

Washoe County School District
Archie Clayton Pre-A.P. Academy
2025-2026 School Improvement Plan

Classification: 2 Star School

Title I, TSI, AB219



Vision

All students will advance to the next grade level with the academic and social-emotional skills needed to succeed.

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/archie_clayton_pre-ap_academy/2025

Table of Contents

Comprehensive Needs Assessment 4

 Student Success 4

 Adult Learning Culture 7

 Connectedness 9

Priority Problem Statements 11

Comprehensive Needs Assessment Data Documentation 12

Inquiry Areas 13

 Inquiry Area 1: Student Success 13

 Inquiry Area 2: Adult Learning Culture 15

 Inquiry Area 3: Connectedness 17

Schoolwide and Targeted Assistance Title I Elements 19

 1.1: Comprehensive Needs Assessment 19

Title I Personnel 20

Community Outreach Activities 21

Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

- The percentage of students in the top two quartiles in both SBAC English Language Arts (ELA) and Math closely matches overall WCSD percentages.
- The percentage of students in the top three quartiles exceeds percentages both SBAC ELA and Math compared to similar schools in WCSD.
- Median Growth Percentile improved in Math for our school overall (+7% to 49%).
- Median Growth Percentile in Math improved for students on an IEP (+4 to 45) and students identified as English language learners (+17 to 55%).
- Overall proficiency in Math increased (+2 to 27%). Every grade level improved its proficiency percentage (6th = +2%, 7th = +4%, 8th = +1%)
- Clayton's Gifted and Talented cohort continues to be high achieving 92% at or above standard in ELA and 90% at or above grade level in Math.

Student Success Areas for Growth

- *Overall proficiency rates in ELA (40%) and Math (27%) are low.*
- *Overall "Catch Up" rates are low in ELA (16%) and Math (8%) are low.*
- *Overall "Catch Up/Keep Up" rates in Math (39%) and Math (25%) are low.*
- *There is a persistent opportunity gap in ELA proficiency rates for students identifying as*
 - *Asian (68% at or above),*
 - *White (48% at or above),*
 - *Hispanic (30% at or above),*
 - *African American (25% at or above),*
 - *Multiracial (42% at or above)*
 - *Pacific Islander(10% at or above)*
- *There is a persistent opportunity gap in Math proficiency rates for students identifying as*
 - *Asian (55% at or above),*
 - *White (38% at or above),*
 - *Hispanic (14% at or above),*
 - *African American (9% at or above),*
 - *Multiracial (29% at or above)*
 - *Pacific Islander (0% at or above)*

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	We provided consistent professional development, observation and feedback focusing on integrating language acquisition strategies during Tier 1 instruction. This resulted in an increase in the percentage of students exiting. While we celebrated this positive, there is still more work needed in this area to reach all learners.	We will continue to provide consistent professional development, observation and feedback. This coming school year, we will connect this work to the data and resources available in ELLevations.
Foster/Homeless	Students present as disengaged due to challenges outside of the school environment. This disengagement creates gaps in their learning due to inconsistent attendance and missing or incomplete assignments.	This year we are offering targeted support through community resources and partnerships to support increased engagement in academics.
Free and Reduced Lunch	Our school is designated as 100% Free and Reduced Lunch. All collective efforts outline this plan impact this population.	Implement this plan.
Migrant/Title I-C Eligible	N/A	
Racial/Ethnic Minorities	Students present as disengaged due to challenges outside of the school environment. This disengagement creates gaps in their learning due to inconsistent attendance and missing or incomplete assignments.	This year we are offering targeted support through community resources and partnerships to support increased engagement in academics.
Students with IEPs	Students with IEPs need consistent and individualized support in the classroom and resource classrooms. In many cases, there are missed opportunities to provide just-in-time interventions to address misconceptions.	This year we will provide additional data collection supports to understand the varied learning levels and individual student academic need in addition to providing professional development around intentional specially designed instruction.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Our student proficiency results in literacy have been inconsistent and our students' growth trajectory is not on pace to catch up to proficiency within three years.

Critical Root Cause: 1. Misalignment of standards-based grading practices and assessments. 2. Limited/inconsistent data discussions as part of our PLC. 3. Inconsistent implementation of Tier 1 curriculum. 4. Limited implementation of instructional strategies to address gaps in learning and differentiation.

Problem Statement 2 (Prioritized): Our student proficiency results in math are low and our students' growth percentile is inadequate to catch students up to proficiency based on a three-year trend.

