

Washoe County School District

Marvin Picollo Elementary School

2025-2026 School Improvement Plan

Classification: 1 Star School

Title I, CSI

Mission Statement

Marvin Picollo School – where we strengthen our students’ abilities by providing an individualized standards-based functional academic experience, leading to independence, self-determination, and a fulfilled quality of life!

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/marvin_picollo_elementary/2025

Table of Contents

- Comprehensive Needs Assessment 4
 - Student Success 4
 - Adult Learning Culture 6
 - Connectedness 8
- Priority Problem Statements 10
- Comprehensive Needs Assessment Data Documentation 11
- Inquiry Areas 12
 - Inquiry Area 1: Student Success 12
 - Inquiry Area 2: Adult Learning Culture 13
 - Inquiry Area 3: Connectedness 14
- Schoolwide and Targeted Assistance Title I Elements 15
 - 1.1: Comprehensive Needs Assessment 15
- Community Outreach Activities 16

Comprehensive Needs Assessment

Revised/Approved: June 13, 2025

Student Success

Student Success Areas of Strength

Implementation of curriculum in most classrooms

IEP goals/objectives aligned to grade level NVCS Connectors in most IEPs

Student progress towards IEP objectives - increased independence, decreased level of support

Increased student participation in the NAA

Student Success Areas for Growth

Increase expectation of teacher use of standard-based curriculum during set period.

Collect clear data on IEP goal aligned to current grade level standards.

Collect data on student % of independence on each ELA objective, growth over quarter or level of prompting.

Comparative data of student participation in the NAA over the last 5 years - look at possible growth

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	yes	increased support form ELL dept for strategies
Foster/Homeless	N/A	
Free and Reduced Lunch	yes	breakfast & lunch provided

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	yes	access to visual representations, cultural events, mentors
Students with IEPs	yes	accommodations/modifications, curriculum aligned to alternate achievement standards, SDI 100% of the day

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Need for increased student progress on ELA goals/objectives leading to increased performance on NAA.

Critical Root Cause: Lack of access to curriculum at grade level, lack of evidence-based practices used for ELA instruction

Adult Learning Culture

Adult Learning Culture Areas of Strength

- Inclusion of ESPs in all professional learning opportunities
- Specialized PL for ESPs
- Implementation of data expectations in most classrooms, evidenced by data upload to EdPlan and IEP PLOPs

Adult Learning Culture Areas for Growth

- Problem solving among PLCs regarding instruction and data collection methods by ESPs.
- Increased training for teachers on systematic instruction, data-collection, and data-based decision-making.
- Set admin expectations for implementation.
- Increase understanding of cycles of instruction, aligned to PLC, SLO, etc.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	some ESPs are second lang. learners	provide visual supports, opportunities to learn in groups, simplified language
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	

Student Group	Challenge	Solution
Students with IEPs	Staff with disabilities	closed captioning, increased font size, physically accessible

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Staff need more training on cycles of instruction to include planning and decision making with the use of formative assessment/data collection
Critical Root Cause: Time constraints, loss of PD time, overextended staff, staff turnover, staffing vacancies, inaccessible curriculum out of box

Connectedness

Connectedness Areas of Strength

Connections were made with Marce Herz MS, Lenz ES, Hunsberger ES, and Galena HS. Marce Herz leadership participated in student actives on Picollo campus. Lenz & Hunsberger choir came to Picollo to perform. Students form Picollo went to Galena high school weekly in the spring semester to engage in inclusive activities.

Connections made to outside community agencies. Picollo students began vocational training opportunities at Alpha productions, Choices, Tod's Body Shop, and Spread the Word. Students from TMCC and UNR come into fulfil program requirements, practicum hours in classrooms, ABA training, and volunteer opportunities.

Arts For All Nevada came into the school to provide art lessons to students in visual arts weekly.

During our first multi-cultural family engagement event, families brought foods from their culture and were able to learn about student engagement through teacher and therapist activities. Students were able to engage with their families in activities designed for them to show their skills to family members. Families were able to network, get an organizational binder, and learn from community agencies.

TOSA created a family organizational binder that was available at the multi-cultural event and during IEP meetings if they did not attend.

Connectedness Areas for Growth

Increase student access to the community for recreation/leisure and vocational training.

Increase student access to non-disabled peers through inclusive opportunities on and off the Picollo campus.

Increase family connectedness through parent teacher home visits and family engagement events.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	interpretation for families'	staff or translation services
Foster/Homeless	N/A	
Free and Reduced Lunch	most of student population	meals provided during outings & special events
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	most of student population	provide staff that can relate
Students with IEPs	most of student population	provide specific supports

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Students require increased vocational training opportunities, family engagement opportunities, and integration with non-disabled peers

Critical Root Cause: * Reduced community services, isolated in a self-contained school * Family supports for childcare, transportation, interpretation, etc.

Priority Problem Statements

Problem Statement 1: Need for increased student progress on ELA goals/objectives leading to increased performance on NAA.

