Washoe County School District

Mamie Towles Elementary School

2025-2026 School Improvement Plan

Classification: 4 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/mamie_towles_elementary/2025

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Updated 5/30/25

Reading:

- Students scoring two, three, or more below grade levels decreased from 21% (57 students) to 9% (26 students) from BYO to EOY assessment results.
- Students scoring one year below grade level decreased from 48% (136 students) to 20% (57 students) from BYO to EOY assessment results.
- Overall students reading "early on grade level" increased from 18% (51 students) to 22% (59 students) from BYO to EOY assessment results.
- Overall students reading "mid or above grade level" increased from 13% (38 students) to 49% (139 students) from BYO to EOY assessment results.

Math:

  - Students scoring two, three, or more below grade levels below decreased from 20% (52 students) to 10% (29 students) from BYO to EOY assessment results.
  - Students scoring one year below grade level decreased from 55% (142 students) to 22% (63 students) from BYO to EOY assessment results.
- Overall students' math "early on grade level" increased from 17% (43 students) to 27% (76 students) from BYO to EOY assessment results.
- Overall students' math "mid or above grade level" increased from 8% (20 students) to 41% (115 students) from BYO to EOY assessment results.

Reflecting on last year’s goals, our students showed overall growth in both reading and math on the i-Ready assessments. Increased familiarity with the i-Ready platform contributed to this progress, as did improved teacher training in using student reports, assigning lessons, and implementing targeted small group instruction.

Student Success Areas for Growth

Looking back at our goals from last year, our students grew overall in reading and math on i-Ready. Time on task increase and teachers and administration were able to monitor students weekly and hold conversations with students who were not meeting their time on task minutes in each academic area of reading and math.

With a new math program implementation (Reveal) and the continued use of additional resources like i-Ready, Fluency Flight and ongoing data tracking, the school plans to continue refining its approach to bridge learning gaps and support students' growth.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	• May struggle with language-heavy word problems or academic math vocabulary. • May not fully engage with iReady or Reveal without language scaffolds.	• Incorporate structured academic language supports (sentence stems, bilingual resources, visual supports). • Offer small-group or push-in support with an ELD focus during math. Use math vocabulary walls and targeted instruction on key terms. • Translate family resources to increase home support and understanding.
Foster/Homeless	• Attendance inconsistency can lead to gaps in understanding and missed iReady diagnostics or instruction. •	• Provide consistent access to school-based devices and time during the day for iReady usage. • Partner with community services to support stable attendance and basic needs. • Ensure staff are aware of which students are in transition and plan interventions accordingly (e.g., prioritized check-ins, catch-up sessions).
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	• If student pathways are not monitored, they may not receive sufficient support if i-Ready or Reveal. • Risk of falling behind peers if instruction isn't aligned with individualized goals.	• Ensure iReady diagnostic accommodations are in place and followed. • Use co-teaching models or paraprofessional support during core math instruction. • Align Reveal and iReady lessons with IEP goals and provide scaffolded support for conceptual understanding.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Despite overall gains in reading proficiency, 9% of students (26 total) continue to perform two or more grade levels below in reading, and 10% of students (29 total) are still two or more grade levels below in math.
Critical Root Cause: Reading: Students significantly below grade level may have large foundational skill deficits (e.g., phonemic awareness, decoding) that require more time and

targeted instruction than was available through core instruction and general interventions. Math: Students performing two or more grade levels below in math may be due to limited access to targeted, data-informed interventions, progress monitoring materials, and differentiated instruction focused on addressing foundational skill gaps.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Area of Strength (Adult Learning Culture):
Teachers have demonstrated a strong commitment to professional growth by actively implementing strategies from the Teacher Clarity Playbook, with a focus on clearly communicating learning intentions and success criteria. Professional development sessions, delivered in partnership with RPDP, have been well-received, and staff have engaged meaningfully with the content. The use of early-release Wednesdays and designated PD days has supported a consistent and effective structure for ongoing adult learning.

- Staff sharing new learning with grade level and whole staff.
- Teachers built time into each day for students to spend 45 minutes per week on the i-Ready program.
- Teachers spent time during PLCs to understand reports.

Adult Learning Culture Areas for Growth

While teachers have demonstrated a strong commitment to professional growth by implementing strategies from the *Teacher Clarity Playbook*, continued support is needed to ensure consistent and intentional use of learning intentions and success criteria across all content areas and instructional settings. A focus on refining these practices to promote deeper student understanding and ownership of learning will further strengthen instructional impact. Next steps will include diving into the Success Criteria Guide to make learning more visible and measurable for both teachers and students.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	• Learning intentions and success criteria may be communicated using language that is too complex or abstract for students to fully understand. • Students may not fully understand what success "looks like" if it is not modeled or made visual.	• Teachers communicate learning intentions into clear, student-friendly language using simplified wording and visual supports. • Provide sentence frames and bilingual scaffolds as part of daily objectives.
Foster/Homeless	• When attendance is inconsistent, students may experience confusion if learning intentions are not consistently revisited and reinforced.	• Encourage teachers to display and reference learning goals daily in consistent locations. • Use quick, formative checks aligned to the success criteria to gauge understanding after absences.

