

Washoe County School District

Veterans Memorial S.T.E.M. Academy

2025-2026 School Improvement Plan

Classification: 1 Star School

Title I, ATSI, AB219

Mission Statement

It is the mission of Veterans to pursue the continuous learning necessary to ensure grade level achievement for every student.

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 (Add a link to the school's School Rating Report.)

https://nevadareportcard.nv.gov/DI/nv/washoe/veterans_memorial_stem_academy/2025/nspf/

https://nevadareportcard.nv.gov/DI/nv/washoe/veterans_memorial_s.t.e.m._academy/2024

https://nevadareportcard.nv.gov/DI/nv/washoe/veterans_memorial_s.t.e.m._academy/2024/nspf/

https://nevadareportcard.nv.gov/DI/nv/washoe/veterans_memorial_s.t.e.m._academy/2023

https://nevadareportcard.nv.gov/DI/nv/washoe/veterans_memorial_s.t.e.m._academy/2023/nspf/

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

Student Success

Student Success Areas of Strength

8 EL students exited WIDA ACCESS testing in 2025.

Growth was shown towards goals- 84% of students tested showed growth overall on ACCESS WIDA.

By grade level, 23% of first grade students, 13% of second grade students, 20% of third grade students, 40% of fourth grade students, and 21% of fifth grade students met expected growth overall.

Currently, 11 students are in the Level 4 language range and expected to exit.

24 students are in the Level 3 language range and are close to exiting.

On i-Ready testing, from Fall 2024 to Spring 2025, 64% of students achieved "typical" growth in Reading and 62% of students achieved "typical" growth in Math.

Student Success Areas for Growth

Veterans Memorial exited 8/82 (about 10%) EL students in 2025 on WIDA ACCESS Testing. 84% of tested students showed growth overall. 13% of tested students showed no growth overall.

By grade level, 23% of first grade students, 13% of second grade students, 20% of third grade students, 40% of fourth grade students, and 21% of fifth grade students met expected growth overall. More growth is necessary for all our EL students to meet expected growth on ACCESS testing- Listening, Speaking, Reading, Writing.

On i-Ready testing, from Fall 2024 to Spring 2025, 36% of students did not achieve "typical" growth in Reading and 38% of students did not achieve "typical" growth in Math.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language processing of multiple languages; lack of language acquisition and foundational literacy skills.	Use of home language in curriculum documents and instruction (newcomers); Intervention groups based on language levels and needs; Specific data collection around Speaking and Writing (rubrics); Intervention groups for newcomers, along with the use of a translating/conversation app for teachers and students to use in the classroom.
Foster/Homeless	Lack of language acquisition and foundational literacy skills; Attendance- missed instruction.	Track formative data across racial groups to measure if any disparities exist during intervention. More parent communication with teachers for support.
Free and Reduced Lunch	Lack of language acquisition and foundational literacy skills.	Track formative data across racial groups to measure if any disparities exist during intervention. Adjust intervention groups.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Lack of language acquisition and foundational literacy skills.	Track formative data across racial groups to measure if any disparities exist during intervention. Adjust intervention groups.
Students with IEPs	Collaboration between Resource teacher and General Education teachers focusing on specific goals and objectives within student IEPs; Intervention group needs; Lack of language acquisition and foundational literacy skills.	Build time into the Master Schedule; use PLC/PL Wednesday time.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): After the 2024 Beginning of the Year i-Ready Diagnostic, 43% of students in grades K-5 are two or more grade levels below standard in Reading and 46% of students in grades K-5 are one grade level below standard in Reading. On i-Ready testing, from Fall 2024 to Spring 2025, 36% of students tested did not achieve "typical" growth in Reading and 38% of students tested did not achieve "typical" growth in Math.

