Washoe County School District

Spanish Springs Elementary School

2025-2026 School Improvement Plan

Classification: 5 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/spanish_springs_elementary/2025

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Math was our goal and focus last year and particularly in the claim of Concepts and Procedures. It was nice to see the lowest of our students improved by 4%.

Student Success Areas for Growth

The bottom end of our math claims improved in two of the three categories and in the third one we went from 5% to 6%. Still a really low percentage for us there and we are happy with the improvement for our lower end students.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language Comprehension of the Tier 1 content	Tier 1 Language supports and EL Services and Support
Foster/Homeless	Consistency of home environment and attendance	CIT program & Small Group Counseling Support
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Lack of representation within curriculum and resources	Culturally Responsive Teaching within the Tier 1 instruction
Students with IEPs	Difficulties accessing Tier 1 Instruction	Acceleration Instruction and SDI

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Our SBAC ELA and Math scores can be improved.
Critical Root Cause: Staff balancing the tier 1 learning and the required iReady lessons by the school district.

Adult Learning Culture

Adult Learning Culture Areas of Strength

One of our strengths are the grade level teams work so well together. Strong teams and teamwork.

Adult Learning Culture Areas for Growth

Spanish Springs has a strong family type positive culture. We had only one employee leave us between 23-24 and 24-25 and she retired. That includes teachers and support staff.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language Comprehension of the Tier 1 content	Tier 1 Language supports and EL Services and Support
Foster/Homeless	Consistency of home environment and attendance	CIT program & Small Group Counseling Support
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Lack of representation within curriculum and resources	Culturally Responsive Teaching within the Tier 1 instruction
Students with IEPs	Difficulties accessing Tier 1 Instruction	Acceleration Instruction and SDI

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Learning the new iReady program
Critical Root Cause: it was in its first year of roll out

Connectedness

Connectedness Areas of Strength

Teachers communicating with families using Dojo or Class Tag

Administration sends a weekly message to parents

We offer both fall and spring conferences

Involved PTO offering many family evening events both academic and for community building

Connectedness Areas for Growth

Chronic absenteeism increased yet again for the third year in a row despite the many different efforts we have put forward.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language Comprehension of the Tier 1 content	Tier 1 Language supports and EL Services and Support
Foster/Homeless	Consistency of home environment and attendance	CIT program & Small Group Counseling Support
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Lack of representation within curriculum and resources	Culturally Responsive Teaching within the Tier 1 instruction
Students with IEPs	Difficulties accessing Tier 1 Instruction	Acceleration Instruction and SDI

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Families wish to enjoy family time on long weekends or vacations outside of the school district planned vacation days.
Critical Root Cause: We believe during the COVID years, families realized what was important to them and they continue to believe that spending time with the family is important and are willing to give up any school time for it.

Priority Problem Statements

Problem Statement 1: Our SBAC ELA and Math scores can be improved.

Critical Root Cause 1: Staff balancing the tier 1 learning and the required iReady lessons by the school district.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Learning the new iReady program

Critical Root Cause 2: it was in its first year of roll out

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Families wish to enjoy family time on long weekends or vacations outside of the school district planned vacation days.

Critical Root Cause 3: We believe during the COVID years, families realized what was important to them and they continue to believe that spending time with the family is important and are willing to give up any school time for it.

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 Mathematics
- Criterion-Referenced Test in Science
- Curriculum Based Measures
- Early childhood literacy and math data
- Early reading assessment results
- End-of-Unit Assessments
- Grades
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- MyPath
- Nevada Alternate Assessment (NAA)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Alternate ACCESS (WAA)
- WIDA Screener

Adult Learning Culture

- Administrator evaluation
- Coaching Logs
- Evaluation(s) of professional development implementation and impact
- Lesson Plans
- Master schedule
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- School leadership data
- Staff surveys and/or other feedback
- Teacher evaluation
- Walk-through data

Connectedness

- Attendance
- Behavior

- Home Visits
- PBIS/MTSS data
- Social Emotional Learning Data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Spanish Springs Elementary students will exhibit performance that shows achieving higher proficiency (Level 3 or 4) in both ELA & Math with the SBAC. In 2025-2026 Adequate Growth Percentile and Median Growth Percentile data will show an 8-10% increase in ELA & Math. 90% of students will meet typical growth targets with iReady, and 75% of students will meet stretch growth targets with iReady.

