Washoe County School District

Alice Maxwell Elementary School

Classification: 2 Star School

Title I

2026-2027 School Improvement Plan

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Mission Statement

- To create a safe and equitable learning environment for life-long learners with a growth mindset.
- To partner with families and the greater community to provide a positive, enriching learning climate and culture.

Vision

We are a diverse learning community of lifelong learners who strive for excellence through demonstrating responsibility, accountability, independence, kindness and empathy for others.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

- 2026 ELA SBA results demonstrate 47% of Fifth grade students scoring level 3 or 4 when compared to 48% District-wide. The percentage of students scoring level 3 or 4 on the 2026 SBAC is ___% higher than similar schools
- 2026 EOY ELA iReady overall placement indicates significant increase in placement by domain for Phonological Awareness, Phonics, High Frequency Words, Vocabulary, Comprehension for Literature and Informational Text for EOY results compared to BOY results. BOY results indicated 20% of students early on, on or mid year grade level compared to 45% for EOY placement.
- 2026 EOY Math iReady overall placement indicates significant increase in placement by domain for Numbers and Operations, Algebra and Algebraic Thinking, Measurement and Data and Geometry for EOY results compared to BOY results. BOY results indicated 9% of students early on, on or mid year grade level compared to 45% for EOY placement.
- 2026 Math SBA results demonstrate 50% of Fourth grade scoring level 3 or 4 when compared to 46% District-wide.
- 2026 Math SBA overall mathematics Adequate Growth Percentiles (AGP) for Catch Up increased from 8% previous year to 23% for 2026.
- 2026 Math SBA overall mathematics Adequate Growth Percentiles (AGP) for Keep Up increased from 43% previous year to 56% for 2026.
- 2026 Math SBA overall mathematics Adequate Growth Percentiles (AGP) for Meeting Catch Up/Keep Up increased from 26% previous year to 37% for 2026.

- 12 students partaking in the ACCESS assessment scored 4.5 or higher the score required to exit the EL program. This is an increase on 5% from 2024 SY. Listening was strongest domain overall, with an averages of 4.12. Projected exits compared to actual exits indicate upward trend with 5 students projected to exit in 2026 and 12 students exiting. Specifically, 0% of 4th grade students were projected to exit, with 4 students exiting. Gains in the following areas mirrored District-wide growth: Listening - 311 to 336, Speaking - 288 to 348 and Oral Language - 300 to 342.
- Reading reduction of students two or more grade levels below from BOY to EOY diagnostic:

Testing period	% of students two grade levels below	% of students three or more grade levels below	Total
BOY	25 (81 students)	11 (35 students)	36 (118 students)
EOY	10 (34 students)	5 (18 students)	15 (52 students)

- Math reduction of students two or more grade levels below from BOY to EOY diagnostic:

Testing period	Two grade levels below	Three or more grade levels below	Total
BOY	25 (81 students)	10 (34 students)	35 (115 students)
EOY	12 (39 students)	4 (12 students)	16 (51 students)

Areas for Growth

- **2026 ELA SBA results demonstrate 47% of Fifth grade students scoring level 3 or 4 when compared to 48% District-wide. The percentage of students scoring level 3 or 4 on the 2026 SBAC is ____% higher than similar schools**
- **2026 EOY ELA iReady placement indicates 45% of students were two or more grade levels below.**
- **2026 EOY Math iReady placement indicates 56% of students were two or more grade levels below.**
- **2026 SBA results demonstrate 33% of students grades 3-5 scoring 3 or 4 compared to 43% District-wide.**
- **2026 SBA results demonstrate 23% of Third Grade students scoring 3 or 4 compared to 47% District-wide.**
- **2026 ELA SBA overall mathematics Adequate Growth Percentiles (AGP) for Catch Up increased from 44% previous year to 43% for 2026.**
- **2026 ELA SBA overall mathematics Adequate Growth Percentiles (AGP) for Keep Up increased from 62% previous year to 50% for 2026.**
- **2026 ELA SBA overall mathematics Adequate Growth Percentiles (AGP) for Meeting Catch Up/Keep Up increased from 52% previous year to 45% for 2026**

