

Washoe County School District

Lincoln Park Elementary School

2025-2026 School Improvement Plan

Classification: 1 Star School

Title I



Mission Statement

*We the staff, students, and community of Lincoln Park Elementary School will educate the whole child and build a lifelong love of learning.
We can, and will ROAR.*

Vision

Where Lions Grow with the Pride

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/lincoln_park_elementary/2025

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

- PLC Meetings among grade levels are established and work focuses on continuous cycles of instruction.
- ELA interventions are focused using intervention programs that are effective, and data driven.
- Strategic and purposeful scheduling across grade levels.
- Implementation of the ELD Site Facilitator and EL Teachers among all grade levels with effective co-planning opportunities.
- Strong foundations for MTSS that focuses on individual student academic needs.
- Schoolwide focus of EL Strategies within the classroom utilizing ELLevation.
- Implementation of Academic Conversations between students.
- Focus on academic vocabulary across all grade levels.

Student Success Areas for Growth

Lincoln Park historically has a high percentage of English Language Learners, several of which at new to the country. By June 2025, our goal was for our EL students will increase proficiency on the WIDA ACCESS assessment by increasing the number of students showing 0.5 overall growth from 30% to 45%. Based on the ACCESS growth trajectory that predicts the number of students that will earn a scaled score that is associated with exiting the EL designation, all grade levels have increased within this area.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Number of students at Lincoln Park requiring EL support contributes to decreased reading ability.	Continued use of ELLevation Strategies at Tier I instruction. Continued modeling and co-teaching at Tier I to ensure students are exposed to all grade level content.

Student Group	Challenge	Solution
Foster/Homeless	Consistency for foster/homeless students both at home and school.	Use of PBIS/SEL for all students and relationship building. Trauma aware practices are used by all staff members.
Free and Reduced Lunch	N/A	All students at Lincoln Park are provided with free breakfast and lunch.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Identifying cultural norms, building stable relationships.	Use of PBIS/SEL for all students and relationship building. Fidelity to Tier I Instructional curriculum provided by WCSD.
Students with IEPs	General Education and Special Education teachers focus on solid Tier I, Tier II and specially designed instruction to support rigorous instructional strategies.	The students on an IEP will receive Tier II instruction as well as Specially Designed Instruction within the resource room. Receiving Tier II instruction based on formative and common assessments will increase each student's ability to access and gain proficiency in Tier I instruction.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Overall, ELA proficiency has decreased from 22% to 21% from 2024 to 2025 on the SBAC assessment. Overall, Math proficiency has remained at 15% from 2024 to 2025 on the SBAC assessment.

Critical Root Cause: Lack of effective Tier I instruction, that provides the opportunity to demonstrate mastery of grade level standards, will increase overall proficiency across 3rd through 5th grades. Engagement Strategies and Differentiation differ across grade levels. Lack of Academic Conversations between students. Lack of focus on academic vocabulary to support.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Lincoln Park Elementary School teachers meet weekly in the mornings for PLCs outside of normal team planning and prep time. These PLC meetings are focused and aligned to grade level standards. All teachers attend and actively participate in these meetings. These meetings have also given the teachers the opportunity collaborate with EL and SPED teachers to implement a variety of strategies into their teaching. Meetings are data driven.

Adult Learning Culture Areas for Growth

During the 2024-2025 School Year, Lincoln Park Elementary School continued to focus on implementing a structured PLC cycle where all teachers meet together, with a focus on student growth towards targeted grade level standards. The goal of these PLCs is to address student weaknesses and target instruction towards proficiency. Last school year, we worked to develop this process and will continue with the implementation of these PLCs in the current school year.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Number of students at Lincoln Park requiring EL Support	Continued use of the plan, do, study, act model at PLCs with a focus on student growth. Continued co-teaching at Tier 1 to ensure students are exposed to all grade level content.
Foster/Homeless	Consistency for foster/homeless students both at home and school.	: Use of PBIS/SEL for all students and relationship building. Once PLC a month will focus on the MTSS process and supporting teachers with goals and resources. Trauma aware practices are used by all staff members.
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Identifying cultural norms, building stable relationships	Focused integration of strategies from professional development with the ELD Site Facilitator and Instructional Coach.

Student Group	Challenge	Solution
Students with IEPs	General Education and Special Education teachers focus on solid Tier I, Tier II and specially designed instruction to support rigorous instructional strategies.	The students on an IEP will receive Tier II instruction as well progress monitoring to determine progress towards the students specific goals and objectives.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Overall ELA proficiency for students receiving EL services has decreased from 12% to 3% from 2024 to 2025 on the SBAC assessment. Overall math proficiency for students receiving EL services has increased from 8% to 12% from 2024 to 2025 on the SBAC assessment.

Critical Root Cause: Lack of focus on EL Strategies within the classroom. Lack of Academic Conversations between students. Lack of focus on academic vocabulary to support EL learners. EL focus across grade levels became stagnant.