Student Group	Challenge	Solution
Free and Reduced Lunch	N/A	N/A
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	N/A	N/A
Students with IEPs	• Students may become discouraged if success criteria are presented at grade level without scaffolds. • General education teachers may struggle to effectively align IEP goals with grade-level success criteria in a way that supports meaningful access and progress for students with disabilities.	• Provide scaffolded success criteria that break down grade-level expectations into manageable steps, using clear language, visuals, and examples. • Provide sentence frames and scaffolds as part of daily objectives. • Provide teachers with collaborative planning time and support from special education staff to help align IEP goals with grade-level success criteria.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): During the initial year of implementing strategies from the *Teacher Clarity Playbook*, teachers have shown strong commitment to professional growth and have begun embedding learning intentions and success criteria into instruction. However, implementation is still in the early stages, and there is a need for greater consistency and depth in applying these strategies across all classrooms to ensure that learning is clearly visible, measurable, and student owned.
Critical Root Cause: As this is the first year of implementing Teacher Clarity strategies, teachers are still developing a deep understanding of how to consistently apply learning intentions and success criteria in a way that makes learning visible and measurable.

Connectedness

Connectedness Areas of Strength

- Teacher and administration use Class Dojo daily to keep parents updated and connect to classroom and school. Highlighting celebrations, learning experiences, and upcoming events.
- Teachers are excited to be invited to go on home visits.
- Teachers are willing to go to evening and weekend student events
- Most of the staff is HV trained
- Academic and family nights were a huge success based on attendance sign in data

Connectedness Areas for Growth

A review of last year's connectedness goal revealed that efforts did not specifically focus on students most at risk, particularly those experiencing chronic absenteeism. An area of growth is improving targeted outreach and engagement with families of students who demonstrate patterns of frequent absences to better support their connection to school.

Implement a tiered system of outreach that includes regular teacher check-ins, attendance trackers, counselor follow-ups, and home visits when needed.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	• New ELL families may not fully understand school attendance expectations due to language barriers. • Important information may not be accessible if not translated or interpreted effectively.	• Use bilingual family liaisons or interpreters during early check-ins. • Establish regular check-ins.
Foster/Homeless	• Families experiencing housing instability often struggle with transportation, paperwork, and consistent communication. • May not receive onboarding materials due to address changes or other logistical issues.	• Connect families immediately with the McKinney-Vento liaison and counselor upon enrollment. • Ensure transportation options and attendance waivers are discussed upfront. • Offer flexible communication methods (texts, phone, in-person) and provide immediate access to support services.
Free and Reduced Lunch	N/A	N/A

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	N/A	N/A
Students with IEPs	• Families may be unsure how absences impact services.	• Provide early outreach from case managers to build trust and open communication lines.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Last year, our school did not meet the connectedness goal, and the efforts implemented were insufficient in effectively reducing chronic absenteeism. This indicates a need for more targeted strategies to strengthen student engagement and address barriers to consistent attendance.
Critical Root Cause: Teachers may not consistently communicate with families regarding attendance issues, which can impact family engagement and weaken the connection between families, teachers, and the school community.

Priority Problem Statements

Problem Statement 1: Despite overall gains in reading proficiency, 9% of students (26 total) continue to perform two or more grade levels below in reading, and 10% of students (29 total) are still two or more grade levels below in math.

Critical Root Cause 1: Reading: Students significantly below grade level may have large foundational skill deficits (e.g., phonemic awareness, decoding) that require more time and targeted instruction than was available through core instruction and general interventions. Math: Students performing two or more grade levels below in math may be due to limited access to targeted, data-informed interventions, progress monitoring materials, and differentiated instruction focused on addressing foundational skill gaps.

Problem Statement 1 Areas: Student Success

Problem Statement 2: During the initial year of implementing strategies from the *Teacher Clarity Playbook*, teachers have shown strong commitment to professional growth and have begun embedding learning intentions and success criteria into instruction. However, implementation is still in the early stages, and there is a need for greater consistency and depth in applying these strategies across all classrooms to ensure that learning is clearly visible, measurable, and student owned.

Critical Root Cause 2: As this is the first year of implementing Teacher Clarity strategies, teachers are still developing a deep understanding of how to consistently apply learning intentions and success criteria in a way that makes learning visible and measurable.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Last year, our school did not meet the connectedness goal, and the efforts implemented were insufficient in effectively reducing chronic absenteeism. This indicates a need for more targeted strategies to strengthen student engagement and address barriers to consistent attendance.

Critical Root Cause 3: Teachers may not consistently communicate with families regarding attendance issues, which can impact family engagement and weaken the connection between families, teachers, and the school community.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Student Climate Survey, Student Voice
- Other
    - i-Ready, SBAC,

Adult Learning Culture

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

Connectedness

- Home Visits
- Other
    - Parent feedback

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Eighty percent of students in grades K-5 will meet their typical growth target in reading and math on the third i-Ready Diagnostic. The school will decrease the number of students who are two or more grade levels below on the BOY i-Ready Diagnostic in reading and math by at least 20% as measured by the EOY Diagnostic.

