

Washoe County School District

Elmcrest Elementary School

2025-2026 School Improvement Plan

Classification: 2 Star School

Title I, ATSI



Mission Statement

1. All staff uses best instructional practices, with a focus on having an engaging classroom environment to foster academic growth. We also focus on social-emotional growth through having a growth mindset as well as our PBIS goals of being safe, respectful and responsible.
2. All members of our Elmcrest learning community, including staff, parents, families, and students, will focus on raising achievement and developing characteristics of compassion.

Vision

At Elmcrest Elementary School, we work to ensure that all learners develop the academic skills as well as a mindset to be self-confident, knowledgeable, and compassionate citizens who work toward achieving their aspirations and goals for a successful future.

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/elmcrest_elementary/2025

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

In SBAC ELA proficiency, Elmcrest students scoring in level 1 decreased from 37% to 36%, which means fewer students are scoring far below grade level, thus closing the achievement gap.

In SBAC Math proficiency, Elmcrest students scoring level 1 decreased from 43% to 38%, which means fewer students are scoring far below grade level, thus closing the achievement gap.

Student Success Areas for Growth

Elmcrest decreased chronic absenteeism from 17% to 15% during the 2024-2025 school year. Spring 2025 SBAC data shows overall ELA percent of students at or above standard up to 41% from 39% in the previous year. Overall math percent of students at or above standard at 36% up from 29% the previous year.

Spring 2025 data also shows SBAC Math catch up at 22%, up from 11% the previous year. Likewise, the percentage of students growing adequately to "catch up" or "keep up" with "meets standards" went from 49% to 51%.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language barrier	Dedicated language lessons by EL TA
Foster/Homeless	Attendance concerns	School Social Worker providing community supports
Free and Reduced Lunch	Hunger	Free breakfast, lunch, dinner and snacks on campus
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	

Student Group	Challenge	Solution
Students with IEPs	Learning difficulties	IEP plans with licensed Special Education teachers

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Students learning English as a second language were the only subgroup to have an increase in level 1 scores on 2025 SBAC ELA, and SBAC Math.

Critical Root Cause: Targeted and specific interventions were not effectively used with students learning English as a second language.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Teachers follow standards-based Curriculum and provide Tier 1 instruction. Teachers engaged in year-long professional development and consistent feedback during the 2024-2025 school year.

Adult Learning Culture Areas for Growth

Teachers follow standards-based Curriculum and provide Tier 1 instruction, utilizing curriculum and pacing guides provided by the school district. Over the 2024-2025 school year an intentional professional development plan was implemented to encourage engaging tier 1 instruction and focus on strategies to support English Language Learners. During the 2025-2026 school year, an intentional emphasis is placed on Teacher Clarity, lesson planning and the newly adopted Math curriculum.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language Barrier	Targeted small groups
Foster/Homeless	Attendance Barrier	Work with school social worker to improve attendance.
Free and Reduced Lunch	NA	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	NA	
Students with IEPs	Learning difficulties	Professional Development for staff to work with students who benefit from IEPs.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Teachers need to be provided strategies for differentiated and engaging strategies for Tier 1 instruction.
Critical Root Cause: Lack of focused plan for professional development for differentiated Tier 1 instruction.

Problem Statement 2 (Prioritized): Students learning English as a second language were the only subgroup to have an increase in level 1 scores on 2025 SBAC ELA, and SBAC Math.

Critical Root Cause: Targeted and specific interventions were not effectively used with students learning English as a second language.

Connectedness

Connectedness Areas of Strength

Elmcrest’s 2024-2025 student climate data showed 70% of students agree or strongly agree that what they are engaged in their learning, which is a 9% increase from the previous year.

Connectedness Areas for Growth

According to the student climate survey for the year 2024-2025, student engagement increased from 61% to 70%, however our goal is to increase by 5% for the next climate survey to 75%.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language Barrier	Targeted intervention groups.
Foster/Homeless	Attendance concerns	Work with school social workers to improve attendance.
Free and Reduced Lunch	NA	
Migrant/Title1-C Eligible	NA	
Racial/Ethnic Minorities	NA	
Students with IEPs	Learning difficulties	IEPs provide student with individualized learning pathways and specially designed instruction is provided by licensed special education teachers.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Among our students, 30% do not feel engaged in their learning.

Critical Root Cause: Lack of professional development in the area of differentiated student engagement for specific groups of students, such as students on IEPs or students who are learning English as a Second Language.

Problem Statement 2 (Prioritized): Students learning English as a second language were the only subgroup to have an increase in level 1 scores on 2025 SBAC ELA, and SBAC Math.

Critical Root Cause: Targeted and specific interventions were not effectively used with students learning English as a second language.

Priority Problem Statements

Problem Statement 1: Teachers need to be provided strategies for differentiated and engaging strategies for Tier 1 instruction.

Critical Root Cause 1: Lack of focused plan for professional development for differentiated Tier 1 instruction.