- **12 students partaking in the ACCESS assessment scored 4.5 or higher the score required to exit the EL program. Writing is below District-wide average - 252 to 262, Literacy is below District-wide average 270 to 288 and Comprehension is below District average 302 to 326.**
    - **Reading students mid or above grade level or early on grade level from BOY to EOY diagnostic:**

Testing period	% of students mid or above grade level	% of students early on grade level	Total
BOY	6 (21 students)	14 (46 students)	20 (67 students)
EOY	31 (105 students)	23 (77 students)	54 (182 students)

Math students mid or above grade level or early on grade level from BOY to EOY diagnostic:

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Testing period	% of students mid or above grade level	% of students early on grade level	Total
BOY	3 (10 students)	6 (19 students)	9 (29 students)
EOY	26 (86 students)	19 (65 students)	45 (151 students)

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Writing is below District-wide average - 252 to 262, Literacy is below District-wide average 270 to 288 and Comprehension is below District average 302 to 326. SBA reading proficiency to SBA - 7% SBA math proficiency to SBA - 21`% iReady reading proficiency (grade level or above) - 37% iReady math proficiency (grade level or above) - 28%	Increased focus on domain from beginning of 26-27 SY with focus groups for specific domains. Increased monitoring and iReady lesson assignments for reading and math.

Student Group	Challenge	Solution
Foster/Homeless	Our Foster/Homeless/CIT students have potential challenges with consistent attendance, social emotional needs related to trauma, food and housing insecurities. These challenges can also result in students' academic levels being below grade level expectations.	Supports to address our Foster/ Homeless/CIT students include: monitoring and supports for consistent attendance, discussing students through the MTSS process to provide academic interventions when necessary, counseling and social work support to provided services, AMES Food Pantry and collaboration with Sparks Family Resource Center to provide for various needs.
Free and Reduced Lunch	SBA reading proficiency to SBA - 37% SBA math proficiency to SBA - 33% iReady reading proficiency - 37% iReady math proficiency - 37%	Increased monitoring and iReady lesson assignments for reading and math.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	SBA reading proficiency to SBA - 8% SBA math proficiency to SBA - 13% iReady reading proficiency - 26% iReady math proficiency - 19%	Increased monitoring of Teacher Clarity planning and instruction for reading and math. Increased monitoring and iReady lesson assignments for reading and math.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	A review of iReady Reading diagnostic EOY data indicates that 54% of students, kindergarten through fifth grade, are reading early on, mid or above grade level. A review of iReady Math diagnostic data indicates that 45% of students, kindergarten through fifth grade, are reading early on, mid or above grade level. 2026 EOY ELA iReady placement indicates 45% of students were two or more grade levels below. 2026 EOY Math iReady placement indicates 56% of students were two or more grade levels below.	* Lack of structures that focus on habits and dispositions in the classroom and schoolwide * Lack of fidelity to standards-based curriculum * Inconsistent monitoring of lesson completion, lessons passed and equity of lessons for reading and math * Limited knowledge of the science of reading * Limited knowledge of mathematical practices * Inconsistent power standards focus between primary and upper grades. * Inconsistent use of formative assessment to drive student learning and instructional practice
2 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

Adult Learning Culture

Areas of Strength

- Systematic, guaranteed PLC Process
- Stipend opportunities for grade levels to meet with Administration for additional PLC supports
- Consistent, weekly feedback on Teacher Clarity plans
- Consistent, ongoing professional development for new supports (i.e. iReady, Teacher Clarity, Reveal Math)
- Incorporation of PDSA cycles (grade level and schoolwide for EL strategies)
- Consistently providing opportunities through the sharing of books, webinars, articles, videos on best instructional practices

- Mentor Teacher Program
- Consistent use of assessment data for backwards planning of instructions and for targeted interventions
- Use of Staff Climate Survey to guide decision making

