

Washoe County School District

Sarah Winnemucca Elementary School

2025-2026 School Improvement Plan

Classification: 3 Star School

Mission Statement

Our school commits to teaching students as individuals, valuing their unique qualities, and challenging them to work hard, do their best, and never give up. We believe that our community strengthens our commitment to supporting and celebrating our students.

Vision

Sarah Winnemucca School seeks to empower students to foster a love of learning, build compassion, and make positive impacts in the world.

Values-Collaboration, Kindness, Curiosity, Friendship, Hard Work

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/sarah_winnemucca_elementary_school/2025

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Comprehensive Needs Assessment

Revised/Approved: August 22, 2025

Student Success

Student Success Areas of Strength

Math in 5th grade: Overall growth was 20% in 2023 and 54% in 2024. This is a 34-point jump!

I Ready use grew the whole school. We had 114% growth in ELA and 103% typical growth in Math; however, not all grade levels made at least 100% growth.

Students felt more respected and engaged in 2023.

Student Success Areas for Growth

Based on preliminary data, we have shown steady growth in ELA. Our Keep Up Goals grew as a school in all areas. Our school went from 46% in 2023, to 69% in 2024. The largest subgroup to grow in this area was Hispanic at 73%.

Our meeting state catch-up/keep-up scores also rose in ELA schoolwide. As a school we went from 38% in 2023 to 46% in 2024.

Other areas of success were our math median growth percentile by race as a school, which went from 38 in 2023 to 51 in 2024. We also grew in our Hispanic math percentile from 42 to 57 and White from 34 to 55. Math growth by special programs grew in all areas—FRL 31 to 51, IEP 47 to 53, and EL 43 to 52.

A highlight in 5th grade was their math growth. In 5th grade, our school went from 20 to 54, our Hispanic students went from 24 to 58, and our white students went from 21 to 58. Special programs also made growth; FRL went from 20 to 53, and IEP went from 28 to 56.

A highlight in 4th grade ELA is growth shown in all areas by race/ethnicity and special programs. As a school, we went from 43 to 58, Hispanic students went from 41 to 78, and white students went from 43 to 56.

Special program growth in 4th grade ELA- FRL-41 to 49, IEP 41 to 49, and EL a slight growth of 28 to 31.

I Ready- As a school, we made 114% typical growth in Reading and 103% typical growth in math school-wide.

Student Climate Data:

Adult respect - up 3 points to 83%

Student engagement up 4 points to 69%

Student respect- up 2 points to 74%

Parent Climate survey-Physical safety-100%

Quality Education-98%

Relationships/Respect-95%

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	We had a full-time assistant working with EL rather than a certified teacher, and she does not have a strong teaching background. We also experienced a significant increase in newcomers, and we required additional support to continue providing co-teaching opportunities with our English Language Facilitator (ELF), as we had in the past.	We were assigned a full-time certified teacher for the 2025-2026 school year. More support is needed to ensure that we can communicate effectively in the language spoken by our families. Also, more time for EL and teachers to collaborate and co-teach.
Foster/Homeless	Understanding and supportive relationships must be built to support foster and homeless students.	More training and consideration to understand trauma-informed care as it relates to teaching/learning. Thinking outside the box to support students who need high levels of support and involving the counselor to assist with ensuring students feel safe and comfortable at school.
Free and Reduced Lunch	Students may come to school stressed, upset, and anxious, needing us to meet their basic needs in addition to supporting their learning.	Meeting the needs of our students on every level, even when it extends beyond the classroom, to ensure they feel heard and supported. Once genuine relationships are established, learning can occur at higher levels.
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Families and students of color report not always feeling seen and heard at school. Although efforts have been made to better understand and consider differences, the area remains a point of need. Issues such as behavior challenges and attendance are areas that reflect this need.	Several trainings and conversations have occurred to address this topic. Further discussion is needed about the importance of ensuring that all students feel welcome and successful at school.
Students with IEPs	There are significant gaps in learning, making it challenging to meet all students' needs in a classroom.	More co-teaching and collaboration between SPED and General Education. The belief that they are all our students academically, and deeper efforts are made to connect the content in SPED better. We also need more time for teachers to talk and share ideas and perspectives about students on IEPs.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Chronic Absenteeism has increased to 22%

Critical Root Cause: Not all families are connected to the school. Students stay home instead of going to school., even if they are not sick. If a student is absent, they are not learning.

Problem Statement 2 (Prioritized): I ready school wide math data did not show as much growth as expected- 104%

Critical Root Cause: Students lost interest in I Ready and engagement went down. Some grade levels did not make 100% growth

Problem Statement 3: SBAC math data decreased in 4th grade overall

Critical Root Cause: Students struggle with the elevated level of instruction compared to 3rd grade. More difficult concepts and more students struggling with understanding.

Problem Statement 4: K-3 MAP ELA was flat from Fall to Spring at 53% growth

Critical Root Cause: Inconsistent from grade level to grade level

Problem Statement 5: Only 64% of parents feel that Winnemucca is a "good fit" for their family.

