

Washoe County School District

Kate Smith Elementary School

2025-2026 School Improvement Plan

Classification: 3 Star School

Title I

Mission Statement

Mission

It is the mission of Kate Smith Elementary School to strive for academic and social excellence through collaboration (PLCs/Student voice/Community partnerships), compassion (PBIS/SEL), and STEM integration (Building foundational skills across disciplines) to continue to grow as a goal-oriented learning community.

Vision

Vision

Kate Smith Elementary School inspires lifelong learners by creating a positive and safe learning environment where students are confident, self-aware, and socially responsible. We foster collaboration and critical thinking through innovative problem solving, respectful communication, and resiliency. Kate Smith Elementary School welcomes all students, families, staff, and community members as essential partners of our community.

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 (Add a link to the school's School Rating Report.)

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

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Comprehensive Needs Assessment

Revised/Approved: November 6, 2025

Student Success

Student Success Areas of Strength

iReady

Students at Kate Smith Elementary demonstrate several notable strengths in reading, mathematics, and engagement, as reflected in multiple data sources. In reading, 39% of students are performing on or above grade level, and a strong majority—65%—met their typical growth targets, indicating that most students are progressing at or above expected yearly rates. Additionally, 30% of students met stretch growth, showing that a substantial portion of learners are accelerating beyond typical expectations.

In mathematics, 37% of students are on or above grade level, and 57% met their typical growth, demonstrating steady progress toward grade-level proficiency. Twenty six percent met stretch growth, highlighting that a significant number of students are closing achievement gaps at an accelerated pace.

Chronic Absenteeism

school maintains a stable chronic absenteeism rate of 13%, reflecting consistent attendance patterns and ongoing efforts to support student engagement and regular participation in instruction.

SBAC

Kate Smith Elementary demonstrated strong student growth and notable gains across multiple academic indicators during the 2024–25 school year. Student Growth Percentiles (SGP) in both mathematics and English Language Arts were a significant strength, with multiple grade levels outperforming similar schools and district averages. Students who began the year below grade level, particularly those in Levels 1 and 2, demonstrated accelerated growth—often posting median SGPs well above 70, indicating that core instruction and intervention systems are effectively supporting catch-up growth. Growth was also strong for historically underserved groups, including FRL, IEP, and EL students, who frequently exceeded comparison groups in both ELA and math.

Science achievement was another area of strength. Fifth grade students exceeded the district average in the percentage meeting or exceeding state standards, and the majority of students performed at or near standard across all science claims, including Gathering Evidence, Reasoning, Communicating, and core disciplinary areas. This indicates consistent implementation of NGSS-aligned instruction and increased opportunities for hands-on learning and academic discourse.

Student Success Areas for Growth

Reading

- Only 39% of students are on or above grade level, indicating a continued need to strengthen foundational reading skills and comprehension.
- Students who begin below grade level are not yet accelerating fast enough; despite strong growth, proficiency remains low overall.
- English Learners continue to need more explicit support in reading and writing, as ACCESS literacy composites remain lower than listening and speaking.

Math

- 37% of students are on or above grade level, showing a need to deepen conceptual understanding and multi-step problem-solving skills.
- While 57% met typical growth, only 26% met stretch growth, signaling that students who are behind require more targeted acceleration to close gaps.
- Math SBAC proficiency remains below district averages, despite strong SGP, indicating a need to translate growth into mastery.

ELA & Math Achievement (SBAC)

- Proficiency rates remain low across all grade levels, particularly for students in Levels 1 and 2.
- Growth is strong, but achievement outcomes show that many students are not yet meeting grade-level expectations at the rate needed for long-term proficiency.
- Subgroups (FRL, EL, IEP) show strong growth but continue to lag in overall achievement.

Science

- Most students remain in Levels 1 and 2 on the science assessment despite improved performance relative to the district.
- Continued focus is needed on NGSS-aligned inquiry, reasoning, and academic discourse to increase mastery.

