

Washoe County School District

Grace Warner Elementary School

2025-2026 School Improvement Plan

Classification: 1 Star School

Title I, ATSI

Mission Statement

The mission of Grace Warner Elementary School is to collaboratively cultivate a supportive and inclusive environment where every child is valued and encouraged to achieve their highest potential. Through the dedication of our staff, students, parents, and community, we strive to promote academic excellence, personal growth, and mutual respect, ensuring success and acceptance for all.

Vision

At Grace Warner Elementary School, our vision is to create an inclusive and nurturing environment where every child is empowered to achieve their fullest potential.

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/grace_warner_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 14

 Inquiry Area 3: Connectedness 15

Schoolwide and Targeted Assistance Title I Elements 16

 1.1: Comprehensive Needs Assessment 16

Community Outreach Activities 17

Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

One area of strength is that students have access to i-Ready, which offers valuable Pathway intervention tools to support their learning. This, combined with regular assessments, helps identify specific learning gaps and provides personalized instruction in reading and math. The use of i-Ready has already led to notable progress, with the percentage of students two or more grade levels behind decreasing from 47% to 16% on the math end-of-year diagnostic, and from 39% to 22% on the reading diagnostic. By continuing to leverage i-Ready, creating small groups for targeted interventions, and increasing support for English learners with focused EL services and increase language in classrooms, we can further address learning gaps. Teachers can also use differentiated strategies to meet the diverse needs of students, ensuring more effective, individualized learning

Student Success Areas for Growth

Despite recent progress in reducing the number of students performing below grade level, a significant portion of students remain behind in reading and math. While access to i-Ready provides valuable intervention tools and has contributed to a reduction in the percentage of students two or more grade levels behind—from 47% to 16% in math and from 39% to 22% in reading—gaps in foundational skills, chronic absenteeism, language barriers for English learners, and limited engagement continue to impact student progress. Additional support is needed to fully close these gaps and ensure all students are achieving at or above grade level.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	EL facilitator is on site a limited amount of time as he is split between schools.	hired EL assistant to be on site daily
Foster/Homeless	CIT students attendance, clothing for school and food	Phone calls from teachers/admin, WCSD transportation from current living area. Counselor and social worker works with a variety of charities that help us provide for our families when in need
Free and Reduced Lunch	Warner is full FRL	
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	N/A	
Students with IEPs	out of district students enroll with outdated IEP or no IEP documents	teachers meet and communicate with families regularly to help students get accommodations as needed to help them meet goals.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): A significant challenge facing our school is that 21% of students remain two or more grade levels below their expected performance on the i-Ready end-of-year diagnostic in reading and 16% in Math EOY Diagnostic . This indicates a persistent gap in academic achievement that requires targeted intervention to ensure all students can reach their full potential.

Critical Root Cause: The root cause of 21% of students being two or more grade levels below on the EOY reading iReady Diagnostic, and 16% in math, may be influenced by a need for more targeted support, gaps in foundational skills, and variations in instructional practices. External factors, such as absenteeism also contributes. Reassessing current interventions could help better address the need.

Adult Learning Culture

Adult Learning Culture Areas of Strength

To enhance instructional quality and encourage student growth, we will conduct structured PLC meetings with defined agendas that focus on instructional practices, student data, and the principles outlined in The Teacher Clarity Playbook. In these meetings, teachers will collaboratively examine grade-level subject standards to ensure instruction meets the necessary rigor. They will also work together to establish clear learning intentions for daily lessons across all subjects, ensuring these are aligned with curriculum standards and tailored to student needs. Lesson plans will incorporate formative assessments to guide and refine instruction. Additionally, we will implement peer observation and feedback protocols, with insights from these observations shared during PLC meetings to encourage ongoing improvement. Key measures for tracking progress will include PLC agendas, lesson plans, and formative assessment data.

Adult Learning Culture Areas for Growth

Classroom walk-throughs will demonstrate that at least 75% of teachers consistently apply the four essential components of Teacher Clarity: clarity of organization, clarity of explanation, clarity of examples and guided practice, and clarity of assessment of student learning. This means that teachers will be observed effectively structuring lessons, providing clear and understandable explanations, offering relevant examples and guided practice opportunities, and assessing student learning in a way that is aligned with their instructional goals.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	supporting students with limited English language skills has been difficult.	Implemented site wide GLAD training with EL department and EL facilitator. meetings monthly to reflect on strategies form previous month and implement new one.
Foster/Homeless	attendance	Teachers use the plan admin set in place to contact parents, then let admin know when student is having difficulty with attendance and Admin works with family to get students to school.
Free and Reduced Lunch	Warner is Full FRL	
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	similar to EL	same goal to engage them in learning using GLAD strategies.
Students with IEPs	N/A	

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): This is a challenge because achieving consistent implementation of the four components of Teacher Clarity requires significant effort, coordination, and adherence to best practices from all teachers. Variability in teaching practices and levels of experience impacts the uniform application, making it difficult to ensure that all students receive consistently high-quality instruction.