Aligns with District Goal

Formative Measures: Weekly i-Ready reports (schoolwide and teacher)

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	Continuation of "Battle of the Classes" schoolwide competition-200 lessons with 100% accuracy. Weekly i-Ready reports. BOY, MOY, EYO diagnostic reports MAP reports	Administration Classroom teachers	SY 2025-26

Position Responsible: Principal Classroom teachers

Evidence Level
Level 3: Promising: i-Ready

Problem Statements/Critical Root Cause: Student Success 1

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Despite overall gains in reading proficiency, 9% of students (26 total) continue to perform two or more grade levels below in reading, and 10% of students (29 total) are still two or more grade levels below in math. **Critical Root Cause**: Reading: Students significantly below grade level may have large foundational skill deficits (e.g., phonemic awareness, decoding) that require more time and targeted instruction than was available through core instruction and general interventions. Math: Students performing two or more grade levels below in math may be due to limited access to targeted, data-informed interventions, progress monitoring materials, and differentiated instruction focused on addressing foundational skill gaps.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: In SY 2024-2025, our staff received professional development in Teacher Clarity, with a focus on enhancing instructional effectiveness. As part of our ongoing school improvement efforts, teachers will continue to develop and implement clear learning intentions and success criteria aligned with standards and instructional goals. These components will be intentionally communicated to students in a way that supports understanding, engagement, and ownership of learning. The goal is to ensure that all students know what they are learning, why they are learning it, and how they will know when they have been successful. Ongoing collaboration, coaching, and reflection will support the consistent application of Teacher Clarity practices across all classrooms.

Aligns with District Goal

Formative Measures: Pictures from classrooms
Lesson plans
PLCs
Walk throughs
Teacher Clarity for new staff

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: PLC's	**Status Check**		
	Nov	**Feb**	**May**
	No review	No review	No review

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Classroom pictures of evidence. Walk through data. Lesson plans w/ learning intentions and success criteria included. Teachers to plan their learning intentions for upcoming lessons/ units. Schoolwide expectation of communicated/posted learning intention and success criteria.	Administration Classroom Teacher	SY 2025-26

Position Responsible: Principal Classroom Teacher

Evidence Level
Level 2: Moderate: PLC's

Problem Statements/Critical Root Cause: Adult Learning Culture 1

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: During the initial year of implementing strategies from the *Teacher Clarity Playbook*, teachers have shown strong commitment to professional growth and have begun embedding learning intentions and success criteria into instruction. However, implementation is still in the early stages, and there is a need for greater consistency and depth in applying these strategies across all classrooms to ensure that learning is clearly visible, measurable, and student owned. **Critical Root Cause**: As this is the first year of implementing Teacher Clarity strategies, teachers are still developing a deep understanding of how to consistently apply learning intentions and success criteria in a way that makes learning visible and measurable.

Inquiry Area 3: Connectedness

SMART Goal 1: PTHV:
Increase connectedness with all families at Mamie Towles through the use of Home Visits. Last year, we were close to meeting our goal, we reached 38 households. We will increase our households reached goal from 38 to 40.

Absenteeism:
The percentage of students identified as chronically absent in the 25-26 school year will decrease by 3% when compared to the 24-25 percent identified as chronically absent. From 14.43% to 11% for SY 25/26

Aligns with District Goal

Formative Measures: BIG
Daily attendance reports
MTSS meetings
PTHV reports

Comment

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Home Visits				**Status Check**		
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Nov**	**Feb**	**May**
1	Dive deeper into students whose attendance are considered severely chronic. Weekly meeting with counselor and truancy officer Implementation of attendance award-98 is Great Daily attendance to spell "Superstars" incentive Let parents know that arriving late is better than not attending at all	Principal Truancy officer PTHV Coordinator		No review	No review	No review

Position Responsible: Principal Truancy officer PTHV Coordinator

Evidence Level
Level 2: Moderate: Home Visits

Problem Statements/Critical Root Cause: Connectedness 1

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Last year, our school did not meet the connectedness goal, and the efforts implemented were insufficient in effectively reducing chronic absenteeism. This indicates a need for more targeted strategies to strengthen student engagement and address barriers to consistent attendance. **Critical Root Cause**: Teachers may not consistently communicate with families regarding attendance issues, which can impact family engagement and weaken the connection between families, teachers, and the school community.

Community Outreach Activities

Activity	Date	Lesson Learned
Back to School Night	9/2/25	Reduces anxiety for parents/students
Parent conferences	10/24/25-10/30/25	Connection with families, ideas benefit at home support
Stem Night	11/18/25	Parents enjoy the STEM activities and engagement with their child and other families and staff. Continue for future
Literacy Night	3/3/25	