

Washoe County School District

Alice Maxwell Elementary School

2025-2026 School Improvement Plan

Classification: 2 Star School

Title I

Mission Statement

- To create a safe and equitable learning environment for life-long learners with a growth mindset.
- To partner with families and the greater community to provide a positive, enriching learning climate and culture.

Vision

We are a diverse learning community of lifelong learners who strive for excellence through demonstrating responsibility, accountability, independence, kindness and empathy for others.

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/alice_maxwell_elementary/2025 School Rating Report](https://nevadareportcard.nv.gov/DI/nv/washoe/alice_maxwell_elementary/2025_School_Rating_Report).)

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

- 2024 ELA SBAC results demonstrate an increase of 2% of students scoring level 3 or 4 when compared to 2023 results. The percentage of students scoring level 3 or 4 on the 2024 ELA SBAC is 4% above the district average. The percentage of students scoring level 3 or 4 on the 2024 SBAC is 19% higher than similar schools
- 8 students partaking in the ACCESS assessment scored 4.5 or higher the score required to exit the EL program. 76% of the grades K-5 showed growth with 74% of students making growth in Listening, 71% in Writing and 70% overall.
- Reading reduction of students two or more grade levels below from BOY to EOY diagnostic:

Testing period	% of students two grade levels below	% of students three or more grade levels below	Total
BOY	28 (92 students)	10 (33 students)	38 (125 students)
EOY	12 (38 students)	6 (19 students)	18 (57 students)

- Math reduction of students two or more grade levels below from BOY to EOY diagnostic:

Testing period	Two grade levels below	Three or more grade levels below	Total
BOY	27 (90 students)	6 (20 students)	31 (110 students)
EOY	8 (23 students)	2 (6 students)	10 (29 students)

Student Success Areas for Growth

- 2024 ELA SBAC results demonstrate an increase of 2% of students scoring level 3 or 4 when compared to 2023 results. The percentage of students scoring level 3 or 4 on the 2024 ELA SBAC is 4% above the district average. The percentage of students scoring level 3 or 4 on the 2024 SBAC is 19% higher than similar schools
- 7 students partaking in the ACCESS assessment scored 4.5 or higher the score required to exit the EL program. 76% of the grades K-5 showed growth with 74% of students making growth in Listening, 71% in Writing and 70% overall.

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Math reduction of students two or more grade levels below from BOY to EOY diagnostic:

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Testing period	Two grade levels below	Three or more grade levels below	Total
BOY	27 (90 students)	6 (20 students)	31 (110 students)
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Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	29% of students made expected growth on ACCESS, with 23% making no growth or regression. iReady reading proficiency to SBA - 7% iReady math proficiency to SBA - 14%	Increased focus on domain from beginning of 25-26 SY with focus groups for specific domains. Increased monitoring and iReady lesson assignments for reading and math.
Foster/Homeless	N/A	
Free and Reduced Lunch	iReady EOY reading - 39% proficiency to SBA iReady EOY math - 41% proficiency to SBA	Increased monitoring and iReady lesson assignments for reading and math.

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	iReady reading proficiency to SBA - 14% iReady math proficiency to SBA - 14%	Increased monitoring and iReady lesson assignments for reading and math.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): A review of iReady Reading diagnostic data indicates that 51% of students, kindergarten through fifth grade, are reading early on, mid or above grade level. A review of iReady Math diagnostic data indicates that 44% of students, kindergarten through fifth grade, are reading early on, mid or above grade level.