English Learners

- EL students show strong growth but continue to demonstrate lower proficiency in literacy-based tasks.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English Language Learner (ELL) students at our school continue to demonstrate lower academic achievement and slower growth rates in reading and writing compared to their English-proficient peers. Targeted supports and instructional strategies are needed to accelerate language acquisition and close achievement gaps.	Implement targeted language development strategies through integrated ELD instruction, small group interventions, and scaffolded classroom supports. Provide professional learning for teachers on effective ELL practices, and regularly monitor student progress to adjust instruction and ensure language growth and academic achievement.
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	Students with IEPs are performing below grade level in core academic areas and are not meeting expected growth targets. Increased support is needed to ensure access to grade-level content, individualized instruction, and progress toward IEP goals.	Provide differentiated instruction aligned to IEP goals, increase access to inclusive practices, and strengthen collaboration between general and special education staff. Use data to monitor progress and adjust supports, ensuring students receive targeted interventions and accommodations to meet their academic and functional goals.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): A significant number of students at Kate Smith Elementary are not yet meeting grade-level expectations in reading, mathematics, and science, as evidenced by low proficiency rates on SBAC, i-Ready, and NGSS assessments. Although students are demonstrating strong academic growth, particularly those starting below grade level, the rate of stretch growth is not sufficient to close existing achievement gaps. These gaps are further impacted by inconsistent foundational literacy and math skills, lower EL literacy proficiency, and continued chronic absenteeism.

Critical Root Cause: Lack of foundational skills - In both ELA and Math *Lack of strong Tier 1 Instruction *Need to focus on reteaching and enrichment *Lack of vertical alignment across all grade levels *Transiency *Absenteeism

Adult Learning Culture

Adult Learning Culture Areas of Strength

- Continued weekly PLCs with focus on student data
- MTSS processes that triangulates data
- Continued use of the Plan, Do, Study, Act cycle
- Integration of language strategies across content domains to support all students' ability to access language content and curriculum
- Continued professional development with a focus on integration and grade level vertical alignment

Adult Learning Culture Areas for Growth

To address the challenges in student growth, weekly Professional Learning Communities (PLCs) will continue with a focus on analyzing student data to drive instruction; additionally, embedded into the PLC process, we are implementing EL strategies that will be implemented across content domains in all areas. The Multi-Tiered System of Supports (MTSS) process will be used to triangulate data from various sources, ensuring targeted interventions for students. Additionally, the Plan, Do, Study, Act (PDSA) cycle will remain a key approach for continuous improvement. Ongoing professional development will emphasize the integration of instructional strategies and strengthen vertical alignment across grade levels, ensuring a cohesive learning experience for students as they progress through the curriculum.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English Language Learner (ELL) students at our school continue to demonstrate lower academic achievement and slower growth rates in reading and writing compared to their English-proficient peers. Targeted supports and instructional strategies are needed to accelerate language acquisition and close achievement gaps.	Implement targeted language development strategies through integrated ELD instruction, small group interventions, and scaffolded classroom supports. Provide professional learning for teachers on effective ELL practices, and regularly monitor student progress to adjust instruction and ensure language growth and academic achievement.
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	N/A	
Students with IEPs	Students with IEPs are performing below grade level in core academic areas and are not meeting expected growth targets. Increased support is needed to ensure access to grade-level content, individualized instruction, and progress toward IEP goals.	Provide differentiated instruction aligned to IEP goals, increase access to inclusive practices, and strengthen collaboration between general and special education staff. Use data to monitor progress and adjust supports, ensuring students receive targeted interventions and accommodations to meet their academic and functional goals.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): A significant number of students at Kate Smith Elementary are not yet meeting grade-level expectations in reading, mathematics, and science, as evidenced by low proficiency rates on SBAC, i-Ready, and NGSS assessments. Although students are demonstrating strong academic growth, particularly those starting below grade level, the rate of stretch growth is not sufficient to close existing achievement gaps. These gaps are further impacted by inconsistent foundational literacy and math skills, lower EL literacy proficiency, and continued chronic absenteeism.

Critical Root Cause: Despite strong instructional effort and clear evidence of growth, Tier 1 instruction is not yet consistently providing all students--particularly those beginning below grade level and English Learners--with enough explicit, systematic, and language-rich opportunities to build foundational literacy and math skills. As a result, students are not mastering the essential standards at the depth required for proficiency. In addition, chronic absenteeism reduces learning time for a subset of students, further limiting their access to high-quality core instruction and slowing the rate at which achievement gaps can be closed. Additionally, transiency is also a problem that contributes.

