

Washoe County School District

Gerlach K-12 School

2025-2026 School Improvement Plan

Classification: Not Rated



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/gerlach_k-12_school/2025

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Community, safety in relationships, consistent platform and expectations, opportunities for experience-based learning

Student Success Areas for Growth

Students are part of a tight-knit community. SEL supports are strong and there is a sense that students and staff look out for each other. Learning happens in a small group setting. Students consistently access technology as a part of their learning platform.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	iReady is presented in English, so language could be an issue for student access	EL students will use Lexia to support their language acquisition, which in turn will allow them more access to iReady content.
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Curriculum coming from online platforms does not directly transfer to state/nation-wide assessments

Critical Root Cause: Curriculum is canned for the most part, and because many staff are not certified teachers with depth of practice, we follow what the curriculum provides.

Problem Statement 2 (Prioritized): Students rely on teacher assistance for problem solving

Critical Root Cause: Small class sizes means adult support is always nearby

Adult Learning Culture

Adult Learning Culture Areas of Strength

Close, tight-knit staff, interest across classifications (admin, certified, educational support professionals) in learning new strategies, responding to student needs, and reflecting on learning.

Adult Learning Culture Areas for Growth

Inconsistencies with how to implement new ideas, some tension between new and old staff, and growth in allocations leads to new programming, which takes time to develop.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	monolingual staff with bilingual students	translation devices available for staff to check out
Foster/Homeless	parent communication	ask families to describe preferred methods in order to establish pathways communications
Free and Reduced Lunch	WCSD Nutrition Services does not operate in Gerlach	partner with local senior center for hot meals, get budget for monthly payment
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	staff might be unfamiliar with cultures or lived experience of students racial/ethnic backgrounds different than their own	use culturally responsive practices to invite students to share and express themselves, allowing staff to learn the best ways of responding to needs
Students with IEPs	staff need insights into working with students with special needs; some students have presented challenges for how various adults respond to them, which leads to inconsistencies.	sped team communicates expectations, best practices, and supports for each student with an IEP; counselor supports writing plans so expectations are consistent

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Getting staff the resources they need to do their jobs well is a challenge due to our location, size, and broad areas of specialization. Staff have limited access to learning opportunities in their areas of specialization including Special Education, ELD, and PreK.

Critical Root Cause: Small staff in a remote location who are not specialty staff do not have access to typical staff development and opportunities. Also, staff cannot collaborate with site-based colleagues to get ideas or see best practices.

Connectedness

Connectedness Areas of Strength

Community is close-knit and sees school as a central institution. A large portion of the community comes to school events like graduation. Parents participate in conferences, meetings, and school functions.

Connectedness Areas for Growth

The boundaries between school and out-of-school life and roles are sometimes blurred due to the small town setting. Absenteeism was an issue last year.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	A few families do not speak English as a primary language	Create a home visit team that includes a Spanish-speaking member
Foster/Homeless	N/A	
Free and Reduced Lunch	Some families are reluctant to have us in the household	Building trust through participation with families through school events
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Tension among school staff and families sometimes runs high
Critical Root Cause: Personal relationships outside of the school setting influence trust. Additionally, some families are distrustful of the institution of education and the role school plays in their children's lives

Priority Problem Statements

Problem Statement 1: Curriculum coming from online platforms does not directly transfer to state/nation-wide assessments

Critical Root Cause 1: Curriculum is canned for the most part, and because many staff are not certified teachers with depth of practice, we follow what the curriculum provides.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Students rely on teacher assistance for problem solving

Critical Root Cause 2: Small class sizes means adult support is always nearby

Problem Statement 2 Areas: Student Success

Problem Statement 3: Getting staff the resources they need to do their jobs well is a challenge due to our location, size, and broad areas of specialization. Staff have limited access to learning opportunities in their areas of specialization including Special Education, ELD, and PreK.

Critical Root Cause 3: Small staff in a remote location who are not specialty staff do not have access to typical staff development and opportunities. Also, staff cannot collaborate with site-based colleagues to get ideas or see best practices.