Critical Root Cause: * Lack of structures that focus on habits and dispositions in the classroom and schoolwide * Lack of fidelity to standards-based curriculum * Inconsistent monitoring of lesson completion, lessons passed and equity of lessons for reading and math * Limited knowledge of the science of reading * Limited knowledge of mathematical practices * Misaligned curriculums between primary and upper grades. * Inconsistent use of formative assessment to drive student learning and instructional practice

Adult Learning Culture

Adult Learning Culture Areas of Strength

- Systematic, guaranteed PLC Process
- Stipend opportunities for grade levels to meet with Administration for additional PLC supports
- Consistent, weekly feedback on Teacher Clarity plans
- Consistent, ongoing professional development for new supports (i.e. iReady, Teacher Clarity, Reveal Math)
- Incorporation of PDSA cycles (grade level and schoolwide for EL strategies)
- Consistently providing opportunities through the sharing of books, webinars, articles, videos on best instructional practices
- Mentor Teacher Program
- Consistent use of assessment data for backwards planning of instructions and for targeted interventions

Adult Learning Culture Areas for Growth

- Stipend opportunities for grade levels to meet with Administration for additional PLC supports
- Consistent, weekly feedback on Teacher Clarity plans
- Consistent, ongoing professional development for new supports (i.e. iReady, Teacher Clarity, Reveal Math)
- Incorporation of PDSA cycles (grade level and schoolwide for EL strategies)
- Consistently providing opportunities through the sharing of books, webinars, articles, videos on best instructional practices
- Mentor Teacher Program
- Continued focus on refining MTSS process to incorporate increased use of progress monitoring through iReady with fidelity
- Consistent use of assessment data for backwards planning of instructions and for targeted interventions

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	29% of students made expected growth on ACCESS, with 23% making no growth or regression. iReady reading proficiency to SBA - 7% iReady math proficiency to SBA - 14%	Model and set expectations for general education and EL teachers to create goal setting and data binders for each student. Quarterly review of academic and ACCESS domain goals will be completed with each student. Teacher Clarity template will incorporate specific strategies for EL learners.
Foster/Homeless	N/A	

Student Group	Challenge	Solution
Free and Reduced Lunch	iReady EOY reading - 39% proficiency to SBA iReady EOY math - 41% proficiency to SBA	Increased monitoring and iReady lesson assignments for reading and math.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	iReady reading proficiency to SBA - 14% iReady math proficiency to SBA - 14%	Model and set expectations for general education and Resource teachers to create goal setting and data binders for each student. Quarterly review of IEP goals will be completed with each student. Teacher Clarity template will incorporate specific strategies for SPED learners.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Adult learning Culture classroom walk-through focusing on student response outcomes to learning intentions and success criteria yielded less than anticipated goals of 75%. With 157 walkthroughs focused on student responses, the following was documented: - 86 out of 157 students (55%) were able to answer the question "What are you learning?" with specific nouns and verbs - 57 out of 157 students (36%) were able to answer the question "How do you know you've learned or are successful at learning?" with specific nouns and verbs. The questions were probed in a developmentally appropriate manner, and expanded as necessary to promote positive student response.

Critical Root Cause: * Fidelity of use of Teacher Clarity plans * Lack of consistent routines and procedures related to Teacher Clarity components * Lack of consistent review prior to lesson, during lesson and after lesson of Teacher Clarity components * Inconsistent posting and/or updating visual referents for learning intentions and success criteria

Connectedness

Connectedness Areas of Strength

According to the 24-25 School Climate survey:

- 67% of students answered positively regarding a reduction in school internet bullying, a 20% increase from 23-24 SY.
- 60% of students think they are capable of responsible decision-making, an 11% increase from 23-24 SY.
- 48% of students believe they have positive emotional self-management skills, an 11% increase from 23-24 SY.
- 60% of student believe they have positive work self-management skills, an 15% increase from 23-24 SY.
- 56% of students have not experienced physical or verbal incidents, a positive increase of 22% from 23-24 SY.
- All these measures meet or exceed Elementary/District averages.

Connectedness Areas for Growth

According to the 24-25 School Climate survey:

- 63% of students believe their social awareness skills (i.e. learning from people with different opinions than me, knowing when someone needs help and knowing others feelings), a 7% decrease from 23-24 SY and below elementary/District percentages.
- 64% of students believe student engagement (thinking about what they learn outside of school, feeling part of the school and time passing quickly), an 8% decrease from 23-24 SY and below elementary percentages.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Equitable practices given language challenges.	Provide increased student voice opportunities (e.g. Student Council) with these students strategically, purposefully included.
Foster/Homeless	N/A	
Free and Reduced Lunch	iReady EOY reading - 39% proficiency to SBA iReady EOY math - 41% proficiency to SBA	Increased monitoring and iReady lesson assignments for reading and math.