Aligns with District Goal

Formative Measures: iReady Benchmark Assessments, SBAC Catch-up & Keep-up Data,

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Acceleration Through High-Quality Tier 1 Instruction and i-Ready	**Status Check**		
	Nov	**Feb**	**May**
	Revisions needed	No review	No review

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	1. Professional Development & Instructional Support of Teacher Clarity: Provide ongoing professional development and coaching for teachers to design and communicate clear Learning Intentions and Success Criteria that make learning accessible and transparent for all students. 2. Professional Development & Instructional Support of i-Ready Implementation: Offer targeted professional learning for teachers to utilize i-Ready data to personalize instruction, monitor student progress, and plan acceleration-based next steps that promote growth beyond proficiency. 3. Data-Driven Instruction: Implement a data cycle in PLCs using i-Ready, CFA, and SBAC results to identify trends, plan responsive Tier 1 instruction, and accelerate learning based on real-time student needs. 4. Tier 1 Instruction: Ensure all teachers embed strategies--such as just-in-time scaffolding and rigorous grade-level tasks within Tier 1 instruction to drive measurable academic growth for all students. 5. Engagement Strategies: Increase student motivation and participation by incorporating interactive, real-world, and technology-based learning experiences that promote ownership and deeper understanding. 6. Culture of Growth & Collective Efficacy: Foster a schoolwide culture focused on growth and love of learning, where students and staff have an experience of love of learning, celebrate progress, set ambitious goals, and collectively believe in every learner's capacity to accelerate achievement. 7. iReady Growth: Develop student goal-setting systems and progress-monitoring routines so that every student works toward meeting typical growth targets and strives for stretch growth targets in i-Ready, supported by data-driven conferencing and teacher feedback.	Teachers and Administration	SY 2025-26

Position Responsible: Teachers and Administration

Resources Needed: iReady & BIG Data at a Glance

Schoolwide and Targeted Assistance Title I Elements:
2.5

Evidence Level
Level 1: Strong: TNTP (2018), The Opportunity Myth, TNTP (2020), Learning Acceleration Guide, Hattie, J. (2023), Visible Learning Meta-Analyses
Level 3: Promising: i-Ready

Problem Statements/Critical Root Cause: Student Success 1

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Our SBAC ELA and Math scores can be improved. **Critical Root Cause**: Staff balancing the tier 1 learning and the required iReady lessons by the school district.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Throughout the 2025-2026 school year, 100% of teachers will actively engage in the Professional Learning Community (PLC) process during early-release Wednesdays and bi-weekly PLC sessions designated for credit-earning professional learning. The PLC process will be implemented with fidelity and consistency across the school, as measured by the completion and use of PLC Road Maps addressing the four essential PLC questions. Additionally, classroom walkthroughs will demonstrate that 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.

Aligns with District Goal

Formative Measures: Weekly Sign-in sheet

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLC's with a focus on Learning Objectives and Teacher Clarity				**Status Check**		
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Nov**	**Feb**	**May**
1	1. All components of the Grade Level PLC process will be completed to ensure data-driven instructional decisions are being made to support student learning. 2. Implement structured weekly PLC meetings with grade-level teams to discuss instructional practices, student data, and components of the Teacher Clarity book. 3. Analyze and dissect grade-level subject standards to determine appropriate rigor of instruction. 4. Within the PLC meeting, teachers will collaborate to define clear learning intentions for daily lessons across all subject areas, aligned with curriculum standards and student needs. 6. Grade-level teams will identify formative assessments that will be used to inform and adjust instruction. 7. Walkthroughs and observations will be conducted to ensure implementation and provide regular feedback for the impactful use of Teacher Clarity.	Administration, Teachers, WCSD PD team (focused on teaching Admin)	SY 2025-26	In progress	No review	No review

Position Responsible: Administration, Teachers, WCSD PD team (focused on teaching Admin)

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: Learning the new iReady program **Critical Root Cause**: it was in its first year of roll out

Inquiry Area 3: Connectedness

SMART Goal 1: Decrease in percentage of Chronic Absenteeism to reflect less than or equal to 8% students chronically absent in the 25-26 school year.

Aligns with District Goal

Formative Measures: Attendance Reports

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: MTSS	**Status Check**		
	Nov	**Feb**	**May**
	In progress	No review	No review

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	1. Administration talking to parents via weekly phone calls, class dojo, and email messages, reminding them of the importance of attendance 2. Run attendance report every 10 days 3. Review the attendance intervention from the MTSS Website 4. Contact families with letters, phone calls, and the re-engagement officer, depending onthe number of absences from the attendance reports 5. Write Prior Written Notices for students who have an IEP 6. Create an Action Plan for re-engagement with support from the WCSD re-engagement officer	Clerk, Counselor, Dean, Re-engagement Office	SY 2025-26

Position Responsible: Clerk, Counselor, Dean, Re-engagement Office

Evidence Level
Level 2: Moderate: MTSS

Problem Statements/Critical Root Cause: Connectedness 1

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Families wish to enjoy family time on long weekends or vacations outside of the school district planned vacation days. **Critical Root Cause**: We believe during the COVID years, families realized what was important to them and they continue to believe that spending time with the family is important and are willing to give up any school time for it.

Community Outreach Activities

Back to School Night: August 19, 2025 at 5:30-7:00

School-Wide Tie-Dye Event: September 8th-12th

Monster Mash: October 21, 2025 at 5:30-7:00

Fleece for Friends: Nov/Dec

Art/Science Night: Beginning of March

Otter Fest: End of May