Critical Root Cause: Varying levels of teacher experience and expertise, inconsistent professional development, and a lack of standardized approaches to implementing the four components of Teacher Clarity. Additionally, planning and collaboration, along with diverse student needs, further complicates the consistent application of these instructional practices.

Connectedness

Connectedness Areas of Strength

To reduce chronic absenteeism at Warner Elementary from 34% in the 23-24 school year, we will enhance student engagement through relevant activities, strengthen relationships between students and staff, and improve communication with families. We will also implement attendance incentives, provide targeted support for at-risk students, and closely monitor attendance data to address issues early. These strategies aim to create a more supportive and connected school environment that encourages regular attendance. Chronic absenteeism was at 24% for the 24-25 school year. This level of absenteeism significantly impacted students' academic performance, engagement, and overall school success. Addressing this issue requires targeted interventions and support to improve attendance and foster a stronger connection between students and the families.

Connectedness Areas for Growth

Warner Elementary School faces a challenge with a chronic absenteeism rate of 34% during the 23-24 school year. This high rate of absenteeism negatively impacts student learning and engagement. The goal is to reduce absenteeism to below 20% in the 24-25 school year by increasing student engagement and fostering a stronger connection between students and the school community. Addressing this issue is crucial to improving overall academic performance and creating a more positive school environment.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	getting parents to school	interpreters are requested for some events to encourage parent participation, namely Cup of Coffee with Counselors/Admin.
Foster/Homeless	Attendance for Warner Community Events	Advance notice through Connect ED and Dojo to encourage participation
Free and Reduced Lunch	Warner is all FRL	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	no issues	we work with families to set tEP dates that work in their schedule.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Chronic absenteeism was at 24% for the 24-25 school year. This level of absenteeism significantly impacted students' academic performance, engagement, and overall school success. Addressing this issue requires targeted interventions and support to improve attendance and foster a stronger connection between students and the families.

Critical Root Cause: The root cause of the 24% chronic absenteeism at Warner Elementary likely includes a lack of student motivation, inconsistent teaching practices and insufficient family communication. Addressing these issues requires enhancing student engagement, improving support systems, and strengthening connections with families.

Priority Problem Statements

Problem Statement 1: A significant challenge facing our school is that 21% of students remain two or more grade levels below their expected performance on the i-Ready end-of-year diagnostic in reading and 16% in Math EOY Diagnostic . This indicates a persistent gap in academic achievement that requires targeted intervention to ensure all students can reach their full potential.

Critical Root Cause 1: The root cause of 21% of students being two or more grade levels below on the EOY reading iReady Diagnostic, and 16% in math, may be influenced by a need for more targeted support, gaps in foundational skills, and variations in instructional practices. External factors, such as absenteeism also contributes. Reassessing current interventions could help better address the need.

Problem Statement 1 Areas: Student Success

Problem Statement 2: This is a challenge because achieving consistent implementation of the four components of Teacher Clarity requires significant effort, coordination, and adherence to best practices from all teachers. Variability in teaching practices and levels of experience impacts the uniform application, making it difficult to ensure that all students receive consistently high-quality instruction.

Critical Root Cause 2: Varying levels of teacher experience and expertise, inconsistent professional development, and a lack of standardized approaches to implementing the four components of Teacher Clarity. Additionally, planning and collaboration, along with diverse student needs, further complicates the consistent application of these instructional practices.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Chronic absenteeism was at 24% for the 24-25 school year. This level of absenteeism significantly impacted students' academic performance, engagement, and overall school success. Addressing this issue requires targeted interventions and support to improve attendance and foster a stronger connection between students and the families.

Critical Root Cause 3: The root cause of the 24% chronic absenteeism at Warner Elementary likely includes a lack of student motivation, inconsistent teaching practices and insufficient family communication. Addressing these issues requires enhancing student engagement, improving support systems, and strengthening connections with families.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- End-of-Unit Assessments
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MyPath
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- Other
 - i-Ready reading and math Diagnostics

Adult Learning Culture

- Lesson Plans
- Master schedule
- Professional learning communities (PLC) data/agenda/notes
- Staff surveys and/or other feedback
- Student Climate Survey
- Teacher evaluation
- Walk-through data

Connectedness

- Attendance
- Behavior
- PBIS/MTSS data
- School safety data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Every student in grades K-5 will meet their typical growth target in reading on the third iReady Diagnostic. Additionally, 36% of students who were two or more grade levels below on the first reading iReady Diagnostic will achieve their stretch growth target by the third Diagnostic.

Every student in grades K-5 will meet their typical growth target in math on the third iReady Diagnostic. Furthermore, 36% of students who were two or more grade levels below on the first math iReady Diagnostic will reach their stretch growth target by the third Diagnostic.

Aligns with District Goal

Formative Measures: iReady and a master schedule that allows for iReady pathway time.