Critical Root Cause: Lack of Language Acquisition and Foundational Skills in all grades K-5. Students processing multiple languages between school and home. Teacher capacity regarding language acquisition in Tier 1 Instruction- Teachers do not fully understand the language demands of the academic standards across content areas. Lack of teacher capacity surrounding Teacher Clarity- alignment to standards, planning

Adult Learning Culture

Adult Learning Culture Areas of Strength

All classroom teachers meet weekly for grade-level PLCs with Administration, Dean of Students, and EL Teacher for support.

Classroom teachers are motivated to learn about the four components of Teacher Clarity, and have already started to engage in professional development.

The Master Schedule includes grade-level blocks for Specials (Music, Library, Computers, Counseling), so all teachers in a grade-level have time to meet and collaborate together 4 times a week.

Teacher Clarity work and understanding continues with Professional Learning for staff, including focuses on standard alignment, backward lesson planning, and student intervention.

Adult Learning Culture Areas for Growth

During informal and formal classroom observations, only about 75% of classroom teachers are consistently sharing Daily Learning Intentions with students during instruction and implementing the four components of Teacher Clarity. More capacity building around Teacher Clarity is necessary during Professional Learning and weekly PLCs.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Struggle processing language; Lack of language acquisition and foundational literacy skills.	Track formative data to measure if any disparities exist during intervention. Adjust intervention groups based on language levels.
Foster/Homeless	Lack of language acquisition and foundational literacy skills, missed instruction.	More parent communication and resources offered for support.
Free and Reduced Lunch	Lack of language acquisition and foundational literacy skills.	Track formative data to measure if any disparities exist during intervention. More parent communication with teachers for support.
Migrant/Title1-C Eligible	N/A	N/A

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Lack of language acquisition and foundational literacy skills.	Track formative data to measure if any disparities exist during intervention. Education for teachers on students' home languages.
Students with IEPs	Lack of language acquisition and foundational literacy skills.	Collaboration between classroom teachers and resource teachers. Revise goals and objectives in IEPs. Adjust support and groups.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Based on data collection around Teacher Clarity and Learning Intentions, teachers are not consistently including the use of daily learning intentions, success criteria, and specific feedback during their instruction.

Critical Root Cause: Building teacher capacity around Teacher Clarity Building teacher capacity around Language Acquisition and Foundational Literacy Skills Teacher willingness to co-teach with building EL Teacher and EL Facilitator Missed instruction and pacing issues Lack of purposeful planning for learning intentions Choosing the most appropriate interventions for students based on learning needs

Connectedness

Connectedness Areas of Strength

The identified percentage of Chronically Absent students went from 27% in 2023 to 24% in 2024 to 21% in 2025. The percentage is moving in the right direction, but improvements must be made to get identified students attending school consistently.

The staff at Veterans Memorial have initiated some changes and ideas this year for students and families to feel more connected at school. The staff is focusing on attendance incentives at the individual (improvement) level, classroom level, grade level, and school-wide level.

The school is bringing in Parent University classes and events for families on a monthly basis.

Veterans Memorial continues the partnership with Communities in Schools (CIS) and has a CIS Coordinator on site to work with families regarding attendance challenges and family engagement opportunities.

Connectedness Areas for Growth

The percentage of identified Chronically Absent students at Veterans Memorial has gone from 14% in 2022 to 27% in 2023 to 24% in 2024 to 21% in 2025. Students are missing school and missing core, foundational instruction, which has led to high percentages of students not meeting their typical growth expectations.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Lack of language acquisition and foundational literacy skills; Lack of SEL understanding due to processing of languages.	Interpretation of lessons into students’ home language (if available) by support staff.
Foster/Homeless	Lack of language acquisition and foundational literacy skills; Lack of SEL understanding; Missing the SEL lessons due to attendance issues.	Make-up days for SEL lessons; counselor small groups during recess and lunch times.
Free and Reduced Lunch	Lack of language acquisition and foundational literacy skills; Lack of SEL understanding.	Track formative data to measure if any disparities exist; Reteaching of SEL lessons.
Migrant/Title1-C Eligible	N/A	N/A

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Lack of language acquisition and foundational literacy skills; Lack of SEL understanding.	Track formative data to measure if any disparities exist; More communication with families for resources needed; Interpretation of SEL lessons into students' home language (if available) by support staff.
Students with IEPs	Lack of language acquisition and foundational literacy skills; Lack of SEL understanding; Communication challenges.	Connect SEL lessons to individual student goals and objectives in IEPs (with the help and support of the Resource teacher).