Critical Root Cause: 1. Misalignment of standards-based grading practices and assessments. 2. Limited/inconsistent data discussions as part of our PLC. 3. Inconsistent implementation of Tier 1 curriculum. 4. Limited implementation of instructional strategies to address gaps in learning and differentiation.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Based on the annual WCSD Staff Climate Survey, Clayton’s staff rated these topics the highest (favorable rating percentage):

- Expectation of Success = 73%
- Home-School Connections = 73%
- Social Emotional Learning = 71%

Our staff has identified areas in which we improved as well. We demonstrated increases in favorable ratings in:

- Parent Involvement = +7%
- Quality of WCSD = +30%
- Students Behaviors = +5%
- Work Stress = +10%

Adult Learning Culture Areas for Growth

Based on the annual WCSD Staff Climate Survey, Clayton’s staff rated these topics as areas of need (favorable rating percentage):

1. Safety = 50%
2. Staff Collaboration = 46%
3. Student Behaviors = 19%
4. Parent involvement = 19%
5. Fairness and Respect 51%

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	We provided consistent professional development, observation and feedback focusing on integrating language acquisition strategies during Tier 1 instruction. This resulted in an increase in the percentage of students exiting. While we celebrated this positive, there is still more work needed in this are to reach all learners.	We will continue to provide consistent professional development, observation and feedback. This coming school year, we will connect this work to the data and resources available in ELLevations. Teachers will receive support during their PLC time and professional development meetings to collaborate on best practices..

Student Group	Challenge	Solution
Foster/Homeless	Students present as disengaged due to challenges outside of the school environment. This disengagement creates gaps in their learning due to inconsistent attendance and missing or incomplete assignments.	During PLC and other meetings, we will support teachers in timely positive communication home. We will also implement systems to equitable instructional practices.
Free and Reduced Lunch	Our school is designated as 100% Free and Reduced Lunch. All collective efforts outlines this this plan impact this population.	Implement this plan.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Students present as disengaged due to challenges outside of the school environment. This disengagement creates gaps in their learning due to inconsistent attendance and missing or incomplete assignments.	During PLC and other meetings, we will support teachers in timely positive communication home. We will also implement systems to equitable instructional practices.
Students with IEPs	Student with IEPs need consistent and individualized support in the classroom and resource classrooms. In many cases, there are missed opportunities to provide just-in-time interventions to address misconceptions. Teacher need more time to plan for meeting this need.	This year we will provide additional data collection supports to understand the varies learning levels and individual student academic need in addition to providing professional development around intentional specially designed instruction. Teachers will receive support during thier PLC time.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): PLC planning and data discussion processes have been inconsistently implemented.

Critical Root Cause: 1. PLC processes and expectations have been inconsistently implemented. 2. Expectations, support and professional development on instructional planning process are inconsistent. 3. Teachers are still in the learning process for new curriculum implementation.

Connectedness

Connectedness Areas of Strength

Based on the annual WCSD Parent Climate Survey, Clayton’s community rated these topics the highest (favorable rating percentage):

- 1. Communication with School = 80% (+4%)
- 2. Quality of Education = 79% (+7%)
- 3. Relationships/Respect = 76% (+2)
- 4. Physical Safety = 66% (+16%)

Ratings on the Climate Survey improved in seven out of eight topics.

Connectedness Areas for Growth

Based on the annual WCSD Parent Climate Survey, Clayton’s community rated these topics as areas of need (favorable rating percentage):

- 1. School Fit = 41%
- 2. Learning Behaviors = 46%
- 3. Family Efficacy = 60%
- 4. Physical Safety = 66%

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Students present as disengaged due to indivisual challenges. This disengagement creates gaps in their learning due to inconsistent attendance and missing or incomplete assignments.	During PLC and other meetings, we will support teachers in timely positive communication home. We will provide targeted resource events to support families(including/ groups). We provide positive home visits to increase engagement.
Foster/Homeless	Students present as disengaged due to challenges outside of the school environment. This disengagement creates gaps in their learning due to inconsistent attendance and missing or incomplete assignments.	During PLC and other meetings, we will support teachers in timely positive communication home. We will provide targeted resource events to support families. We provide positive home visits to increase engagement.

Student Group	Challenge	Solution
Free and Reduced Lunch	Our school is designated as 100% Free and Reduced Lunch. All collective efforts outlines this this plan impact this population.	Implement this plan.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Students present as disengaged due to challenges outside of the school environment. This disengagement creates gaps in their learning due to inconsistent attendance and missing or incomplete assignments.	During PLC and other meetings, we will support teachers in timely positive communication home. We will provide targeted resource events to support families. We provide positive home visits to increase engagement.
Students with IEPs	Students present as disengaged due to individual challenges. This disengagement creates gaps in their learning due to inconsistent attendance and missing or incomplete assignments.	During PLC and other meetings, we will support teachers in timely positive communication home. We will provide targeted resource events to support families. We provide positive home visits to increase engagement

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Students, families and the community partners do not have a clear way to engage and participate in our school community.