Connectedness

Connectedness Areas of Strength

- Chronic absenteeism has decreased from 14% to 13%, reflecting improved school connectedness, stronger attendance practices, and increased student engagement in schoolwide routines and relationships.
- Families report exceptionally strong relationships with staff, with 94% favorable ratings in the Relationships/Respect domain. Families overwhelmingly agree that staff care about their children, treat them fairly, and that every child has at least one adult they can go to for support.
- Relationship-building practices are deeply embedded schoolwide, including daily interactions, proactive communication, and intentional check-ins through advisory structures such as PAWS groups, which foster belonging and consistent adult-student connections.
- Staff use trauma-informed practices to support emotional safety, student regulation, and positive interactions. This contributes to the school's strong climate ratings and families' perception that their children feel supported and understood.
- PBIS is implemented schoolwide, creating consistent expectations and predictable routines. Families rate behavior expectations as fair and consistent (90–95% favorable), reinforcing trust and a sense of security for students.
- SEL strategies are integrated across classrooms, helping students understand emotions, build coping skills, and develop positive peer relationships. Families recognize these efforts through strong scores in Supportive Place (93%) and School Fit, where students' sense of belonging is highlighted.
- Physical and emotional safety are major strengths, with 100% of families reporting their child feels safe inside the building and on school grounds, reflecting effective supervision, clear routines, and a culture of care.
- The school is viewed as a highly welcoming environment, with 93% of families stating that staff make them feel welcome and that the school works collaboratively with them to set goals and support their children's needs.
- Communication with families remains strong, with 88% favorable ratings, demonstrating that teachers and staff keep families informed, are available when needed, and provide consistent opportunities for involvement.

Connectedness Areas for Growth

At Kate Smith, notable strengths include a decrease in chronic absenteeism from 25% to 14%, reflecting successful efforts to improve student attendance. The school excels in relationship building, fostering strong connections between staff and students. The implementation of trauma-informed practices and school-wide Positive Behavioral Interventions

and Supports (PBIS) contributes to a supportive and inclusive environment. Additionally, the integration of Social-Emotional Learning (SEL) strategies across the school enhances students' emotional well-being and overall school climate, further supporting academic and personal growth.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English Language Learner (ELL) students at our school continue to demonstrate lower academic achievement and slower growth rates in reading and writing compared to their English-proficient peers. Targeted supports and instructional strategies are needed to accelerate language acquisition and close achievement gaps.	Implement targeted language development strategies through integrated ELD instruction, small group interventions, and scaffolded classroom supports. Provide professional learning for teachers on effective ELL practices, and regularly monitor student progress to adjust instruction and ensure language growth and academic achievement.
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Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Although Kate Smith Elementary has made gains in student connectedness through trauma-informed practices, PBIS implementation, SEL routines, and advisory/PAWS groups, a subset of students and families continue to report lower levels of engagement, belonging, and school fit. While chronic absenteeism has decreased from 14% to 13%, this rate still limits consistent access to schoolwide relationship-building structures and reduces student participation in connectedness activities. Additionally, family perception data show moderate scores in Learning Behaviors (56%) and School Fit (69%), suggesting that some students do not yet feel fully aligned to the

school's learning environment or connected deeply enough to staff or peers to sustain strong motivation, independence, and attendance.

Critical Root Cause: * Absenteeism * Transiency * Lack of family engagement; families suggest that they need different times for family events. * Lack of consistent SEL instruction * Lack of consistent use of Positive Behavior Supports * Some students do not feel fully aligned to the school's learning environment.

Priority Problem Statements

Problem Statement 1: A significant number of students at Kate Smith Elementary are not yet meeting grade-level expectations in reading, mathematics, and science, as evidenced by low proficiency rates on SBAC, i-Ready, and NGSS assessments. Although students are demonstrating strong academic growth, particularly those starting below grade level, the rate of stretch growth is not sufficient to close existing achievement gaps. These gaps are further impacted by inconsistent foundational literacy and math skills, lower EL literacy proficiency, and continued chronic absenteeism.

