

Washoe County School District

Stead Elementary School

2025-2026 School Improvement Plan

Classification: 2 Star School

Title I, ATSI



Mission Statement

Student Mission Statement:

We work hard to learn, we are problem solvers, and we are safe, respectful, and responsible.

Our Vision: Every person matters, every moment counts.	Nuestra Visión: Cada persona importa, cada momento cuenta.
Our Mission: Stead Elementary is dedicated to all who enter our school by ensuring high levels of learning. We will educate, guide, nurture, support, and inspire each other.	Nuestra Misión: En la Escuela Elemental Stead nos dedicamos a proveer un alto nivel de aprendizaje a todo alumno que forma parte de la escuela. Nos Educaremos, guiaremos, nutriremos, apoyaremos e inspiraremos mutuamente.
Instructional Focus: 1. All students will increase reading fluency and comprehension. 2. All students will increase writing proficiency. 3. All students will increase math proficiency. 4. All students will self-regulate through social-emotional learning.	Enfoque de Instrucción: 1. Todos los estudiantes incrementarán la fluidez en la lectura y comprensión. 2. Todos los estudiantes incrementarán la habilidad de escritura. 3. Todos los estudiantes incrementarán sus habilidades matemáticas. 4. Todos los estudiantes se autorregularán a través del aprendizaje socio-emocional.

Vision

Our Vision:

Every person matters, every moment counts.

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/stead_elementary/2025

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

- 75% of 1st grade students made progress to typical growth in reading on IReady diagnostics from fall to spring
- 75% of 3rd grade students made progress to typical in reading on IReady diagnostics from fall to spring
- 59% of students in Kindergarten through 5th grade had improved placement in reading form fall to spring on the IReady diagnostic
- 49% of students schoolwide met their typical or stretch goal in reading from fall to spring

Student Success Areas for Growth

During 24-25 School Year all students participated in I Ready diagnostic assessment fall, winter, and spring. Teachers conducted goal settings with admin and individual conferencing with students. Teachers arranged master schedules to ensure students met their weekly I Ready minutes and school wide PBIS incentives recognized classrooms and students with the most I Ready minutes. After diagnostics in the spring students were recognized in a rewards assembly with parents for making typical growth and making stretch growth. Grade levels shared grows and glows as a data share at the end of the school year.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	
Foster/Homeless	N/A	
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): Schoolwide 58% of students ended the year below grade level in reading on IReady diagnostic

Critical Root Cause: IReady diagnostic results showed students at all grade levels lack foundational reading skills to have successful reading experiences.

Adult Learning Culture

Adult Learning Culture Areas of Strength

- All certified teaching positions filled and maintained consistent staff from 2024-2025 school year
- All grade level teachers participated in 7 Mighty Moves Book Club
- All grade level teachers participated in PLCS to analyze data and plan instruction following Plan, Do, Study, Act cycle.
- All teachers participated in IReady goal setting and end of the year data share

Adult Learning Culture Areas for Growth

Master schedule was created and implemented to include 120 minutes of teacher planning time weekly and 1hour of grade level PLCS three times a month. Grade levels examined data and planned instruction based on needs assessment. During 2024-2025 school year all certified teachers participated in 7 Mighty Moves book club to increase research- based strategies to ensure foundational reading success with introduction to science of reading components.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	
Foster/Homeless	N/A	
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 Adult Learning Culture Needs

Problem Statement 1 (Prioritized): A majority of students lack the foundational skills to be successful readers of grade level text.

Critical Root Cause: Lack of Science of Reading Foundational skills instruction at all grade levels. Teachers do not have adequate knowledge of the Science of Reading nor do they have curriculum that aligns.