Critical Root Cause: 1. Inconsistent transitions from elementary schools. 2. Limited school calendar of events. 3. Lack of vision for community engagement. 4. Limited campus activities. 5. Limited parent club to assist in outreach

Priority Problem Statements

Problem Statement 1: Our student proficiency results in literacy have been inconsistent and our students' growth trajectory is not on pace to catch up to proficiency within three years.

Critical Root Cause 1: 1. Misalignment of standards-based grading practices and assessments. 2. Limited/inconsistent data discussions as part of our PLC. 3. Inconsistent implementation of Tier 1 curriculum. 4. Limited implementation of instructional strategies to address gaps in learning and differentiation.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Our student proficiency results in math are low and our students' growth percentile is inadequate to catch students up to proficiency based on a three-year trend.

Critical Root Cause 2: 1. Misalignment of standards-based grading practices and assessments. 2. Limited/inconsistent data discussions as part of our PLC. 3. Inconsistent implementation of Tier 1 curriculum. 4. Limited implementation of instructional strategies to address gaps in learning and differentiation.

Problem Statement 2 Areas: Student Success

Problem Statement 3: PLC planning and data discussion processes have been inconsistently implemented.

Critical Root Cause 3: 1. PLC processes and expectations have been inconsistently implemented. 2. Expectations, support and professional development on instructional planning process are inconsistent. 3. Teachers are still in the learning process for new curriculum implementation.

Problem Statement 3 Areas: Adult Learning Culture

Problem Statement 4: Students, families and the community partners do not have a clear way to engage and participate in our school community.

Critical Root Cause 4: 1. Inconsistent transitions from elementary schools. 2. Limited school calendar of events. 3. Lack of vision for community engagement. 4. Limited campus activities. 5. Limited parent club to assist in outreach

Problem Statement 4 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Student Climate Survey, Student Voice
- Other
 - iReady Diagnostic Assessments (BOY, MOY, EOY)

Adult Learning Culture

- Staff surveys and/or other feedback
- Student Climate Survey

Connectedness

- Perception/survey data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: By SBAC administration, students will increase overall ELA proficiency (Levels 3 and 4) from 42% to at least 44%. The median Student Growth Percentile will increase from 42 to at least 51, meeting the district target. All sub-population will meet or exceed Adequate Growth Percentile targets for Catch Up and Keep Up growth.

By SBAC administration, students will increase overall math proficiency (Levels 3 and 4) from 27% to at least 29%. The median Student Growth Percentile will increase from 45 to at least 50, moving closer to the district target of 60%. All subpopulations will meet or exceed Adequate Growth Percentile targets for Catch Up and Keep Up growth.

Students on projected proficient path for the school year will meet or exceed the 5% increase targeted for this school year in both English Language Arts (= 45%) and Math (= 32%)

Aligns with District Goal

Formative Measures: iReady Diagnostic (Middle of the Year - MOY)

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Implement iReady for diagnostics and academic intervention.				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	* Provide professional development to understand data reports and lesson differentiation. * Implement lesson plans to increase efficacy of extra support and intervention class periods in the schedule. * Provide professional development and support to connect data to iReady student learning path and extra support. * Develop look-fors and key performance targets to monitor implementation. * Implement recognition systems for growth (certificates and advisory shout-outs) * Provide families with resources to understand iReady repots and how to support learning at home. * Develop clear protocols for Tier 2 and Tier 3 interventions using iReady data and teacher-led supports. * Implement student friendly data/goal trackers for Tier 2 and Tier 3 interventions. * Schedule regular data meetings to review academic data, iReady diagnostic and growth data.	Testing coordinator Core teachers	SY 25-26			
Position Responsible: Testing coordinator Core teachers Evidence Level Level 3: Promising: i-Ready Problem Statements/Critical Root Cause: Student Success 1, 2						