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): The percentage of students identified as Chronically Absent at Veterans Memorial went from 14% in 2022 to 27% in 2023. In 2024, 24% of students were chronically absent and in 2025, 21% of students were chronically absent. This is a tremendous issue that needs to be addressed for students to be in attendance at school to receive instruction.

Critical Root Cause: Families keeping students at home due to lack of value for education. Families not understanding that certain/some restrictions for illness have changed. Families not understanding the importance of instructional minutes and how much learning is lost when students miss school.

Priority Problem Statements

Problem Statement 1: After the 2024 Beginning of the Year i-Ready Diagnostic, 43% of students in grades K-5 are two or more grade levels below standard in Reading and 46% of students in grades K-5 are one grade level below standard in Reading. On i-Ready testing, from Fall 2024 to Spring 2025, 36% of students tested did not achieve "typical" growth in Reading and 38% of students tested did not achieve "typical" growth in Math.

Critical Root Cause 1: Lack of Language Acquisition and Foundational Skills in all grades K-5. Students processing multiple languages between school and home. Teacher capacity regarding language acquisition in Tier 1 Instruction- Teachers do not fully understand the language demands of the academic standards across content areas. Lack of teacher capacity surrounding Teacher Clarity- alignment to standards, planning

Problem Statement 1 Areas: Student Success

Problem Statement 2: Based on data collection around Teacher Clarity and Learning Intentions, teachers are not consistently including the use of daily learning intentions, success criteria, and specific feedback during their instruction.

Critical Root Cause 2: Building teacher capacity around Teacher Clarity Building teacher capacity around Language Acquisition and Foundational Literacy Skills Teacher willingness to co-teach with building EL Teacher and EL Facilitator Missed instruction and pacing issues Lack of purposeful planning for learning intentions Choosing the most appropriate interventions for students based on learning needs

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: The percentage of students identified as Chronically Absent at Veterans Memorial went from 14% in 2022 to 27% in 2023. In 2024, 24% of students were chronically absent and in 2025, 21% of students were chronically absent. This is a tremendous issue that needs to be addressed for students to be in attendance at school to receive instruction.

Critical Root Cause 3: Families keeping students at home due to lack of value for education. Families not understanding that certain/some restrictions for illness have changed. Families not understanding the importance of instructional minutes and how much learning is lost when students miss 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
- WIDA ACCESS for ELLs
- Other
 - i-Ready

Adult Learning Culture

- Lesson Plans
- Master schedule
- Walk-through data

Connectedness

- Attendance

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: One hundred percent of students in grades K-5 will meet their typical growth target in reading on the third i-Ready Diagnostic.

Aligns with District Goal

Formative Measures: i-Ready Data- Typical and Stretch Growth

WIDA ACCESS Data

MAP Data (K-3)

Formative Assessment Data

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: ELLevations				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Focus on Tier I Instruction- Alignment to Standards-Based Instruction and Continuing the Use of ELLevation and GLAD Strategies	Classroom Teachers EL Teacher EL Facilitator Dean of Students Principal	End of 25-26SY			
Position Responsible: Classroom Teachers EL Teacher EL Facilitator Dean of Students Principal						
Evidence Level						
Level 2: Moderate: ELLevations						
Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: After the 2024 Beginning of the Year i-Ready Diagnostic, 43% of students in grades K-5 are two or more grade levels below standard in Reading and 46% of students in grades K-5 are one grade level below standard in Reading. On i-Ready testing, from Fall 2024 to Spring 2025, 36% of students tested did not achieve "typical" growth in Reading and 38% of students tested did not achieve "typical" growth in Math. Critical Root Cause: Lack of Language Acquisition and Foundational Skills in all grades K-5. Students processing multiple languages between school and home. Teacher capacity regarding language acquisition in Tier 1 Instruction- Teachers do not fully understand the language demands of the academic standards across content areas. Lack of teacher capacity surrounding Teacher Clarity- alignment to standards, planning