Critical Root Cause 1: Lack of foundational skills - In both ELA and Math *Lack of strong Tier 1 Instruction *Need to focus on reteaching and enrichment *Lack of vertical alignment across all grade levels *Transiency *Absenteeism

Problem Statement 1 Areas: Student Success

Problem Statement 2: A significant number of students at Kate Smith Elementary are not yet meeting grade-level expectations in reading, mathematics, and science, as evidenced by low proficiency rates on SBAC, i-Ready, and NGSS assessments. Although students are demonstrating strong academic growth, particularly those starting below grade level, the rate of stretch growth is not sufficient to close existing achievement gaps. These gaps are further impacted by inconsistent foundational literacy and math skills, lower EL literacy proficiency, and continued chronic absenteeism.

Critical Root Cause 2: Despite strong instructional effort and clear evidence of growth, Tier 1 instruction is not yet consistently providing all students--particularly those beginning below grade level and English Learners--with enough explicit, systematic, and language-rich opportunities to build foundational literacy and math skills. As a result, students are not mastering the essential standards at the depth required for proficiency. In addition, chronic absenteeism reduces learning time for a subset of students, further limiting their access to high-quality core instruction and slowing the rate at which achievement gaps can be closed. Additionally, transiency is also a problem that contributes.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Although Kate Smith Elementary has made gains in student connectedness through trauma-informed practices, PBIS implementation, SEL routines, and advisory/PAWS groups, a subset of students and families continue to report lower levels of engagement, belonging, and school fit. While chronic absenteeism has decreased from 14% to 13%, this rate still limits consistent access to schoolwide relationship-building structures and reduces student participation in connectedness activities. Additionally, family perception data show moderate scores in Learning Behaviors (56%) and School Fit (69%), suggesting that some students do not yet feel fully aligned to the school's learning environment or connected deeply enough to staff or peers to sustain strong motivation, independence, and attendance.

Critical Root Cause 3: * Absenteeism * Transiency * Lack of family engagement; families suggest that they need different times for family events. * Lack of consistent SEL instruction * Lack of consistent use of Positive Behavior Supports * Some students do not feel fully aligned to the school's learning environment.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Criterion-Referenced Test in Science
- Curriculum Based Measures
- Early childhood literacy and math data
- Early reading assessment results
- End-of-Unit Assessments
- Grades
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Screener
- Other
 - BIG

Adult Learning Culture

- Action research results
- Administrator evaluation
- Class size averages by grade and subject
- Communications data
- Equity data
- Lesson Plans
- Master schedule
- Professional learning communities (PLC) data/agenda/notes
- School leadership data
- Staff surveys and/or other feedback
- Student Climate Survey
- Teacher evaluation
- Teacher/Student Ratio
- Walk-through data
- Other
 - BIG

Connectedness

- Annual dropout rate data

- Attendance
- Behavior
- Community surveys and/or other feedback
- Completion rates and/or graduation rates data
- Demographic data
- Enrollment
- Enrollment trends
- PBIS/MTSS data
- School safety data
- Social Emotional Learning Data
- Volunteer opportunities, attendance, and participation
- Other
 - BIG

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: By June of 2026, 100% of students in grades K-5 will meet their typical growth target in reading and math on the third iReady Diagnostic. 65% of students below grade level will meet their stretch growth target on the third diagnostic.