Areas for Growth

- Stipend opportunities for grade levels to meet with Administration for additional PLC supports
- Consistent, weekly feedback on Teacher Clarity plans
- Consistent, ongoing professional development for new supports (i.e. iReady, Teacher Clarity, Reveal Math)
- Incorporation of PDSA cycles (grade level and schoolwide for EL strategies)
- Consistently providing opportunities through the sharing of books, webinars, articles, videos on best instructional practices

- Mentor Teacher Program
- Continued focus on refining MTSS process to incorporate increased use of progress monitoring through iReady with fidelity
- Consistent use of assessment data for backwards planning of instructions and for targeted interventions

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Writing is below District-wide average - 252 to 262, Literacy is below District-wide average 270 to 288 and Comprehension is below District average 302 to 326. iReady reading proficiency to SBA - 7% iReady math proficiency to SBA - 14%	Model and set expectations for general education and EL teachers to create goal setting and data binders for each student. Quarterly review of academic and ACCESS domain goals will be completed with each student. Teacher Clarity template will incorporate specific strategies for EL learners.

Student Group	Challenge	Solution
Foster/Homeless	Our Foster/Homeless/CIT students have potential challenges with consistent attendance, social emotional needs related to trauma, food and housing insecurities. These challenges can also result in students' academic levels being below grade level expectations.	We work as a staff to inform and educate all staff working with students to be aware of challenges our students may face. We discuss students during PLCs, MTSS meetings, and as needed with staff, to assess student/family needs. Supports to address our Foster/ Homeless/CIT students include: monitoring and supports for consistent attendance, counseling and social work support to provided services, AMES Food Pantry and collaboration with Sparks Family Resource Center to provide for various needs.
Free and Reduced Lunch	iReady EOY reading - 39% proficiency to SBA iReady EOY math - 41% proficiency to SBA	Increased monitoring and iReady lesson assignments for reading and math.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	SBA reading proficiency to SBA - 8% SBA math proficiency to SBA - 13% iReady reading proficiency - 26% iReady math proficiency - 19%	Model and set expectations for general education and Resource teachers to create goal setting and data binders for each student. Quarterly review of IEP goals will be completed with each student. Teacher Clarity template will incorporate specific strategies for SPED learners.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	While the previous year's goal had yielded the following results through 90 informal walk through observations: - 87% of students were able to answer the question "What are you learning?" with specific nouns and verbs - 77% of students were able to answer the question "How do you know you've learned or are successful at learning?" with specific nouns and verbs, the following EOY assessments yielded the following: iReady - 45% of students one or more grade level below in Reading and 56% of students one or more grade levels below in Math 2026 EOY ELA iReady placement indicates 45% of students were two or more grade levels below. 2026 EOY Math iReady placement indicates 56% of students were two or more grade levels below. SBA - 37% of students in grades 3-5 scoring 3 or 4 in ELA and 33% of students in grades 3-5 scoring 3 or 4 in Math Formal and informal observation of Teacher plans and classroom instruction indicated lack of purposeful planning for strategic questioning and formative assessments.	* Fidelity of use of Teacher Clarity plans * Lack of consistent routines and procedures related to Teacher Clarity components * Lack of consistent review prior to lesson, during lesson and after lesson of Teacher Clarity components * Inconsistent posting, updating and verbal sharing of visual referents for learning intentions and success criteria * Lack of consistent planned strategic questioning and formative assessment in Teacher Planning and observed instruction in classrooms.

★ = Priority

Connectedness

Areas of Strength

Student Climate Survey Take-Aways (48 respondents – 24-25 SY)

Bright Spots (11/17 increased)

91% of students felt safe at school, a 10% increase from 24-25 SY and the highest in 6 years.

87% of students responded positively about adult respect (rules, choices, treated fairly), a 9% increase from 24-25 SY and the highest in 6 years.

84% of students responded positively about their engagement (happy, part of school, interested, learn a lot, time passes quickly), a 20% increase from 24-25 SY and the highest in 6 years.

Staff Climate Survey Take-Aways (35 respondents – 24-25 SY)

Bright Spots

90% of staff responded positively about student behaviors, a 2% increase from 24-25 SY, the largest increase in student respect for staff.