Problem Statement 1 Areas: Adult Learning Culture

Problem Statement 2: Students learning English as a second language were the only subgroup to have an increase in level 1 scores on 2025 SBAC ELA, and SBAC Math.

Critical Root Cause 2: Targeted and specific interventions were not effectively used with students learning English as a second language.

Problem Statement 2 Areas: Student Success - Adult Learning Culture - Connectedness

Problem Statement 3: Among our students, 30% do not feel engaged in their learning.

Critical Root Cause 3: Lack of professional development in the area of differentiated student engagement for specific groups of students, such as students on IEPs or students who are learning English as a Second Language.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Early reading assessment results
- End-of-Unit Assessments
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- Multi-Tiered System of Supports (MTSS)
- Nevada Alternate Assessment (NAA)
- Nevada State Performance Framework (NSPF)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Alternate ACCESS (WAA)
- Other
 - i-Ready

Adult Learning Culture

- Lesson Plans
- Master schedule
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- PBIS/MTSS data
- Perception/survey data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: In the 2026 Spring SBAC students will increase proficiency in both ELA and Math by 5%.

Aligns with District Goal

Formative Measures: iReady assessment data

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	iReady teacher led resources for intentional Tier 1 differentiated instruction. Action steps: -Do iReady Diagnostics - Uninterrupted scheduling of Tier 1 instructional blocks - Creating small groups based on iReady data - Scheduled 45 minutes per week of iReady for each student -Part time licensed interventionist hired, small groups intentionally targeted to improve skills. - Time for teachers and specialists to collaborate and make unified plan for students to practice SBAC questions and utilize iReady data across classes and subject areas.	Dean of Students	SY 2025-26			
Position Responsible: Dean of Students						
Evidence Level Level 3: Promising: i-Ready						
Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 2 - Connectedness 2						

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Students learning English as a second language were the only subgroup to have an increase in level 1 scores on 2025 SBAC ELA, and SBAC Math. Critical Root Cause: Targeted and specific interventions were not effectively used with students learning English as a second language.
Adult Learning Culture
Problem Statement 2: Students learning English as a second language were the only subgroup to have an increase in level 1 scores on 2025 SBAC ELA, and SBAC Math. Critical Root Cause: Targeted and specific interventions were not effectively used with students learning English as a second language.

Connectedness
Problem Statement 2: Students learning English as a second language were the only subgroup to have an increase in level 1 scores on 2025 SBAC ELA, and SBAC Math. Critical Root Cause: Targeted and specific interventions were not effectively used with students learning English as a second language.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Elmcrest teachers will be provided 20 hours of professional development to improve their use of teacher clarity in their lesson planning and instruction in the 25-26 school year.

Aligns with District Goal

Formative Measures: Walk through data forms with feedback for teachers, observational data

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: i-Ready PLC and Teacher Clarity				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	Schedule the following days for PD: 3 teacher work days built into schedule, 3 onsite PD days, totaling 10 hours. - Do iReady Diagnostics -iReady training for teachers, specifically in the area of Teacher led lessons - Modeled use of iReady teacher led lessons & resources - Clarification for teachers through Professional Development of classification of iReady resources (Tier 1, 2 or 3)	Site Administrator	SY 2025-26	No review	No review	No review
Position Responsible: Site Administrator						
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: Teachers need to be provided strategies for differentiated and engaging strategies for Tier 1 instruction. Critical Root Cause: Lack of focused plan for professional development for differentiated Tier 1 instruction.	

Inquiry Area 3: Connectedness

SMART Goal 1: Elmcrest ES will increase student engagement as measured by the 5-question section in the student climate survey title "Student Engagement" from 70% to 75%.

Aligns with District Goal

Formative Measures: Student Action Committee feedback monthly, preliminary student climate survey

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: SEL				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	SEL Implement professional development plan to help teachers target specific student needs, guidance lessons with new counselor, Student Action Committee for student feedback. Action Steps: - Counselor and teachers collaborate to review specific survey questions with students to ensure understanding. - Explain to students' vocabulary used in surveys like "most", "seems", "happy" and "feel". - Implement Student Advisory Committee. - Continue attendance rewards for students. - Guidance lessons with school counselor.	Counselor	SY 2025-26	No review	No review	No review
Position Responsible: Counselor						
Evidence Level Level 1: Strong: SEL						
Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Among our students, 30% do not feel engaged in their learning. Critical Root Cause: Lack of professional development in the area of differentiated student engagement for specific groups of students, such as students on IEPs or students who are learning English as a Second Language.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

FOR ALL TITLE I ELEMENTS, PLEASE SEE ATTACHED ADENDUM.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anne Kehrig	Intervention Teacher	Elementary Reading	.5

Community Outreach Activities

Activity	Date	Lesson Learned
Back to School Night	August 7, 2025	
Dragons and Donuts	August 15, 2025	
Trunk or Treat	October 22, 2025	