Critical Root Cause: Strong parent engagement is not happening for all Winnemucca Families

Problem Statement 6: Student safety scores have fallen by 18 points

Critical Root Cause: The restrooms and other areas such as code red/lock down drills have made students feel unsafe at school

Adult Learning Culture

Adult Learning Culture Areas of Strength

- Staff Values meeting and collaborating
- PLC Leadership Team - New Process: After Meeting with Admin. in a PLC planning meeting where we discuss data, pacing guides, standards and assessments, a member of each team takes the lead for facilitating the meetings, collecting data, and sharing communication from leadership
- We have PLCs every other week (academic)
- We have student support PLCs every other week

Adult Learning Culture Areas for Growth

- Staff in our building appreciate learning new strategies and reviewing data to better support students. PLCs are our primary method of collaboration, consistency and support for grade level teams.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Ellevations strategies and the website may not be used by all staff regularly to support students.	Another look at this resource and commitment to use strategies for all lessons. Also, accessing the tools regularly would provide personalized and intentional EL support.
Foster/Homeless	It can be hard to meet the complex needs of CIT students and teach 20+ other students. It can also be challenging to determine what students need and takes time to figure out how to help them.	More support and training from our counselor to add perspective and tools to support the student and staff who are working with them.
Free and Reduced Lunch	Our entire school is FRL, so lunch equity concerns are not very prevalent at Winnemucca.	Teachers make sure that students have time for breakfast, but not lose valuable time during the breakfast transition.
Migrant/Title1-C Eligible	N/a	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Staff have participated in several trainings and are open to learning. Sometimes it is challenging in the moment to put new practices in action.	Some students are struggling with motivation and behavior. It can be hard to reach all students. SEL, teambuilding, and classroom meetings can offer opportunities for students to connect.
Students with IEPs	The staff is very supportive and helpful. There does not seem to be enough time to collaborate with SPED staff on a regular basis.	It could be very beneficial for SPED staff to meet with grade levels during Professional Learning Communities (PLCs) to share ideas and perspectives and align on common goals. Or possibly designate times for this to happen on Wed. PD days.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Our staff is still working on refining our process and consistency in PLCs

Critical Root Cause: We are strengthening our PLC process as a school and becoming more consistent and effective in the process

Connectedness

Connectedness Areas of Strength

Student Climate survey scores (5th graders) increased in several areas. Adult respect went up by 3, Student engagement went up by 4, and student respect went up by 2.

Parent informal Feedback has been positive. Expect climate survey will show improvement

Connectedness Areas for Growth

According to the student climate survey, students report feeling respected and more engaged while at school. However, safety has declined by 18 points. The area of most concern is that only 56% of 5th grade students feel safe in the restroom.

Last year, Chronic absenteeism increased to 22%, which is a concern that we will be addressing as a school.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	More opportunities for EL Families to connect with each other and the school are needed. More District documents and communications should be translated for Spanish-speaking families and other languages.	More support in getting documents and other school-related communications translated. Provide a Spanish-speaking staff member to support family engagement.
Foster/Homeless	Students can feel scared, anxious, and upset when they start a new school. Staff may not know how to support a student who is CIT and may not understand what they are going through.	Involve the counselor and other community resources to provide more support. Also, staff provided information and support to make the transition comfortable and welcoming.
Free and Reduced Lunch	N/A- whole school is FRL	
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Families need to feel welcome and valued at school. If there is an issue, contact from the school can be perceived as either negative or positive. It can be challenging to ensure that students know that the school believes in them and values them. Time is always an issue, and sometimes parents do not respond or acknowledge the efforts of staff to engage them.	Positive interactions and early, frequent communication. Home visits as a norm for our school could also help build relationships with some of our families.
Students with IEPs	Students who are pulled out for services frequently can feel disconnected. Students who miss instruction return to class not knowing what is going on and can feel further behind. Time for staff to collaborate does not include SPED staff regularly.	Efforts to connect SPED and Gen Ed by co-teaching, co-planning, and ensuring that students are not pulled out during Tier 1 instruction. Time for conversations between SPED and Gen Ed to make sure learning is connected and layered.

Problem Statements Identifying Connectedness Needs

Problem Statement 1: Student safety scores have fallen by 18 points

Critical Root Cause: The restrooms and other areas such as code red/lock down drills have made students feel unsafe at school

Problem Statement 2 (Prioritized): Chronic Absenteeism has increased to 22%

Critical Root Cause: Not all families are connected to the school. Students stay home instead of going to school., even if they are not sick. If a student is absent, they are not learning.

Problem Statement 3: Only 64% of parents feel that Winnemucca is a "good fit" for their family.

Critical Root Cause: Strong parent engagement is not happening for all Winnemucca Families

Priority Problem Statements

Problem Statement 1: Chronic Absenteeism has increased to 22%

Critical Root Cause 1: Not all families are connected to the school. Students stay home instead of going to school., even if they are not sick. If a student is absent, they are not learning.