96% of staff responded positively about expectation for success (set high expectations and stay in school), a 1% increase from 24-25 SY.

96% of staff responded positively about staff-student relationship (staff listens to students, talk opening to students about issues, caring about student emotions and attendance) the social emotional learning and needs of their students, a 1% increase from 24-25 SY.

Parent Climate Survey Take-Aways (29 respondents – 24-25 SY)

Bright Spots

96% of families perceived child feels safe in and on school grounds, compared to 94% of District elementary schools.

96% of families perceived their child is receiving a quality education (appropriate instruction, supports, high expectations, extra help) compared to 93% of District elementary schools.

Areas for Growth

Student Climate Survey Take-Aways (48 respondents – 24-25 SY)

Opportunities for Growth

71% of students responded it was difficult to respect a classmate's opinions during an argument, a 23 % decrease from 24-25 SY.

60% of students responded negatively about bullying (trying to stop it -6% and spreading rumors or lies at school or on internet -20%), a 7% decrease from 24-25 SY.

Staff Climate Survey Take-Aways (35 respondents – 24-25 SY)

Opportunities for Growth

73%% of staff responded about life skills with the largest decrease in "vision for academic, social and emotional learning has been communicated to all staff" – 17% decrease, "adults are expected to actively promote students' social and emotional development" – 11% decrease and "al staff are expected to address and actively support students' social and emotional growth" – decrease 10-11%.

Parent Climate Survey Take-Aways (29 respondents – 24-25 SY)

Opportunities for Growth

70% of families perceived school matched their child's developmental needs. This is a decrease of 10% from 25-26 SY.

92% of families responded to communication with school. This is a decrease of 7% from 25-26 SY. (informed about ongoing progress – dropped 10%, informed about behavior – dropped 3%, teacher available to discuss learning needs – dropped 7%, satisfied with opportunities to be involved in child's school – dropped 7%)

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Equitable practices given language challenges.	Provide increased student voice opportunities (e.g. Student Council) with these students strategically, purposefully included.
Foster/Homeless	Our Foster/Homeless/CIT students have potential challenges with consistent attendance, social emotional needs related to trauma, food and housing insecurities. These challenges can also result in students' academic levels being below grade level expectations.	Supports to address our Foster/ Homeless/CIT students include: monitoring and supports for consistent attendance, counseling and social work support to provided services, AMES Food Pantry and collaboration with Sparks Family Resource Center to provide for various needs.
Free and Reduced Lunch	iReady EOY reading - 39% proficiency to SBA iReady EOY math - 41% proficiency to SBA	Increased monitoring and iReady lesson assignments for reading and math.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	