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	Equitable practices given academic and social challenges.	Provide increased student voice opportunities (e.g. Student Council) with these students strategically, purposefully included.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Year Severe Chronic Absenteeism Chronic Absenteeism Total (24) 1.35 11.35 12.70 (25) 2.54 (increase 1.19) 9.32 (decrease 2.03) 11.86 (decrease .84) Approaching Chronic Absenteeism (24) 12.70 (25) 12.43

Critical Root Cause: Factors to consider: * students in severe chronic absenteeism category were comprised of heavily health and behavior impacted Special Education students in the following programs: SPED DD PK and Strategies programs * Working families lacking flexibility to accommodate for adjusted schedules * Potential perception on the part of families that other priorities such as siblings care taking for younger siblings takes precedence over attending school * Student on extended family trips to other countries (e.g. Mexico).

Priority Problem Statements

Problem Statement 1: A review of iReady Reading diagnostic data indicates that 51% of students, kindergarten through fifth grade, are reading early on, mid or above grade level. A review of iReady Math diagnostic data indicates that 44% of students, kindergarten through fifth grade, are reading early on, mid or above grade level.

Critical Root Cause 1: * Lack of structures that focus on habits and dispositions in the classroom and schoolwide * Lack of fidelity to standards-based curriculum * Inconsistent monitoring of lesson completion, lessons passed and equity of lessons for reading and math * Limited knowledge of the science of reading * Limited knowledge of mathematical practices * Misaligned curriculums between primary and upper grades. * Inconsistent use of formative assessment to drive student learning and instructional practice

Problem Statement 1 Areas: Student Success

Problem Statement 2: Adult learning Culture classroom walk-through focusing on student response outcomes to learning intentions and success criteria yielded less than anticipated goals of 75%. With 157 walkthroughs focused on student responses, the following was documented: - 86 out of 157 students (55%) were able to answer the question "What are you learning?" with specific nouns and verbs - 57 out of 157 students (36%) were able to answer the question "How do you know you've learned or are successful at learning?" with specific nouns and verbs. The questions were probed in a developmentally appropriate manner, and expanded as necessary to promote positive student response.

Critical Root Cause 2: * Fidelity of use of Teacher Clarity plans * Lack of consistent routines and procedures related to Teacher Clarity components * Lack of consistent review prior to lesson, during lesson and after lesson of Teacher Clarity components * Inconsistent posting and/or updating visual referents for learning intentions and success criteria

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Year Severe Chronic Absenteeism Chronic Absenteeism Total (24) 1.35 11.35 12.70 (25) 2.54 (increase 1.19) 9.32 (decrease 2.03) 11.86 (decrease .84) Approaching Chronic Absenteeism (24) 12.70 (25) 12.43

Critical Root Cause 3: Factors to consider: * students in severe chronic absenteeism category were comprised of heavily health and behavior impacted Special Education students in the following programs: SPED DD PK and Strategies programs * Working families lacking flexibility to accommodate for adjusted schedules * Potential perception on the part of families that other priorities such as siblings care taking for younger siblings takes precedence over attending school * Student on extended family trips to other countries (e.g. Mexico).

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs
- Other
 - iReady Reading and Math BOY/EOY

Adult Learning Culture

- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- Walk-through data
- Other
 - Teacher Clarity Plans

Connectedness

- Attendance
- Other
 - School Climate Survey 24-25SY

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Seventy-five percent of students grades K-5 will meet their typical growth target in reading on the EOY iReady Diagnostic.

Thirty percent of students grades K-5 will meet their stretch growth target in reading in the EOY iReady Diagnostic.

The number of students two or more grade levels below on the BOY reading iReady Diagnostic will be decreased by thirty percent by the iReady EOY Diagnostic.