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: i-Ready				Status Check		
				Nov	Feb	May
				In progress	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	I will conduct weekly reviews of student usage and lesson completion, with the goal of ensuring that students pass 3 or more reading and 3 or more math lessons each week. I will also develop a master schedule that allocates specific time for students to complete their iReady Personalized Path lessons. We will provide staff professional learning focused on best practices for incorporating iReady Personalized Path lesson completion into daily class schedule	Principal and Dean	Weekly			
Position Responsible: Administration (Principal)						
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: A significant challenge facing our school is that 21% of students remain two or more grade levels below their expected performance on the i-Ready end-of-year diagnostic in reading and 16% in Math EOY Diagnostic . This indicates a persistent gap in academic achievement that requires targeted intervention to ensure all students can reach their full potential. **Critical Root Cause:** The root cause of 21% of students being two or more grade levels below on the EOY reading iReady Diagnostic, and 16% in math, may be influenced by a need for more targeted support, gaps in foundational skills, and variations in instructional practices. External factors, such as absenteeism also contributes. Reassessing current interventions could help better address the need.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Structured weekly PLC meetings will focus on discussing instructional practices, student data, and components of The Teacher Clarity Playbook, while analyzing grade-level standards to ensure appropriate rigor. Teachers will collaborate to define clear learning intentions, align lesson plans with standards, incorporate formative assessments, and use peer observation and feedback to drive continuous improvement.

Aligns with District Goal

Formative Measures: PLC agendas, lesson plans, formative assessment data

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: PLC's <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>We will provide staff professional learning focused on best practices for incorporating iReady Personalized Path lesson completion into daily class schedule. In addition, we will conduct PLC meetings where teachers will collaborate to define clear learning intentions for daily lessons across all subject areas, aligned with curriculum standards and student needs.</td><td>Principal and Dean</td><td>Weekly</td></tr></table> Position Responsible: Administration and teachers. Evidence Level Level 2: Moderate: PLC Problem Statements/Critical Root Cause: Adult Learning Culture 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	We will provide staff professional learning focused on best practices for incorporating iReady Personalized Path lesson completion into daily class schedule. In addition, we will conduct PLC meetings where teachers will collaborate to define clear learning intentions for daily lessons across all subject areas, aligned with curriculum standards and student needs.	Principal and Dean	Weekly	Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	We will provide staff professional learning focused on best practices for incorporating iReady Personalized Path lesson completion into daily class schedule. In addition, we will conduct PLC meetings where teachers will collaborate to define clear learning intentions for daily lessons across all subject areas, aligned with curriculum standards and student needs.	Principal and Dean	Weekly							
				Nov	Feb	May								
In progress	No review	No review												

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: This is a challenge because achieving consistent implementation of the four components of Teacher Clarity requires significant effort, coordination, and adherence to best practices from all teachers. Variability in teaching practices and levels of experience impacts the uniform application, making it difficult to ensure that all students receive consistently high-quality instruction. Critical Root Cause: Varying levels of teacher experience and expertise, inconsistent professional development, and a lack of standardized approaches to implementing the four components of Teacher Clarity. Additionally, planning and collaboration, along with diverse student needs, further complicates the consistent application of these instructional practices.

Inquiry Area 3: Connectedness

SMART Goal 1: By the end of the 25-26 school year, Warner Elementary will reduce chronic absenteeism from 24% to less than 10% by increasing student engagement through targeted activities, strengthening relationships between students and staff, improving communication with families, implementing attendance incentives, and providing focused support for at-risk students. Progress will be monitored through regular analysis of attendance data to ensure timely intervention and promote a more connected school environment.

Aligns with District Goal

Formative Measures: Attendance records, event attendance, home visit data, individualized attendance plans for students with 3+ absences.

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PBIS				Status Check		
				Nov	Feb	May
				In progress	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	We will Collaborate with families to develop individualized attendance plans for students at risk of chronic absenteeism. we will create and implement a system of incentives and recognition for students and families who demonstrate improved attendance. Conduct bi-weekly reviews of attendance data to identify students with 2-3 consecutive absences, with 10% or more days absent, with more than one unverified absence	Principal, Dean, Social Worker	Daily			
Position Responsible: Administration (Principal)						
Evidence Level Level 2: Moderate: PBIS						
Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Chronic absenteeism was at 24% for the 24-25 school year. This level of absenteeism significantly impacted students' academic performance, engagement, and overall school success. Addressing this issue requires targeted interventions and support to improve attendance and foster a stronger connection between students and the families. Critical Root Cause: The root cause of the 24% chronic absenteeism at Warner Elementary likely includes a lack of student motivation, inconsistent teaching practices and insufficient family communication. Addressing these issues requires enhancing student engagement, improving support systems, and strengthening connections with families.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

FOR ALL TITLE I ELEMENTS, PLEASE SEE ATTACHED ADENDUM.

Community Outreach Activities

Activity	Date	Lesson Learned
• Family Reading Night • Coffee with Counselor/Admin • Reading Night • Trunk or Treat • Holiday Craft Night • Family Reading Night (NNLC) • Multicultural Event	• Sept 16, 2025 • Sept. 29, 2025 • October 21 • October 28, 2025 • December 9, 2025 • Jan 27, Feb 24, Mar 17, Apr 21 May 19, • TBD	• The time was off as it was set for 6pm during dinner time; a small dinner could improve attendance. • This was our first time and we had limited attendance, despite raffled prizes donated from Katie Grace. More advanced notice and calls to families, more connect ed and dojo notice will increase attendance. • we will update this as we host the events.