Student Group	Challenge	Solution
Students with IEPs	Equitable practices given academic and social challenges.	Provide increased student voice opportunities (e.g. Student Council) with these students strategically, purposefully included.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Maxwell has made continued progress with regards to forms of absenteeism, as evidenced by the following: Year Severe Chronic Absenteeism Chronic Absenteeism Total (24) 1.35 11.35 12.70 (25) 2.54 (increase 1.19) 9.32 (decrease 2.03) 11.86 (decrease .84) (26) 0 9 7 NSPF/9 Approaching Chronic Absenteeism (24) 12.70 (25) 12.43 (26) 14.33. This indicates an increase in students with potential to become chronically absent.	Factors to consider: * students in severe chronic absenteeism category were comprised of heavily health and behavior impacted Special Education students in the following programs: SPED DD PK and Strategies programs * Working families lacking flexibility to accommodate for adjusted schedules * Potential perception on the part of families that other priorities such as siblings care taking for younger siblings takes precedence over attending school * Student on extended family trips to other countries (e.g. Mexico) *results from student and family climate surveys indicating areas of decrease positive responses.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	A review of iReady Reading diagnostic EOY data indicates that 54% of students, kindergarten through fifth grade, are reading early on, mid or above grade level. A review of iReady Math diagnostic data indicates that 45% of students, kindergarten through fifth grade, are reading early on, mid or above grade level. 2026 EOY ELA iReady placement indicates 45% of students were two or more grade levels below. 2026 EOY Math iReady placement indicates 56% of students were two or more grade levels below.	* Lack of structures that focus on habits and dispositions in the classroom and schoolwide * Lack of fidelity to standards-based curriculum * Inconsistent monitoring of lesson completion, lessons passed and equity of lessons for reading and math * Limited knowledge of the science of reading * Limited knowledge of mathematical practices * Inconsistent power standards focus between primary and upper grades. * Inconsistent use of formative assessment to drive student learning and instructional practice
2 ★	While the previous year's goal had yielded the following results through 90 informal walk through observations: - 87% of students were able to answer the question "What are you learning?" with specific nouns and verbs - 77% of students were able to answer the question "How do you know you've learned or are successful at learning?" with specific nouns and verbs, the following EOY assessments yielded the following: iReady - 45% of students one or more grade level below in Reading and 56% of students one or more grade levels below in Math 2026 EOY ELA iReady placement indicates 45% of students were two or more grade levels below. 2026 EOY Math iReady placement indicates 56% of students were two or more grade levels below. SBA - 37% of students in grades 3-5 scoring 3 or 4 in ELA and 33% of students in grades 3-5 scoring 3 or 4 in Math Formal and informal observation of Teacher plans and classroom instruction indicated lack of purposeful planning for strategic questioning and formative assessments.	* Fidelity of use of Teacher Clarity plans * Lack of consistent routines and procedures related to Teacher Clarity components * Lack of consistent review prior to lesson, during lesson and after lesson of Teacher Clarity components * Inconsistent posting, updating and verbal sharing of visual referents for learning intentions and success criteria * Lack of consistent planned strategic questioning and formative assessment in Teacher Planning and observed instruction in classrooms.
3 ★	Maxwell has made continued progress with regards to forms of absenteeism, as evidenced by the following: Year Severe Chronic Absenteeism Chronic Absenteeism Total (24) 1.35 11.35 12.70 (25) 2.54 (increase 1.19) 9.32 (decrease 2.03) 11.86 (decrease .84) (26) 0 9 7 NSPF/9 Approaching Chronic Absenteeism (24) 12.70 (25) 12.43 (26) 14.33. This indicates an increase in students with potential to become chronically absent.	Factors to consider: * students in severe chronic absenteeism category were comprised of heavily health and behavior impacted Special Education students in the following programs: SPED DD PK and Strategies programs * Working families lacking flexibility to accommodate for adjusted schedules * Potential perception on the part of families that other priorities such as siblings care taking for younger siblings takes precedence over attending school * Student on extended family trips to other countries (e.g. Mexico) *results from student and family climate surveys indicating areas of decrease positive responses.

4 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **I-Ready**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **WIDA ACCESS for ELLs**

Adult Learning Culture

- [x] **Professional Development Agendas**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **Staff surveys and/or other feedback**
- [x] **Walk-through data**
- [x] **Other**

Connectedness

- [x] **Attendance**
- [x] **Community surveys and/or other feedback**
- [x] **Other**

Annual student, staff and families climate survey for 25-26 SY.

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

AB 335 EL Goal: By the end of the school year 2026-27, 80% of 3rd - 5th grade EL students at Maxwell Elementary will increase their language proficiency by one achievement level as measured by the state's yearly ELPA, ACCESS.

Improvement Strategy 1

To increase intentional planning and instruction through the Teacher Clarity process to address academic needs of Newcomers, short-term ELs and LTELs. Plans will identify the specific domains addressed through the planning and instruction.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	ELLevations: - Training on ELLevation Platform from Dept. of ELD - Addition of language strategies from ELLevation document in Teacher Clarity plans	ELF, EL Teacher as facilitators, classroom teacher, Administration as reviewer	26-27 SY	

