

Washoe County School District
Virginia Palmer Elementary School
2025-2026 School Improvement Plan

Classification: 2 Star School

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/virginia_palmer_elementary/2025

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

WIDA/ACCESS:

We exited 18 students

The percent of students who are growing on a trajectory that predicts within five years they will exit increased from 36% to 45%.

SBAC Growth:

Increase in students performing at or above standard in ELA to 34%

Students in the "Catch Up" category increased from 17% to 33% of our students who are not yet at standard but are growing enough to meet standard within three years.

Students in the "Keep Up" category increased from 34% to 58% of our students who are growing enough to continue to meet standard.

We increased from 23% to 41% of our students who are growing adequately to catch up or keep up with meeting standards.

Our Median growth in ELA increased from 41 to 50.

Student Success Areas for Growth

In 2023 29% of Palmer students scored proficient on the SBAC ELA assessment in grades 3-5, and we increased to 34% proficient in 2024. According to MAP scores for students in Kindergarten through 3rd grade 45% of our students are in the 41st percentile or above. In kindergarten 66% of our students are in the 41st percentile or above, in 1st grade 46% meet this criteria, in 2nd grade 20% meet the criteria, and in 3rd grade 45% of our students met the criteria.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	We did not exit as many students this year	Co-teaching for EL supports in all grades
Foster/Homeless	NA	

Student Group	Challenge	Solution
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): In 2023 29% of Palmer students scored proficient on the SBAC ELA assessment in grades 3-5, and we increased to 34% proficient in 2024-25. According to MAP scores for students in Kindergarten through 3rd grade 45% of our students are in the 41st percentile or above. We are showing gains however, we have not had enough gains to get us back to pre-pandemic levels.

Critical Root Cause: Beyond this we have lowered our expectations for students because they are entering grade levels lower than in years previous. Students have fallen further and further behind academically and we have decreased the exposure to grade level content.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Staff survey showed:

Expectations of Success is up six points.

The home school connection is up eight points.

Parent involvement is up 11 points.

Safety is up one point.

Social Emotional Learning is up two points.

Staff-Student Relationships is up seven points.

Student Behaviors improved 10 points.

Adult Learning Culture Areas for Growth

Teachers having a secured planning time has always been a focus at Palmer. We have created a master schedule that allows teachers planning time during the day if they choose. We have also dedicated Wednesday early release time to the Plan, Do, Study, Act, PLC process. Staff at Palmer work incredibly hard together to ensure student success. We build great relationships with each other and all of our students. We had a strong focus last year on common lesson plans which helped to ensure higher quality tier 1 in every grade level.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	NA	
Foster/Homeless	NA	
Free and Reduced Lunch	NA	
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	NA	
Students with IEPs	NA	

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Students are still performing below grade level.

Critical Root Cause: Staff members can choose to meet during the day for planning or not.

Connectedness

Connectedness Areas of Strength

Student Attendance:

Student attendance was improved in 2nd, 3rd, and 5th grades.

We maintained the percent of students who were chronically, and severely chronically absent was reduced.
absent.

According to the 5th grade student survey:

Adult respect was up one point.

Questions about bullying showed an eight point positive increase.

Student engagement was up one point.

Student respect was up three points.

Connectedness Areas for Growth

We have seen small gains in grade levels and some classes in student attendance. We have seen gains in the student survey showing that our focus on building relationships with student is showing growth.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	NA	
Foster/Homeless	NA	
Free and Reduced Lunch	NA	
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	NA	
Students with IEPs	NA	

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): During the 2024-2025 school year, we declined in absenteeism, although we had some attendance focused activities (mystery word, perfect attendance awards, etc.) but it didn't seem to make an impact. We will continue to support attendance at Palmer.

Critical Root Cause: In elementary school the responsibility of coming to school falls primarily on the guardians, however it is our job as the school to ensure students want to come to school. We have not done a sufficient job of educating families about the importance of school attendance post-pandemic. We are going to focus on educating our families about attendance and increasing our student attendance.

Priority Problem Statements

Problem Statement 1: In 2023 29% of Palmer students scored proficient on the SBAC ELA assessment in grades 3-5, and we increased to 34% proficient in 2024-25. According to MAP scores for students in Kindergarten through 3rd grade 45% of our students are in the 41st percentile or above. We are showing gains however, we have not had enough gains to get us back to pre-pandemic levels.

Critical Root Cause 1: Beyond this we have lowered our expectations for students because they are entering grade levels lower than in years previous. Students have fallen further and further behind academically and we have decreased the exposure to grade level content.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Students are still performing below grade level.

Critical Root Cause 2: Staff members can choose to meet during the day for planning or not.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: During the 2024-2025 school year, we declined in absenteeism, although we had some attendance focused activities (mystery word, perfect attendance awards, etc.) but it didn't seem to make an impact. We will continue to support attendance at Palmer.

Critical Root Cause 3: In elementary school the responsibility of coming to school falls primarily on the guardians, however it is our job as the school to ensure students want to come to school. We have not done a sufficient job of educating families about the importance of school attendance post-pandemic. We are going to focus on educating our families about attendance and increasing our student attendance.