Problem Statement 1 Areas: Student Success

Problem Statement 2: I ready school wide math data did not show as much growth as expected- 104%

Critical Root Cause 2: Students lost interest in I Ready and engagement went down. Some grade levels did not make 100% growth

Problem Statement 2 Areas: Student Success

Problem Statement 3: Our staff is still working on refining our process and consistency in PLCs

Critical Root Cause 3: We are strengthening our PLC process as a school and becoming more consistent and effective in the process

Problem Statement 3 Areas: Adult Learning Culture

Problem Statement 4: Chronic Absenteeism has increased to 22%

Critical Root Cause 4: Not all families are connected to the school. Students stay home instead of going to school., even if they are not sick. If a student is absent, they are not learning.

Problem Statement 4 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Curriculum Based Measures
- Multi-Tiered System of Supports (MTSS)
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs

Adult Learning Culture

- Action research results
- Administrator evaluation
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- School leadership data
- Staff surveys and/or other feedback

Connectedness

- Attendance
- Behavior
- Perception/survey data
- Social Emotional Learning Data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: By Spring of 2026, I ready Typical Student Growth goals in math and reading will reach 80% or more in every grade level.

Aligns with District Goal

Formative Measures: Spring 2026 I Ready Diagnostic typical growth scores

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	Teachers will use I Ready Intervention Lessons based on data and student needs Teachers will provide time for students to use I Ready 49 minutes a week per subject Teachers will use I Ready data to drive their teaching and small groups	Principal, Dean, teachers, intervention teachers	SY 2025-26			
Position Responsible: Principal, Dean, teachers, intervention teachers						
Evidence Level Level 3: Promising: i-Ready						
Problem Statements/Critical Root Cause: Student Success 2						

SMART Goal 1 Problem Statements:

Student Success	
Problem Statement 2: I ready school wide math data did not show as much growth as expected- 104% went down. Some grade levels did not make 100% growth	Critical Root Cause: Students lost interest in I Ready and engagement

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Teachers will meet at least weekly in grade level or vertical PLC teams to discuss student progress, analyze data and meet individual needs of students. Teachers will implement Teacher Clarity (Learning Intention and Success Criteria in every classroom)

Aligns with District Goal

Formative Measures: Note-taker

Attendance in PLCs

Support from Leadership Team

Attendance at PLC Leadership and planning meetings (1 per grade level)

Teacher Clarity PD and Instructional Rounds

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLC				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	PLC Teachers will meet in bi-weekly grade level or vertical PLC teams to discuss student progress, analyze data and meet individual needs of students -Vertical PLCs -Consistent note-taker/agenda -Admin. attending PLC -Create Formative assessments using standards -Built in time for PLCs -Student support PLC (student support focus)	Principal, Dean, teachers, PLC Leaders	SY 2025-26	In progress	No review	No review
Position Responsible: Principal, Dean, teachers, PLC Leaders						
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: Our staff is still working on refining our process and consistency in PLCs Critical Root Cause: We are strengthening our PLC process as a school and becoming more consistent and effective in the process	

Inquiry Area 3: Connectedness

SMART Goal 1: By Spring 2026, chronic attendance percentages will decrease by at least 5%.
Students will receive attendance support through the school counselor, dean, teachers, principal and other staff
Student recognition and incentive efforts
Parent Teacher Home Visits

Aligns with District Goal

Formative Measures: BIG Attendance reports, daily, weekly, monthly
Attendance logs for teacher home visits

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Parent Teacher Home Visits Students will receive attendance support through the school counselor, dean, teachers, principal and other staff Student recognition and incentive efforts				Status Check		
				Nov	Feb	May
				In progress	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Parent-Teacher Home Visits Staff members taking a more proactive role in attendance challenges Incentives such as attendance awards and recognition Monthly meetings to discuss attendance (include truancy officer) Laser focus on attendance data and actionable solutions Student attendance meetings Supportive communication with parents	Principal, Dean, Counselor, Secretary, teachers	SY 2025-26			
Position Responsible: Principal, Dean, Counselor, Secretary, teachers						
Evidence Level Level 2: Moderate: Home Visits						
Problem Statements/Critical Root Cause: Student Success 1 - Connectedness 2						

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Chronic Absenteeism has increased to 22% Critical Root Cause: Not all families are connected to the school. Students stay home instead of going to school., even if they are not sick. If a student is absent, they are not learning.

Connectedness

Problem Statement 2: Chronic Absenteeism has increased to 22% **Critical Root Cause:** Not all families are connected to the school. Students stay home instead of going to school., even if they are not sick. If a student is absent, they are not learning.

Community Outreach Activities

Activity	Date	Lesson Learned
Parent Teacher Home Visits PTO Events School Outreach Events	8/2025-6/2026	Some staff were very engaged while others are still considering how and when is best to visit families.