Connectedness

Connectedness Areas of Strength

- During 2024-2025 school year decreased students considered chronically absent by 10%. From 28% in 2022-2023 school year to 18% in 2023-2024 school year
- Created school attendance team consisting of admin, clerical aide, counselors, and social worker.
- The attendance team met monthly to review students' attendance data and assign attendance check in case managers.
- School wide attendance incentives were put in place
- Student specific attendance incentives were put in place
- 95% of families attended parent teacher conferences
- Stead has a strong culture of family connectedness with attendance at PTO events.
- Began implementation of Parent Teacher Home Visits

Connectedness Areas for Growth

During 2023-2024 school year increased schoolwide awareness of importance of daily attendance and all stakeholder's commitment to increasing student attendance and family connectedness.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	
Foster/Homeless	N/A	
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 Connectedness Needs

Problem Statement 1 (Prioritized): 18% of students considered chronically absent for 2024-2025 school year

Critical Root Cause: lack of student and family connectedness to school

Priority Problem Statements

Problem Statement 1: Schoolwide 58% of students ended the year below grade level in reading on IReady diagnostic

Critical Root Cause 1: IReady diagnostic results showed students at all grade levels lack foundational reading skills to have successful reading experiences.

Problem Statement 1 Areas: Student Success

Problem Statement 2: A majority of students lack the foundational skills to be successful readers of grade level text.

Critical Root Cause 2: Lack of Science of Reading Foundational skills instruction at all grade levels. Teachers do not have adequate knowledge of the Science of Reading nor do they have curriculum that aligns.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: 18% of students considered chronically absent for 2024-2025 school year

Critical Root Cause 3: lack of student and family connectedness to school

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
- Other
 - i-Ready, SBAC Growth

Adult Learning Culture

- Lesson Plans
- Master schedule
- Teacher evaluation
- Walk-through data

Connectedness

- Attendance
- Home Visits

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: 75% of students in grade Kindergarten through 5th will meet their typical growth target on the spring I Ready diagnostic. 50% of students who are 2 or more grade levels below grade level on the fall I Ready diagnostic will meet their stretch goal on the spring I Ready diagnostic. With this gain in I Ready Achievement we would expect and anticipate an increase scores by 3% gain in proficiency on SBAC stores

Aligns with District Goal

Formative Measures: I Ready data

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: iReady				Status Check		
				Nov	Feb	May
				No review	No review	No review
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. Design master schedule to ensure all special groups are allocated specific time to meet weekly lesson passage goal. Provide staff professional learning focused on best practices for incorporating iReady Personalized Path lesson completion into daily class schedule. Create an incentive program/system to support students in meeting diagnostics typical and stretch growth goals Students will utilize a lesson data tracker to monitor Personalized Path Lesson passage.	Ryan Doetch-Youngblood (Principal), Kasey Forshey (Dean) , Deborah Evanchak (Assistant Principal)	SY 2025-26			
Position Responsible: Ryan Doetch-Youngblood (Principal), Kasey Forshey (Dean) , Deborah Evanchak (Assistant Principal)						
Evidence Level						
Level 2: Moderate: UFLI						
Level 3: Promising: i-Ready						
Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Schoolwide 58% of students ended the year below grade level in reading on IReady diagnostic Critical Root Cause: IReady diagnostic results showed students at all grade levels lack foundational reading skills to have successful reading experiences.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Classroom walkthroughs will at least 75% of teachers consistently implementing Science of Reading aligned foundational skills instruction

Aligns with District Goal

Formative Measures: Regular analysis of grade level and individual I ready foundational skills data. Minimum of 1 time per month student progress monitoring of student foundational skills

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLCs and Professional Learning				Status Check		
				Nov	Feb	May
				No review	No review	No review
1	Create the master schedule with specific time allotted for weekly PLC meetings and 30 minutes daily foundation reading instructional time Purchase UFLI Foundational Reading curriculum for all grade levels Train all teachers in implementation of UFLI curriculum to supplement Benchmark curriculum A member of the administrative team or instructional coach will be present at all PLC meetings to lead the collaboration around Science of Reading instruction Establish benchmarks and indicators of success to monitor progress towards the full implementation of Science of Reading in daily instruction. Weekly optional professional development provided by RPDP Diana Walker around Science of Reading and implementation of UFLI Regular walk throughs to observe trends and provide support as necessary. Develop a schedule for weekly meetings for instructional leadership to recap observations from PLC meetings and classroom walkthroughs to intervene and provide support in a timely manner.	Ryan Doetch-Youngblood (Principal), Deborah Evanchak (Assistant Principal), and Kasey Forshey (Dean)	End of 25-26SY			
Position Responsible: Ryan Doetch-Youngblood (Principal), Deborah Evanchak (Assistant Principal), and Kasey Forshey (Dean) 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: A majority of students lack the foundational skills to be successful readers of grade level text. Critical Root Cause: Lack of Science of Reading Foundational skills instruction at all grade levels. Teachers do not have adequate knowledge of the Science of Reading nor do they have curriculum that aligns.