Seventy-five percent of students grades K-5 will meet their typical growth target in math on the third iReady Diagnostic.

Thirty percent of students grades K-5 will meet their stretch growth target in math in the EOY iReady Diagnostic.

The number of students two or more grade levels below on the BOY math iReady Diagnostic will be decreased by thirty percent by the iReady EOY Diagnostic.

Providing professional development on best practices for implementing iReady personalized path into daily instruction.

- * Educating parents on the benefits and ways they can support their child(ren) with iReady.

Creating and use of student data binders to involve student in goal setting and review of goal setting quarterly.

- * Weekly review of student usage, lesson passage rate, and growth.

- * Continuous sharing of best practices through the PLC process utilizing Guiding Coalition format for collaboration.

- * Use of reflection data during the PLC process.

- * Developing strategies for students not meeting weekly goal.

Aligns with District Goal

Formative Measures: Student lesson tracker, student data binders, weekly personalized instruction summary, master schedule to ensure iReady use

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: iReady				Status Check		
				Nov	Feb	May
					No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	* Providing professional development on best practices for implementing iReady personalized path into daily instruction. * Educating parents on the benefits and ways they can support their child(ren) with iReady. * Weekly review of student usage, lesson passage rate, and growth. * Continuous sharing of best practices through the PLC process. * Use of reflection data during the PLC process. * Developing strategies for students not meeting weekly goal.	Teachers, EL/ SPED Team, Administration	August, 2025-May, 2026			
Position Responsible: Teachers, EL/SPED Team, Administration Evidence Level Level 3: Promising: i-Ready Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 1 Problem Statements:

Student Success
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Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Classroom walkthroughs 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 and clarity of assessment of student learning) so that students can success answer questions, "What are you learning?" and "How do you know you have learned it?. " Successful answers will include specific nouns and verbs associated with content areas.

Aligns with District Goal

Formative Measures: Digital walk-through form

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLC's				Status Check		
				Nov	Feb	May
					No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Create a master schedule with specific time allotted for weekly planning. * Develop a schedule for weekly meeting for guiding coalition team to recap bright spots and opportunities for growth with each grade level * Provide professional learning to all instructional staff multiple times throughout the school year. * Utilize the Teacher Clarity Focus Walk through form (digital) to monitor the incorporation of Teacher Clarity in daily instruction. * Learning intentions and success criteria will be utilized in all classrooms for both ELA and mathematics.	Administration and Classroom teachers	August, 2025-May, 2026			
Position Responsible: Administration and Classroom teachers						
Evidence Level Level 2: Moderate: PLC's						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Adult Learning Culture
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Inquiry Area 3: Connectedness

SMART Goal 1: The percentage of students identified as chronically absent in the 25-26 school year will decrease by 1% for severe chronic absenteeism, 2% for chronic absenteeism and 2% for approaching chronic absenteeism when compared to the 24-25 percents identified as severe and chronically absent.

Aligns with District Goal

Formative Measures: BIG Reports, Daily Attendance measures

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: PBIS <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Improvement Strategy: * PBIS * Use historical data to identify students who are at risk for chronic absenteeism. * Conduct bi-weekly reviews of attendance to identify students with 2-3 consecutive absences, with 10% or more absent days, and with more than one unverified absence. * Form an attendance team to coordinate efforts to develop individualized attendance contracts/agreement with students identified through bi-weekly attendance reviews. * Establish process/protocol for teachers to communicate with attendance team regarding student absences. * Establish process/protocol for communicating with families regarding student absences in a timely manner. * Match each at-risk student with staff member based on factors such as personality, background and availability. * Celebrate achievements with students and families related to improved attendance.</td><td>Administration and Classroom teachers</td><td>August, 2025-May, 2026</td></tr></table> Position Responsible: Administration and Classroom teachers Evidence Level Level 2: Moderate: PBIS Problem Statements/Critical Root Cause: Connectedness 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Improvement Strategy: * PBIS * Use historical data to identify students who are at risk for chronic absenteeism. * Conduct bi-weekly reviews of attendance to identify students with 2-3 consecutive absences, with 10% or more absent days, and with more than one unverified absence. * Form an attendance team to coordinate efforts to develop individualized attendance contracts/agreement with students identified through bi-weekly attendance reviews. * Establish process/protocol for teachers to communicate with attendance team regarding student absences. * Establish process/protocol for communicating with families regarding student absences in a timely manner. * Match each at-risk student with staff member based on factors such as personality, background and availability. * Celebrate achievements with students and families related to improved attendance.	Administration and Classroom teachers	August, 2025-May, 2026	Status Check		
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				Nov	Feb	May								
	No review	No review												