Comment

Aligns with District Goal

Formative Measures: iReady Data

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: ESSA Improvement Strategy: iReady				Status Check		
				Nov	Feb	May
				In progress	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Action Steps: *Establish a consistent process and calendar how and when teachers will convene to review lesson passage rates, usage minutes, and growth/performance movement by student group. *Develop data points and criteria to use to prioritize students who need additional instruction and/or intervention, and the criteria to use to exit students from additional supports. *Use certificates/awards to acknowledge student achievement and growth. *Establish the use of student data folders to develop goals and track growth towards goals.	Principal, Dean, Classroom Teachers, EL teacher, Special Education Teacher, Interventionist	SY 2025-26			
Position Responsible: Principal, Dean, Classroom Teachers, EL teacher, Special Education Teacher, Interventionist						
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: A significant number of students at Kate Smith Elementary are not yet meeting grade-level expectations in reading, mathematics, and science, as evidenced by low proficiency rates on SBAC, i-Ready, and NGSS assessments. Although students are demonstrating strong academic growth, particularly those starting below grade level, the rate of stretch growth is not sufficient to close existing achievement gaps. These gaps are further impacted by inconsistent foundational literacy and math skills, lower EL literacy proficiency, and continued chronic absenteeism. **Critical Root Cause:** Lack of foundational skills - In both ELA and Math *Lack of strong Tier 1 Instruction *Need to focus on reteaching and enrichment *Lack of vertical alignment across all grade levels *Transiency *Absenteeism

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By June of 2026, 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). All teachers will be using teacher clarity in Math.

Aligns with District Goal

Formative Measures: Walkthrough forms, PLC Data, Common Formative Assessment Data

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: ESSA Improvement Strategy: Professional Learning Communities (PLCs)				Status Check		
				Nov	Feb	May
				In progress	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Action Steps: *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 meetings, teachers will collaborate to analyze student data and adjust Tier I instruction in a timely manner.	Principal, Dean, Classroom Teachers, EL teacher, Special Education Teacher, RPDP	SY 2025-26			
Position Responsible: Principal, Dean, Classroom Teachers, EL teacher, Special Education Teacher, RPDP 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: A significant number of students at Kate Smith Elementary are not yet meeting grade-level expectations in reading, mathematics, and science, as evidenced by low proficiency rates on SBAC, i-Ready, and NGSS assessments. Although students are demonstrating strong academic growth, particularly those starting below grade level, the rate of stretch growth is not sufficient to close existing achievement gaps. These gaps are further impacted by inconsistent foundational literacy and math skills, lower EL literacy proficiency, and continued chronic absenteeism. Critical Root Cause: Despite strong instructional effort and clear evidence of growth, Tier 1 instruction is not yet consistently providing all students--particularly those beginning below grade level and English Learners--with enough explicit, systematic, and language-rich opportunities to build foundational literacy and math skills. As a result, students are not mastering the essential standards at the depth required for proficiency. In addition, chronic absenteeism reduces learning time for a subset of students, further limiting their access to high-quality core instruction and slowing the rate at which achievement gaps can be closed. Additionally, transiency is also a problem that contributes.

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: Daily, Weekly and Monthly Attendance Data, Infinite Campus

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: ESSA Improvement Strategy: Family Engagement <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>ESSA Improvement Strategy: Family Engagement</td><td>School Administration, School Counselor, Special Education Teacher, and EL Teacher</td><td>SY 25-26</td></tr></table> Position Responsible: School Administration, School Counselor, Special Education Teacher, and EL Teacher Evidence Level Level 3: Promising: Family Engagement Problem Statements/Critical Root Cause: Connectedness 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	ESSA Improvement Strategy: Family Engagement	School Administration, School Counselor, Special Education Teacher, and EL Teacher	SY 25-26	Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	ESSA Improvement Strategy: Family Engagement	School Administration, School Counselor, Special Education Teacher, and EL Teacher	SY 25-26							
				Nov	Feb	May								
In progress	No review	No review												

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Although Kate Smith Elementary has made gains in student connectedness through trauma-informed practices, PBIS implementation, SEL routines, and advisory/PAWS groups, a subset of students and families continue to report lower levels of engagement, belonging, and school fit. While chronic absenteeism has decreased from 14% to 13%, this rate still limits consistent access to schoolwide relationship-building structures and reduces student participation in connectedness activities. Additionally, family perception data show moderate scores in Learning Behaviors (56%) and School Fit (69%), suggesting that some students do not yet feel fully aligned to the school's learning environment or connected deeply enough to staff or peers to sustain strong motivation, independence, and attendance. Critical Root Cause: * Absenteeism * Transiency * Lack of family engagement; families suggest that they need different times for family events. * Lack of consistent SEL instruction * Lack of consistent use of Positive Behavior Supports * Some students do not feel fully aligned to the school's learning environment.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

People involved in the plan development:

1. Morgan Martinez, ELL
2. Sarah Collins, Dean of Students
3. Jennifer Hodges, Principal
4. James Nakashima, 4th grade
5. Marcus Hodges, Parent

The team met on 9/18/2025 to review the plan.