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Classroom walk-throughs will indicate at least 85% of teachers consistently implement the four components of Teacher Clarity (clarity of organization, clarity of explanation, clarity of examples and guided practice, clarity of assessment of student learning).

Aligns with District Goal

Formative Measures: PLC Agendas

Lesson Plans

Formative Assessment Data

Walk-Through Data Collection- Learning Walks

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: PLCs <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Within PLC meetings, teachers will collaborate to define clear learning intentions for daily lessons across all subject areas, aligned with curriculum standards and student needs. Four components of Teacher Clarity</td><td>Classroom Teachers EL Teacher EL Facilitator Dean Principal</td><td>End of 25-26</td></tr></table> Position Responsible: Classroom Teachers EL Teacher EL Facilitator Dean Principal Evidence Level Level 2: Moderate: PLC Problem Statements/Critical Root Cause: Adult Learning Culture 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Within PLC meetings, teachers will collaborate to define clear learning intentions for daily lessons across all subject areas, aligned with curriculum standards and student needs. Four components of Teacher Clarity	Classroom Teachers EL Teacher EL Facilitator Dean Principal	End of 25-26	Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Within PLC meetings, teachers will collaborate to define clear learning intentions for daily lessons across all subject areas, aligned with curriculum standards and student needs. Four components of Teacher Clarity	Classroom Teachers EL Teacher EL Facilitator Dean Principal	End of 25-26							
				Nov	Feb	May								
No review	No review	No review												

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Based on data collection around Teacher Clarity and Learning Intentions, teachers are not consistently including the use of daily learning intentions, success criteria, and specific feedback during their instruction. Critical Root Cause: Building teacher capacity around Teacher Clarity Building teacher capacity around Language Acquisition and Foundational Literacy Skills Teacher willingness to co-teach with building EL Teacher and EL Facilitator Missed instruction and pacing issues Lack of purposeful planning for learning intentions Choosing the most appropriate interventions for students based on learning needs

Inquiry Area 3: Connectedness

SMART Goal 1: The percentage of students identified as chronically absent in the 25-26 school year will decrease by 10% when compared to the 24-25 percent identified as chronically absent.

Aligns with District Goal

Formative Measures: District and State Chronic Absenteeism Data

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: MTSS/Family Engagement				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	Collaborate with families to develop individualized attendance plans for students at risk of chronic absenteeism, and create and implement a system of incentives and recognition for students and families who demonstrate improved attendance.	CIS (Communities in Schools) Coordinator Dean Principal Other School Staff	End of 25-26SY	No review	No review	No review
Position Responsible: CIS (Communities in Schools) Coordinator Dean Principal Other School Staff						
Evidence Level Level 2: Moderate: MTSS Level 3: Promising: Family Engagement						
Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: The percentage of students identified as Chronically Absent at Veterans Memorial went from 14% in 2022 to 27% in 2023. In 2024, 24% of students were chronically absent and in 2025, 21% of students were chronically absent. This is a tremendous issue that needs to be addressed for students to be in attendance at school to receive instruction. Critical Root Cause: Families keeping students at home due to lack of value for education. Families not understanding that certain/some restrictions for illness have changed. Families not understanding the importance of instructional minutes and how much learning is lost when students miss school.

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 Open House Event	8/8/25	
Title I Parent Presentation	8/8/25	
Parent-Teacher Conferences	10/24/25, 10/27/25-10/30/25	
Parent University Classes	TBA- Multiple Dates	