Resources Needed: ELLevations documents, Teacher Clarity formats

Evidence Level

Level 2: Moderate:
ELLevations

Problem Statements: Student Success 2

Status Checks

November **February** **May**

Improvement Strategy 2

PLC
To increase staff capacity to address the academic needs of of Newcomers, short-term ELs and LTELs.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Co-teaching cycles with ELF implemented based on student/staff needs * Reflection on impact of ELF Model using ELD SF Tool to discuss with Guiding Coalition team.	ELF, EL Teacher, classroom teachers and Administration	26-27 SY	

Resources Needed: ELF embedded in PLC planning, ELD SF Tool, access to Guiding Coalition meetings

Evidence Level

Level 2: Moderate:
PLC

Problem Statements: Student Success 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	A review of iReady Reading diagnostic EOY data indicates that 54% of students, kindergarten through fifth grade, are reading early on, mid or above grade level. A review of iReady Math diagnostic data indicates that 45% of students, kindergarten through fifth grade, are reading early on, mid or above grade level. 2026 EOY ELA iReady placement indicates 45% of students were two or more grade levels below. 2026 EOY Math iReady placement indicates 56% of students were two or more grade levels below.	* Lack of structures that focus on habits and dispositions in the classroom and schoolwide * Lack of fidelity to standards-based curriculum * Inconsistent monitoring of lesson completion, lessons passed and equity of lessons for reading and math * Limited knowledge of the science of reading * Limited knowledge of mathematical practices * Inconsistent power standards focus between primary and upper grades. * Inconsistent use of formative assessment to drive student learning and instructional practice

2	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

SMART Goal 2

Seventy-five percent of students grades K-5 will meet their typical growth target in reading on the EOY iReady Diagnostic.
Thirty percent of students grades K-5 will meet their stretch growth target in reading in the EOY iReady Diagnostic.
The number of students two or more grade levels below on the BOY reading iReady Diagnostic will be decreased by twenty-five percent by the iReady EOY Diagnostic.
Seventy-five percent of students grades K-5 will meet their typical growth target in math on the third iReady Diagnostic.
Thirty percent of students grades K-5 will meet their stretch growth target in math in the EOY iReady Diagnostic.
The number of students two or more grade levels below on the BOY math iReady Diagnostic will be decreased by twenty-five percent by the iReady EOY Diagnostic.

Providing professional development on best practices for implementing iReady personalized path into daily instruction.
* Educating parents on the benefits and ways they can support their child(ren) with iReady.
Prioritizing active, consistent monitoring of student use, with fidelity.
Creating and use of student data binders to involve student in goal setting and review of goal setting quarterly.
* Weekly review of student usage, lesson passage rate, and growth.
* Continuous sharing of best practices through the PLC process utilizing Guiding Coalition format for collaboration.
* Use of reflection data during the PLC process.
* Developing strategies for students not meeting weekly goal.

Formative Measures: Student lesson tracker, student data binders, weekly personalized instruction summary, master schedule to ensure iReady use, PLC discussion and active monitoring of student lessons use and achievement.

Improvement Strategy 1

iReady

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	* Providing professional development on best practices for implementing iReady personalized path into daily instruction. * Educating parents on the benefits and ways they can support their child(ren) with iReady. * Daily/Weekly review of student usage, lesson passage rate, and growth. * Continuous sharing of best practices through the PLC process. * Use of reflection data during the PLC process. * Developing strategies for students not meeting weekly goal.	Teachers, EL/SPED Team, Administration	August, 2026-May, 2027	

Position Responsible: Teachers, EL/SPED Team, Administration

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1

Status Checks

November **February** **May**

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	A review of iReady Reading diagnostic EOY data indicates that 54% of students, kindergarten through fifth grade, are reading early on, mid or above grade level. A review of iReady Math diagnostic data indicates that 45% of students, kindergarten through fifth grade, are reading early on, mid or above grade level. 2026 EOY ELA iReady placement indicates 45% of students were two or more grade levels below. 2026 EOY Math iReady placement indicates 56% of students were two or more grade levels below.	* Lack of structures that focus on habits and dispositions in the classroom and schoolwide * Lack of fidelity to standards-based curriculum * Inconsistent monitoring of lesson completion, lessons passed and equity of lessons for reading and math * Limited knowledge of the science of reading * Limited knowledge of mathematical practices * Inconsistent power standards focus between primary and upper grades. * Inconsistent use of formative assessment to drive student learning and instructional practice

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

Classroom walkthroughs will indicate at least 80% of teachers can be observed using pre-planned strategic questioning and pre-planned formative assessments that have been outlined in weekly Teacher Clarity Plans submitted by individual grade levels..