Inquiry Area 3: Connectedness

SMART Goal 1: The percentage of students considered chronically absent in the 25-26 school year will decrease from 18% to 10% as compared to the 24-25 school year

Aligns with District Goal

Formative Measures: BIG Attendance Data, Infinite Campus Attendance Data

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PBIS				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
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. Collaborate with families to develop individualized attendance plans for students at risk of chronic absenteeism. Create and implement a It's a small world system of incentives and recognition for students and families who demonstrate improved attendance and build in cultural recognition through family pictures in countries around the world of the cafeteria. Conduct home visits for students who are at risk of chronic absenteeism. Offer opportunities for parents/guardians to become involved in the community through volunteering and participating in monthly Stead Community Team Meetings Match each at-risk student with a staff member based on factors such as personality, background, and availability. Schedule regular meetings between admin and attendance support team to check-in, set goals, and provide support. Celebrate achievements related to improved attendance.	Ryan Doetch-Youngblood (Principal), Deborah Evanchak (Assistant Principal), and Kasey Forshey (Dean)	Weekly in staff newsletter. And monthly with PBIS team.			
Position Responsible: Ryan Doetch-Youngblood (Principal), Deborah Evanchak (Assistant Principal), and Kasey Forshey (Dean)						
Evidence Level Level 1: Strong: PBIS						
Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness	
Problem Statement 1: 18% of students considered chronically absent for 2024-2025 school year	Critical Root Cause: lack of student and family connectedness to school

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

For Title I Elements, please see Addendum

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

When Principal meets with families once a month during "Donuts with the Principal," Parent and community input will be solicited about the plan.

2.2: Regular monitoring and revision

Leadership meets monthly with parents to discuss the monitoring of each strategy and lessons learned.

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

All literature (website, newsletter, etc) are translated into Spanish and all whole group parent meetings are interpreted.

2.4: Opportunities for all children to meet State standards

Title one funds are used to assist students with Learning such as a bilingual aide and an Instructional Assistant that assist with interventions.

2.5: Increased learning time and well-rounded education

Title one funds are used to assist students with Learning such as a bilingual aide and an Instructional Assistant that assist with interventions. In addition, staff are subbed out during extended common planning to meet the needs of students and provide additional opportunities during interventions and Tier 1 instruction to provide increase learning time.

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

Through Title funds additional staff provide supports and instruction for youngest learners for early intervention.

3.1: Annually evaluate the schoolwide plan

The leadership will review IReady growth and more than typical growth to determine if Plan is effective. Furthermore, data will be shared with parents.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

Our FACE will be involved in Parent Involvement and Family Engagement Policy.

4.2: Offer flexible number of parent involvement meetings

Parents will have multiple opportunities to be involved in the classrooms, field trips and PTO.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brenda Chagolla	Bilingual Aide	Title 1	27 hours wkly
Elsa Goldstein	Counselor	Title1	.5
Jack Seltzer	Instructional Assistant	Kinder and First	35 hours weekly
Kasey Forshey	Dean	SIP	.5

Community Outreach Activities

Activity	Date	Lesson Learned
Back to School Night	August 26, 2025	Well attended and informative. Having food trucks brought in higher attendance. Next year, we are going to host earlier, and we will be in a new school.
Book Fair	Oct 27-Oct 30	More advertising for volunteers.
Conference Week	Oct 24-Oct 30	Always a very successful week.
PTO Kick Off	September 9, 2025	Having a zoom meeting and in person allows more families to attend.
Harvest Festival	October, 24, 2025	This is one of our most attended events.