Problem Statement 3 Areas: Adult Learning Culture

Problem Statement 4: Tension among school staff and families sometimes runs high

Critical Root Cause 4: Personal relationships outside of the school setting influence trust. Additionally, some families are distrustful of the institution of education and the role school plays in their children's lives

Problem Statement 4 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Grades
- Nevada Alternate Assessment (NAA)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs
- Other
 - i-Ready

Adult Learning Culture

- Administrator evaluation
- Lesson Plans
- Master schedule
- Professional Development Agendas
- Teacher evaluation
- Teacher/Student Ratio
- Walk-through data

Connectedness

- Attendance
- Behavior
- Dual credit College Prep
- Home Visits
- Volunteer opportunities, attendance, and participation

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: By the third and final assessment window of iReady, 90% of students will show typical growth or better in math as measured by data from the iReady Diagnostic.

Admin and staff will monitor iReady minutes to meet district goals. Students will track their iReady progress with support from staff. Staff will do pullouts on areas where students show a need for direct instruction in iReady.

Aligns with District Goal

Formative Measures: BOY, MOY, and EOY diagnostic

Report showing time on task

Report showing lesson completion

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	- Assess all K-8 students at the beginning, middle, and end of year with a diagnostic test. - Build in daily time for iReady for students to work on MyPath, their iReady lessons tailored for their ability - Students will track their iReady minutes and lessons completed - Teaching staff will use data from iReady diagnostics to guide interventions	Classroom teachers and Principal	SY 2025-26			
Position Responsible: Classroom teachers and Principal						
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: Curriculum coming from online platforms does not directly transfer to state/nation-wide assessments Critical Root Cause: Curriculum is canned for the most part, and because many staff are not certified teachers with depth of practice, we follow what the curriculum provides.
Problem Statement 2: Students rely on teacher assistance for problem solving Critical Root Cause: Small class sizes means adult support is always nearby

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By spring of 2025, Gerlach K-12 teaching staff (regardless of classified vs certified status) will have received at least one training or observation opportunity in their area of focus from WCSD staff and/or professional trainers.

Opportunities will come from iReady trainers, site visits for observations, guest speakers, work with Curriculum and Instruction, and enrollment when applicable in LETRS (for admin, teachers, and ESPs).

Aligns with District Goal

Formative Measures: - Attendance sheets from trainings

- Notes from classroom walk-throughs

- Notes from staff meetings or PLCs discussing trainings or observations

- Principal walk-through data of classrooms to see what is being implemented and evaluate quality

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLC				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	- K-5 teaching staff and principal participating in LETRS training by Lexia to improve phonics instruction - PLCs designed to use training and observations to inform teaching practices - Professional Development aligns to relevant training - Working with WCSD staff to find opportunities for relevant training - Connecting Gerlach teaching staff with observation opportunities at other WCSD schools; flexing schedules to make time for observations	Principal		No review	No review	No review
Position Responsible: Principal						
Evidence Level Level 2: Moderate: PLC						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Getting staff the resources they need to do their jobs well is a challenge due to our location, size, and broad areas of specialization. Staff have limited access to learning opportunities in their areas of specialization including Special Education, ELD, and PreK. Critical Root Cause: Small staff in a remote location who are not specialty staff do not have access to typical staff development and opportunities. Also, staff cannot collaborate with site-based colleagues to get ideas or see best practices.

Inquiry Area 3: Connectedness

SMART Goal 1: Families and teaching staff will connect via Gerlach K-12's participation in the Home Visit Program for 2025-26.

40% of staff will attend home visit training and make every effort to schedule home visits with 50% of families at the school site. Staff will promote home visit plans within the school stakeholders.

Aligns with District Goal

Formative Measures: Home visit logs

Site home visit calendar

Staff meeting notes about home visits

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Parent/Teacher Home Visits				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	- Present information about the PTHV program to families at Back to School Night - Train staff on PTHV expectations via WCSO training outside of work hours - Include PTHV information in monthly newsletters - Visit as many families as sign up for home visits twice per year (fall and spring), and let parents know face to face about the home visit option during parent/teacher conferences	PTHV Site Leader		No review	No review	No review
Position Responsible: PTHV Site Leader						
Evidence Level						
Level 1: Strong: Parent/Teacher Home Visits						
Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Tension among school staff and families sometimes runs high Critical Root Cause: Personal relationships outside of the school setting influence trust. Additionally, some families are distrustful of the institution of education and the role school plays in their children's lives

Community Outreach Activities

Activity	Date	Lesson Learned
Back to School Night	9/17/25	
Operation School Bell	10/9/25	
Parent Conference Week	10/27-30/25	
Fine Arts Performance	12/1/25	
Winter Celebration	12/16/25	