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

Staff and community reviewed the SPP during one of our Second Cup of Coffee meetings; we also invited parents to participate during our Back to School Night and during subsequent parent nights.

2.2: Regular monitoring and revision

We hold checks bi-monthly during our MTSS/Leadership meetings. We monitor each strategy and document what our next steps will be.

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

The plan is posted on our website, and links to the plan have been sent home via the newsletter.

2.4: Opportunities for all children to meet State standards

Kate Smith Elementary ensures that all children have equitable opportunities to meet state standards through the following initiatives:

1. Student Success – i-Ready Data-Driven Instruction

Teachers use i-Ready data to guide instruction, track growth, and set student goals. Students receive targeted support and enrichment through differentiated, standards-aligned lessons.

2. Adult Learning Culture – Professional Learning Communities (PLCs)

Weekly PLCs focus on the four components of *Teacher Clarity* to strengthen Tier 1 instruction, ensure consistent implementation of standards, and improve academic outcomes for all learners.

3. Connectedness – Family Engagement and Attendance

The school partners with families to reduce chronic absenteeism, increase student belonging through PBIS and SEL, and strengthen communication to support student success.

These initiatives, grounded in evidence-based practices, align with the school's mission to provide high-quality instruction, inclusive supports, and strong partnerships that promote academic growth for every student.

2.5: Increased learning time and well-rounded education

Title I funds support initiatives that increase learning time and provide a well-rounded education for all students. These include targeted reading and math interventions through i-Ready, collaborative Professional Learning Communities (PLCs) focused on data-driven Tier 1 instruction, and family engagement activities that strengthen home-school partnerships. Additionally, schoolwide Social-Emotional Learning (SEL) and PBIS initiatives promote positive behavior, attendance, and a safe, inclusive environment that supports both academic and social growth.

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

Title I funds at Kate Smith Elementary support initiatives designed to meet the needs of all students, particularly those most at risk of not meeting state standards. Targeted reading and math interventions using i-Ready, small-group instruction, after school tutoring and continuous progress monitoring provide focused academic support. Weekly Professional Learning Communities (PLCs) strengthen Tier 1 instruction and ensure equitable access to rigorous, standards-aligned curriculum, and support the use of ELlevation strategies in the classroom. In addition, family engagement efforts, attendance supports, and schoolwide SEL and PBIS practices promote a positive, inclusive environment that fosters both academic success and social-emotional growth for every student.

3.1: Annually evaluate the schoolwide plan

The School Performance Plan is evaluated through ongoing data analysis and progress monitoring during monthly leadership meetings on a bimonthly basis. Schoolwide goals and strategies are reviewed using i-Ready, attendance, and climate data, and adjustments are made each quarter to ensure continuous improvement and alignment with student needs.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

The Parent Involvement and Family Engagement Policy is developed collaboratively with families, staff, and the School Leadership Team during annual Title I meetings. Feedback from parents is gathered through surveys and family events, and the finalized policy is distributed to all families in multiple languages through the school website and the newsletter.

4.2: Offer flexible number of parent involvement meetings

Kate Smith Elementary provides a flexible number of parent involvement opportunities by offering multiple events at various times and days to accommodate family schedules. Morning meetings such as *Second Cup of Coffee*, afternoon classroom events, and evening family nights ensure that all families have opportunities to participate and engage in their child's education.

Community Outreach Activities

Activity	Date	Lesson Learned
Back-to-School Night	August 19	Widely attended, rotations seemed to be effective in managing the number of people working with our community partners.
Watch DOGS/Watch MOMs	September 9	Widely attended; obtained many volunteers. Attendance was greater than it had been in previous years.
Parent/Teacher Conferences	October 24-October 30	Over 95% attendance.
Second Cup of Coffee	November 14	3 families attended. Families appreciate the topic of fostering language development at home, though, and reviews were overwhelmingly positive. Will need to do more reminders in advance, and remind parents the evening before so they can plan to attend.