Critical Root Cause 1: Lack of access to curriculum at grade level, lack of evidence-based practices used for ELA instruction

Problem Statement 1 Areas: Student Success

Problem Statement 2: Staff need more training on cycles of instruction to include planning and decision making with the use of formative assessment/data collection

Critical Root Cause 2: Time constraints, loss of PD time, overextended staff, staff turnover, staffing vacancies, inaccessible curriculum out of box

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Students require increased vocational training opportunities, family engagement opportunities, and integration with non-disabled peers

Critical Root Cause 3: * Reduced community services, isolated in a self-contained school * Family supports for childcare, transportation, interpretation, etc.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Course Offerings
- Credit Sufficiency/Deficiency/Retrieval data
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- Nevada Alternate Assessment (NAA)
- WIDA Alternate ACCESS (WAA)
- Other
 - IEP objective growth

Adult Learning Culture

- Action research results
- Administrator evaluation
- Coaching Logs
- Lesson Plans
- Master schedule
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- School leadership data
- Staff surveys and/or other feedback
- Teacher evaluation
- Walk-through data
- Other
 - teacher checklists

Connectedness

- Attendance
- Community surveys and/or other feedback
- Home Visits
- Perception/survey data
- Other
 - CBI/Inclusion frequency data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: By the next school year, 80% of students will increase growth by at least 10% on ELA goals/objectives through the consistent exposure and access to grade appropriate ELA curriculum including literary and informational text

Aligns with District Goal

Formative Measures: Percentage of growth on IEP ELA goals/objectives aligned to standards.

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: * Attainment Standards Based Curriculum <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>* Providing materials at symbolic level * Use of EBPs embedded in curriculum and used to reteach concepts</td><td>Teachers</td><td>SY 2025-26</td></tr></table> Position Responsible: Teachers Evidence Level Level 1: Strong: Standards Based Curriculum Problem Statements/Critical Root Cause: Student Success 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	* Providing materials at symbolic level * Use of EBPs embedded in curriculum and used to reteach concepts	Teachers	SY 2025-26	Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	* Providing materials at symbolic level * Use of EBPs embedded in curriculum and used to reteach concepts	Teachers	SY 2025-26							
				Nov	Feb	May								
No review	No review	No review												

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Need for increased student progress on ELA goals/objectives leading to increased performance on NAA. Critical Root Cause: Lack of access to curriculum at grade level, lack of evidence-based practices used for ELA instruction

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the next school year, staff will participate in monthly cycles of instructional practice (plan, do, study, act) in order to implement systematic instructional plans, regularly analyze data and implement data-based decision-making rules to inform instructional changes using progress monitoring data with teacher growth to 80% implementation.

- Aligns with District Goal**
- Formative Measures:** Systematic instructional plan checklist
Data-analysis and decision-making checklist

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: * Math Instructional Coach * Long-term sub support * Attainment Hands-on Math Curriculum * School-wide professional learning using a BST model <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>* Math Instructional Coach * Long-term sub support * Attainment Hands-on Math Curriculum * School-wide professional learning using a BST model</td><td>Principal, Dean, Instructional Coach</td><td>SY 2025-26</td></tr></table> Position Responsible: Principal, Dean, Instructional Coach Evidence Level Level 4: Demonstrate Rationale: BST Model Problem Statements/Critical Root Cause: Adult Learning Culture 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	* Math Instructional Coach * Long-term sub support * Attainment Hands-on Math Curriculum * School-wide professional learning using a BST model	Principal, Dean, Instructional Coach	SY 2025-26	Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	* Math Instructional Coach * Long-term sub support * Attainment Hands-on Math Curriculum * School-wide professional learning using a BST model	Principal, Dean, Instructional Coach	SY 2025-26							
				Nov	Feb	May								
No review	No review	No review												

SMART Goal 1 Problem Statements:

Adult Learning Culture	
Problem Statement 1: Staff need more training on cycles of instruction to include planning and decision making with the use of formative assessment/data collection	Critical
Root Cause: Time constraints, loss of PD time, overextended staff, staff turnover, staffing vacancies, inaccessible curriculum out of box	

Inquiry Area 3: Connectedness

SMART Goal 1: By the next school year, we will increase connections with families and the community, through integrated experiences leading to greater independence in post-secondary opportunities by increasing frequency by a 20% growth.

Aligns with District Goal

Formative Measures: Frequency of PTHV, community-based instructional opportunities including vocational training, and inclusive opportunities (on and off campus)

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Parent Teacher Home Visits * Regular communication - welcome calls, email, website, home notes * School partnerships: Galena, Herz * Community Based Instruction * Music/Art events in school & community				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Parent Teacher Home Visits * Regular communication - welcome calls, email, website, home notes * School partnerships: Galena, Herz * Community Based Instruction * Music/Art events in school & community	Social Worker, Transition teachers, APE & Music teachers, Dean	SY 2025-26			
Position Responsible: Social Worker, Transition teachers, APE & Music teachers, Dean						
Evidence Level Level 2: Moderate: Parent Teacher Home Visits						
Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness	
Problem Statement 1: Students require increased vocational training opportunities, family engagement opportunities, and integration with non-disabled peers	Critical Root Cause: * Reduced community services, isolated in a self-contained school * Family supports for childcare, transportation, interpretation, etc.

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 - Title 1 presentation	August 27, 2025, 5:30-7:00	
Vocational Training Set-up	August/September	