Connectedness

Connectedness Areas of Strength

Lincoln Park Elementary School has already worked in the 2024-2025 school year to implement changes to correct chronic absenteeism. The attendance team is making daily phone calls to families regarding absences and working to better explain the district's attendance policies. Additionally, we have worked to implement more Tier I interventions to encourage and reward consistent attendance. We also have new Tier II and Tier III processes, attending parent teacher conferences, home visits, contacting families every day, for addressing chronically absent students.

Connectedness Areas for Growth

Lincoln Park Elementary School has, historically, struggled with chronic absenteeism. This area was a major weakness during the 2023-2024 school year where chronic absenteeism rose from 18% to 27%. A variety of factors contributed to this change including transiency, parent communication and a lack of interventions.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Number of students at Lincoln Park requiring EL Support	Continued use of ELLevation Strategies in Tier I instruction. Continued co-teaching with ELD at Tier 1 to ensure students are exposed to all grade level content and that their language needs are met.
Foster/Homeless	Consistency for foster/homeless students both at home and school.	Child in Transition services and support. Use of PBIS/SEL for all students and relationship building. Trauma aware practices are used by all staff members.
Free and Reduced Lunch	Provision II Status: Schoolwide free breakfast and lunch. Breakfast in the classroom.	Focused food bank support within the school.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Continued focus on Subgroup population in regard to district and state proficiency outcomes.	Professional development opportunities collaborating focusing on equity and diversity.

Student Group	Challenge	Solution
Students with IEPs	General Education and Special Education teachers focus on solid Tier I, Tier II and specially designed instruction to support rigorous instructional strategies that aligns to grade level content and standards.	Provide teachers with additional support to ensure the student have resources to support learning outside of the school day.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Overall Chronic Absenteeism for students Kindergarten through 5th grade was 20% for the 2024-2025 school year. Students identified in the subgroup CIT had an overall chronic absenteeism of 33%, the highest of all subgroups. Student engagement during the 2024-2025 school year was affected due to lack of exposure to Tier I due to absences.

Critical Root Cause: Lack of Tier I practices for attendance. Lack of strong Tier II and Tier III attendance interventions.

Priority Problem Statements

Problem Statement 1: Overall ELA proficiency for students receiving EL services has decreased from 12% to 3% from 2024 to 2025 on the SBAC assessment. Overall math proficiency for students receiving EL services has increased from 8% to 12% from 2024 to 2025 on the SBAC assessment.

Critical Root Cause 1: Lack of focus on EL Strategies within the classroom. Lack of Academic Conversations between students. Lack of focus on academic vocabulary to support EL learners. EL focus across grade levels became stagnant.

Problem Statement 1 Areas: Adult Learning Culture

Problem Statement 2: Overall, ELA proficiency has decreased from 22% to 21% from 2024 to 2025 on the SBAC assessment. Overall, Math proficiency has remained at 15% from 2024 to 2025 on the SBAC assessment.

Critical Root Cause 2: Lack of effective Tier I instruction, that provides the opportunity to demonstrate mastery of grade level standards, will increase overall proficiency across 3rd through 5th grades. Engagement Strategies and Differentiation differ across grade levels. Lack of Academic Conversations between students. Lack of focus on academic vocabulary to support.

Problem Statement 2 Areas: Student Success

Problem Statement 3: Overall Chronic Absenteeism for students Kindergarten through 5th grade was 20% for the 2024-2025 school year. Students identified in the subgroup CIT had an overall chronic absenteeism of 33%, the highest of all subgroups. Student engagement during the 2024-2025 school year was affected due to lack of exposure to Tier I due to absences.

Critical Root Cause 3: Lack of Tier I practices for attendance. Lack of strong Tier II and Tier III attendance interventions.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Multi-Tiered System of Supports (MTSS)
- MyPath
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice

Adult Learning Culture

- Class size averages by grade and subject
- Lesson Plans
- Master schedule
- Professional Development Agendas
- Staff surveys and/or other feedback
- Walk-through data

Connectedness

- Attendance
- Behavior
- Demographic data
- Enrollment
- Enrollment trends
- Home Visits

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: One hundred percent of students in grades K-5 will meet their typical growth target in reading on the third iReady Diagnostic. 65% of students who are two or more grade levels below on the first reading iReady Diagnostic will meet their stretch growth target on the third Diagnostic. One hundred percent of students in grades K-5 will meet their typical growth target in math on the third iReady Diagnostic. 45% of students who are two or more grade levels below on the first math iReady Diagnostic will meet their stretch growth target on the third Diagnostic.