SMART Goal 1 Problem Statements:

Connectedness
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Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

Our Leadership and Progressive Discipline Team meets regularly and also reviews metrics with each iReady diagnostic to assess progress towards academic goals. The team also review attendance data as part of each meeting to determine next steps to support individual families and students.

Our Guiding Coalition Team meets regularly to review Teacher Clarity process for planning with bright spots and opportunities for growth as part of the active discussion.

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

The site-based Leadership and Progressive Discipline Team, which includes staff, parents, and District representatives meets twice in the fall to review the plans and provide feedback for making revisions. In addition, additional stakeholder feedback is gathered by meeting with Maxwell Bulldog Community members to review goals and progress towards goals.

2.2: Regular monitoring and revision

Our Leadership and Progressive Discipline Team meets regularly and also reviews metrics with each iReady diagnostic to assess progress towards academic goals. The team also review attendance data as part of each meeting to determine next steps to support individual families and students. The team agenda will be set for quarterly reviews for each strategy and documents lessons learned and next steps.

Our Guiding Coalition Team meets regularly to review Teacher Clarity process for planning with bright spots and opportunities for growth as part of the active discussion. The information discussed will be shared with this team to then inform colleagues.

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

The plan is posted on our school website in English and Spanish, review at our Back-to-School Night and available at the front desk.

2.4: Opportunities for all children to meet State standards

Our Title I funding is utilized to give all children opportunities to meet State standards in the following ways:

- monies used to purchased iReady materials
- monies used to provide Spring Break Academy prior to SBA assessment
- monies used to provide additional PLC time with Administration
- monies used to provide students with data binders to actively set and monitor their learning goals.

2.5: Increased learning time and well-rounded education

Our Title I funding is utilized to give all children opportunities to meet State standards in the following ways:

- monies used to purchased iReady materials
- monies used to provide Spring Break Academy prior to SBA assessment
- monies used to provide additional PLC time with Administration
- monies used to provide students with data binders to actively set and monitor their learning goals.

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

Our Title I funding is utilized to give all children opportunities to meet State standards in the following ways:

- monies used to purchased iReady materials
- monies used to provide Spring Break Academy prior to SBA assessment
- monies used to provide additional PLC time with Administration
- monies used to provide students with data binders to actively set and monitor their learning goals
- monies used to support self-manager program K-5
- monies used to support student leadership team
- FACE funding to promote Parent Teacher Home Visit program.

3.1: Annually evaluate the schoolwide plan

The team agenda for leadership and Progressive Discipline will be set for quarterly reviews for each strategy and documents lessons learned and next steps.

Our Guiding Coalition Team meets regularly to review Teacher Clarity process for planning with bright spots and opportunities for growth as part of the active discussion. The information discussed will be shared with this team to then inform colleagues.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

Our FACE along with Administration provides families information on PTHV program and shares these through the Accords at Fall conference.

4.2: Offer flexible number of parent involvement meetings

Our school community will provide:

- PTHVs throughout the year
- partnerships with Parent University to build adult and child literacy

- initiation of the Bulldog Community Committee to foster family involvement

- continued community-building events such as Trunk-or-Treat, Cookies, Cocoa and Crafts, and Multi-cultural Night.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Sharisse Crowe	FACE	Title I	

Community Outreach Activities

Activity	Date	Lesson Learned
Welcome Bulldogs	August 7, 2025	
Back-to-School Night	August 20, 2025	