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

Adult Learning Culture

- Lesson Plans
- Master schedule
- Professional learning communities (PLC) data/agenda/notes
- Walk-through data

Connectedness

- Attendance

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: By the spring of 2026 we will increase the percentage of students scoring proficient on the SBAC ELA by 7% in grades 3-5. By the spring of 2026, all students in grades K-5th grade will make typical growth on the iReady assessment in ELA.

Aligns with District Goal

Formative Measures: SBAC, iReady

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Virginia Palmer ES will implement the MTSS based "What I Need" intervention across all grade levels during designated intervention and enrichment time periods. We will ensure all students are passing at least 2 lessons a week in iReady and engaging in lessons for a minimum of 45 minutes a week.				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Action Steps: Create a master schedule that includes: 45-minute daily grade level What I Need (WIN) time for interventions and enrichment, one hour planning during the school day (if teachers choose), weekly PLC time on Early Release Wednesday, Stipend one Wednesday a month to allow for an extra hour of PLC focused work, 90-minute ELA block. Use iReady data to identify learning skill gaps, create small groups, and plan instruction to fill those gaps Create and discuss outcomes of Common Formative Assessments to guide T1 small group instruction and WIN groups. All PLC time will focus on answering the four critical questions. 1. What is it we want our students to know and be able to do? 2. How will we know if each student has learned it? 3. How will we respond when some students do not learn it? 4. How will we extend the learning for students who have demonstrated proficiency? Create SMART Goals based on Essential Standards that support our SLO. Continue backward planning Plan and use intentional activities during WIN and use iReady Teacher toolbox Weekly reviews of student iReady usage and lesson passage Master schedule with specific time allotted to iReady lessons Incentives to support students in meeting weekly lessons	Grade level teachers, EL Teachers, Resource Teachers	SY 2025-26			
Position Responsible: Grade level teachers, EL Teachers, Resource Teachers Evidence Level Level 2: Moderate: MTSS Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: In 2023 29% of Palmer students scored proficient on the SBAC ELA assessment in grades 3-5, and we increased to 34% proficient in 2024-25. According to MAP scores for students in Kindergarten through 3rd grade 45% of our students are in the 41st percentile or above. We are showing gains however, we have not had enough gains to get us back to pre-pandemic levels. Critical Root Cause: Beyond this we have lowered our expectations for students because they are entering grade levels lower than in years previous. Students have fallen further and further behind academically and we have decreased the exposure to grade level content.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Classroom walk-throughs will indicate at least 75% of teachers consistently implement the components of Teacher Clarity for both ELA and math, ensuring students can identify what they are learning, why they are learning it, and how they will know when they have learned it.

Aligns with District Goal

Formative Measures: Walk through forms

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Professional Learning Communities (PLCs)				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	Action Steps: Analyze and dissect grade level subject standards to determine appropriate rigor of instruction. 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 what students are learning, why they are learning it, and how they will know when they have learned the standard. PLCs to identify daily learning intentions, create an assessment, then adjust instruction to meet student's needs Schedule weekly walkthroughs in subject areas and meet with administration team to recap observations. Add teacher clarity questions to walkthrough forms.	Teachers, administrators.	SY 2025-26	No review	No review	No review
Position Responsible: Teachers, administrators.						
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: Students are still performing below grade level. Critical Root Cause: Staff members can choose to meet during the day for planning or not.	

Inquiry Area 3: Connectedness

SMART Goal 1: The percentage of students identified as chronically absent in the 25-26 school year will decrease by 2% when compared to the 24-25 percent identified as chronically absent and we will increase the average daily attendance from 95.63% to 96%

Aligns with District Goal

Formative Measures: IC and BIG attendance reports

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	Action Steps: Outreach campaign to inform parents of the importance of regular attendance and the potential consequences of chronic absenteeism. Attendance information in weekly parent communication. Coffee & Conversation workshop and information session designed to educate them o the importance of attendance. Collaborate with families to develop individualized attendance plans for student at risk of chronic absenteeism. Weekly attendance meetings with attendance officer Teachers will call home at 2nd day missed of school. Teachers will email at 5th day of missed school. Administration will call home at 7th day of missed school. We will have weekly incentives for the grade level with the highest Average Daily Attendance. Students will earn "Den" points for attendance. Identify students who are historically at risk for absenteeism. Weekly reviews of attendance data	CIS, Counselor, Administration, Clerk, Teachers	SY 2025-26	No review	No review	No review
Position Responsible: CIS, Counselor, Administration, Clerk, Teachers						
Evidence Level Level 3: Promising: Family Engagement						
Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: During the 2024-2025 school year, we declined in absenteeism, although we had some attendance focused activities (mystery word, perfect attendance awards, etc.) but it didn't seem to make an impact. We will continue to support attendance at Palmer. Critical Root Cause: In elementary school the responsibility of coming to school falls primarily on the guardians, however it is our job as the school to ensure students want to come to school. We have not done a sufficient job of educating families about the importance of school attendance post-pandemic. We are going to focus on educating our families about attendance and increasing our student attendance.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

For all Title 1 elements, please see addendum.

Community Outreach Activities

Activity	Date	Lesson Learned
Back to School Night	August 19, 2025	
Winter Dinner with your Den	December 9, 2025	
Spring Dinner with your den	March 3, 2026	
Coffee & Conversations	Monthly	