Aligns with District Goal

Formative Measures: Data chats, testing schedule, percentage tested, student pledge, Diagnostic Growth Report, Weekly Personalized Instruction Summary

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: iReady <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Conduct weekly reviews of student usage and lesson passage with the goal of students passing 3 or more reading and 3 or more math lessons each week. Develop master schedule with specific time allocated for students to complete iReady Personalized Path lessons. Create an incentive program/system to support students in meeting weekly lesson passage goals. Students will utilize a lesson data tracker to monitor Personalized Path Lesson passage.</td><td>Classroom Teachers, Dean of Students, Principal.</td><td>SY 2025-26</td></tr></table> Position Responsible: Classroom Teachers, Dean of Students, Principal. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Level 2: Moderate: iReady Problem Statements/Critical Root Cause: Student Success 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Conduct weekly reviews of student usage and lesson passage with the goal of students passing 3 or more reading and 3 or more math lessons each week. Develop master schedule with specific time allocated for students to complete iReady Personalized Path lessons. Create an incentive program/system to support students in meeting weekly lesson passage goals. Students will utilize a lesson data tracker to monitor Personalized Path Lesson passage.	Classroom Teachers, Dean of Students, Principal.	SY 2025-26	Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Conduct weekly reviews of student usage and lesson passage with the goal of students passing 3 or more reading and 3 or more math lessons each week. Develop master schedule with specific time allocated for students to complete iReady Personalized Path lessons. Create an incentive program/system to support students in meeting weekly lesson passage goals. Students will utilize a lesson data tracker to monitor Personalized Path Lesson passage.	Classroom Teachers, Dean of Students, Principal.	SY 2025-26							
				Nov	Feb	May								
No review	No review	No review												

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 1: Overall, ELA proficiency has decreased from 22% to 21% from 2024 to 2025 on the SBAC assessment. Overall, Math proficiency has remained at 15% from 2024 to 2025 on the SBAC assessment. **Critical Root Cause:** Lack of effective Tier I instruction, that provides the opportunity to demonstrate mastery of grade level standards, will increase overall proficiency across 3rd through 5th grades. Engagement Strategies and Differentiation differ across grade levels. Lack of Academic Conversations between students. Lack of focus on academic vocabulary to support.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: 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)

Aligns with District Goal

Formative Measures: PLC agendas, lesson plans, formative assessment data

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLC				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	Create the master schedule with specific time allotted for weekly PLC meetings. A member of the administrative team or instructional coach will be present at all PLC meetings to lead the collaboration around Teacher Clarity. Within PLC meeting, teachers will collaborate to define clear learning intentions for daily lessons across all subject areas, aligned with curriculum standards and student needs. Lesson plans will identify formative assessments that will be used to inform and adjust instruction.	Classroom Teachers, Dean of Students, Principal.	SY 2025-26	No review	No review	No review
Position Responsible: Classroom Teachers, Dean of Students, Principal.						
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6						
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: Overall ELA proficiency for students receiving EL services has decreased from 12% to 3% from 2024 to 2025 on the SBAC assessment. Overall math proficiency for students receiving EL services has increased from 8% to 12% from 2024 to 2025 on the SBAC assessment. Critical Root Cause: Lack of focus on EL Strategies within the classroom. Lack of Academic Conversations between students. Lack of focus on academic vocabulary to support EL learners. EL focus across grade levels became stagnant.

Inquiry Area 3: Connectedness

SMART Goal 1: The percentage of students identified as chronically absent in the 25-26 school year will decrease by 5% when compared to the 24-25 percent identified as chronically absent.

Aligns with District Goal

Formative Measures: Attendance records, event attendance, home visit data, individualized attendance plans for students with 3+ absences.

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Family Engagement				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	Develop a comprehensive outreach campaign to inform families about the importance of regular attendance and the potential consequences of chronic absenteeism. Utilize various communication channels such as email, newsletters, phone calls and social media platforms to reach out to parents. Organize workshops and information sessions specifically designed for parents/guardians to educate them on the importance of attendance and provide strategies for improving their child's attendance. Collaborate with families to develop individualized attendance plans for students at risk of chronic absenteeism. Create and implement a system of incentives and recognition for students and families who demonstrate improved attendance. Conduct home visits for students who are at risk of chronic absenteeism.	Teachers, Counselor, FACE Liaison, Dean of Students, Principal.	SY 2025-26	No review	No review	No review
Position Responsible: Teachers, Counselor, FACE Liaison, Dean of Students, Principal.						
Schoolwide and Targeted Assistance Title I Elements: 4.1, 4.2						
Evidence Level Level 3: Promising: Family Engagement						
Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Overall Chronic Absenteeism for students Kindergarten through 5th grade was 20% for the 2024-2025 school year. Students identified in the subgroup CIT had an overall chronic absenteeism of 33%, the highest of all subgroups. Student engagement during the 2024-2025 school year was affected due to lack of exposure to Tier I due to absences. Critical Root Cause: Lack of Tier I practices for attendance. Lack of strong Tier II and Tier III attendance interventions.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

FOR ALL TITLE I ELEMENTS, PLEASE SEE ATTACHED ADENDUM.

Community Outreach Activities

Activity	Date	Lesson Learned
Welcome Back BBQ Meet and Greet	August 8, 2025	
Kindergarten Kickoff	August 15, 2025	
Back to School Night	August 19, 2025	
Fall Festival	October 2, 2025	
Literacy Night	December 4, 2025	
Family Bingo Night	February 12, 2026	
STEAM Night	May 7, 2025	
Food Pantry - Weekly	Weekly August 14, 2025 - June 4, 2026	
Cup of Coffee Meetings for Parents - Monthly	Weekly August 18, 2025 - June 5, 2026	