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Our student proficiency results in literacy have been inconsistent and our students' growth trajectory is not on pace to catch up to proficiency within three years. Critical Root Cause: 1. Misalignment of standards-based grading practices and assessments. 2. Limited/inconsistent data discussions as part of our PLC. 3. Inconsistent implementation of Tier 1 curriculum. 4. Limited implementation of instructional strategies to address gaps in learning and differentiation.
Problem Statement 2: Our student proficiency results in math are low and our students' growth percentile is inadequate to catch students up to proficiency based on a three-year trend. Critical Root Cause: 1. Misalignment of standards-based grading practices and assessments. 2. Limited/inconsistent data discussions as part of our PLC. 3. Inconsistent implementation of Tier 1 curriculum. 4. Limited implementation of instructional strategies to address gaps in learning and differentiation.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the 2025-2026 school year, 80% of Tier I instruction will align with WCSd curriculum guidance and essential standards, as evidenced by lesson plans and observations. Student work samples will show a 10% increase in proficiency using common criteria. This will be achieved through consistent PLC implementation and focus on three priority practices: Planning for Learning (Clarity work), Shift the Lift (ELlevation strategies), and Whole Child Supports (CPI work).

Aligns with District Goal

Formative Measures: PLC note-taker to increase fidelity to the process.

Calendar denoting student learning and social emotional PLC dates.

Walkthrough/Observation Data.

Interim Benchmarks

Lesson plans

Student work samples

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Professional Learning Community Continuous Improvement Process				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	* Calendar consistent PLC meetings that support academic and social-emotional goals. * Develop and adapt a PLC note-taker to increase fidelity to the process. * Create a shared dashboard for PLCs * Provide common department planning time to create common criteria. * Identify criteria for success and provide feedback to departments on the process. * Develop a walkthrough tool aligned with curriculum guidance, Danielson evaluation rubric, and priority practices. * Schedule monthly walkthroughs with feedback loops for teachers. * Provide professional development sessions focused on lesson clarity and learning targets, ELlevation strategies for language scaffolds, and CPI strategies for whole child supports. Embed PD follow-up in PLC discussions.	School Administration Middle School Instructional Leaders Grade Level Team Leaders	SY 25-26	No review	No review	No review
Position Responsible: School Administration Middle School Instructional Leaders Grade Level Team 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: PLC planning and data discussion processes have been inconsistently implemented. **Critical Root Cause:** 1. PLC processes and expectations have been inconsistently implemented. 2. Expectations, support and professional development on instructional planning process are inconsistent. 3. Teachers are still in the learning process for new curriculum implementation.

Inquiry Area 3: Connectedness

SMART Goal 1: By the end of the 2025-2026 school year, Clayton will provide monthly student engagement opportunities and quarterly family/community engagement events to support academic and social-emotional goals, documented through calendars, agendas, and sign-in sheets, aligned with Priority Practice IV: Equitable and Trauma-Sensitive Practices.

Aligns with District Goal

Formative Measures: School calendar with meetings and events scheduled.

Sign-in sheets for events and activities

Event materials and/or agendas

Feedback Surveys

Communication Metrics

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Family Engagement				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Extracurricular Activities * Recruit parents to participate in parent council. In particular, identify and recruit parents that represent our entire community. * Develop a vision/mission for the parent council. * Provide calendar with consistent meetings for the parent council. * Engage student voice class in planning and proposing connectedness activities. * Utilize Parent University to provide content for family engagement events. * Collaborate with local organizations to co-host events. * Create a short survey to gather family input on topics and formats. * Host events that celebrate diverse cultures. Include interpreters and/or translated materials for accessibility. * Empower student voice groups to design engagement activities. * Celebrate student participation in engagement activities through the newsletter and morning announcement shout-outs. * Use advisory periods to deliver lessons and activities that are aligned with social-emotional learning competencies. * Use advisory periods to promote upcoming events.	Family Engagement Coordinator Counselors Administration Social Worker Community in Schools liaison	SY 25-26			
Position Responsible: Family Engagement Coordinator						
Evidence Level						
Level 2: Moderate: Family Engagement						
Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness

Problem Statement 1: Students, families and the community partners do not have a clear way to engage and participate in our school community. **Critical Root Cause:** 1. Inconsistent transitions from elementary schools. 2. Limited school calendar of events. 3. Lack of vision for community engagement. 4. Limited campus activities. 5. Limited parent club to assist in outreach

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

For Title I Elements, please see Addendum.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Marcy Bein	Intervention Teacher		1.0

Community Outreach Activities

Activity	Date	Lesson Learned
Instructional Leadership Team	05-27-2025	
Student Orientation - Invite (Sub population)	07-28-2025	
Student Orientation	07-29-2025; 07-30-2025	
Back to School & \$1 Dog Night	08-21-2025	
Roller Kingdom Family Night	09-29-2025	
Community Fall Festival & Haunted House	10-30-2025	
Family STEM Night	11-13-2025	