speaking assignments.	Grade level teachers EL teacher and EL assistant Special Education teachers Admin	By end of the school year							
				Nov	Feb	May								
No review	No review	No review												

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Students are not consistently aware of the success criteria of each lesson. Critical Root Cause: Teachers are not explicit in what success criteria looks like based on I can statements and rubrics for speaking, listening, and writing.

Inquiry Area 3: Connectedness

SMART Goal 1: Increase 5th grade students' favorable responses to "Getting through something even when I feel frustrated" from 40% to 45% and "Finishing tasks even when they are hard" from 37% to 42%.

Aligns with District Goal

Formative Measures: Student Climate Survey
Student surveys within the classroom

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: SEL Teachers will target lengthy or difficult assignments and work with students on perseverance, analyzing problems, and stamina. Counselors will provide guidance lessons targeting these skills as well. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Teachers will target lengthy or difficult assignments and work with students on perseverance, analyzing problems, and stamina. Counselors will provide guidance lessons targeting these skills as well.</td><td>Grade level teachers EL teacher and EL assistant Special Education teachers Counselors Admin</td><td>By end of the school year</td></tr></table> Position Responsible: Grade level teachers EL teacher and EL assistant Special Education teachers Counselors Admin Resources Needed: N/A Evidence Level Level 3: Promising: SEL Problem Statements/Critical Root Cause: Connectedness 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Teachers will target lengthy or difficult assignments and work with students on perseverance, analyzing problems, and stamina. Counselors will provide guidance lessons targeting these skills as well.	Grade level teachers EL teacher and EL assistant Special Education teachers Counselors Admin	By end of the school year	Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Teachers will target lengthy or difficult assignments and work with students on perseverance, analyzing problems, and stamina. Counselors will provide guidance lessons targeting these skills as well.	Grade level teachers EL teacher and EL assistant Special Education teachers Counselors Admin	By end of the school year							
				Nov	Feb	May								
No review	No review	No review												

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Based on the Student Climate Survey, students have difficulty finishing tasks that are hard for them due to frustration and focus. Critical Root Cause: Students struggle with stamina when it comes to long assignments and tend to not put forth their best efforts. Students struggle with perseverance when assignments are difficult.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

For Title I Elements, please see attached Addendum.

Community Outreach Activities

Activity	Date	Lesson Learned
Back to School Ice Cream Social 1st-5th grade	9/8/25	
Back to School Ice Cream Social PreK-K	9/15/25	
Fall Carnival	10/22/25	
Dads and Donuts	11/19/25	
Winter Craft Night	12/9/25	
Loteria	3/10/26	
Moms and Muffins	5/20/26	