Formative Measures: Digital walk-through form

Improvement Strategy 1

PLC's

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Create a master schedule with specific time allotted for weekly planning. * Develop a schedule for weekly meeting for guiding coalition team to review strategic questioning and formative assessments with each grade level * Provide professional learning to all instructional staff multiple times throughout the school year. * Utilize the Teacher Clarity Focus Walk through form (digital) to monitor the incorporation of specified Teacher Clarity in daily instruction. * Learning intentions, success criteria, strategic questioning and formative assessments will be utilized in all classrooms for both ELA and mathematics.	Administration and Classroom teachers	August, 2026-May, 2027	

Position Responsible: Administration and Classroom teachers

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Adult Learning Culture 1

Status Checks

November	February	May

Improvement Strategy 2

Weekly submission and constructive feedback on all elements of Teacher Clarity planning with increased focus on incorporating strategic questions and various forms of formative assessment to be discussed in PLCs.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide ongoing constructive feedback for strategic questioning and formative assessment in the creation and submission of Teacher Clarity plans and follow-up with classroom observation to document implementation.	Administration and teachers	August, 2026-June, 2027	

Position Responsible: Administration and Teachers

Resources Needed: Teacher Clarity planning templates and Microsoft walkthrough forms and data provided to teachers for reflection.

Evidence Level

Level 2: Moderate:
PLC

Problem Statements: Adult Learning Culture 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	While the previous year's goal had yielded the following results through 90 informal walk through observations: - 87% of students were able to answer the question "What are you learning?" with specific nouns and verbs - 77% of students were able to answer the question "How do you know you've learned or are successful at learning?" with specific nouns and verbs, the following EOY assessments yielded the following: iReady - 45% of students one or more grade level below in Reading and 56% of students one or more grade levels below in Math 2026 EOY ELA iReady placement indicates 45% of students were two or more grade levels below. 2026 EOY Math iReady placement indicates 56% of students were two or more grade levels below. SBA - 37% of students in grades 3-5 scoring 3 or 4 in ELA and 33% of students in grades 3-5 scoring 3 or 4 in Math Formal and informal observation of Teacher plans and classroom instruction indicated lack of purposeful planning for strategic questioning and formative assessments.	* Fidelity of use of Teacher Clarity plans * Lack of consistent routines and procedures related to Teacher Clarity components * Lack of consistent review prior to lesson, during lesson and after lesson of Teacher Clarity components * Inconsistent posting, updating and verbal sharing of visual referents for learning intentions and success criteria * Lack of consistent planned strategic questioning and formative assessment in Teacher Planning and observed instruction in classrooms.

Inquiry Area 3 Connectedness

SMART Goal 1

For the 26-27 school year, the percentage of students identified as severely chronically absent will remain at 0% for severe chronic absenteeism, 1% for chronic absenteeism and 5% for approaching chronic absenteeism when compared to the 25-26 percent identified as severe, chronically or approaching chronically absent.

Formative Measures: BIG Reports, Daily Attendance measures

Improvement Strategy 1

PBIS

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Improvement Strategy: * PBIS * Use historical data to identify students who are at risk for: severe chronic absenteeism, chronic absenteeism and approaching chronic absenteeism. * Conduct bi-weekly reviews of attendance to identify students with 2-3 consecutive absences, with 10% or more absent days, and with more than one unverified absence. * Form an attendance team to coordinate efforts to develop individualized attendance contracts/ agreement with students identified through bi-weekly attendance reviews. * Establish process/protocol for teachers to communicate with attendance team regarding student absences. * Establish process/protocol for communicating with families regarding student absences in a timely manner. * Match each at-risk student with staff member based on factors such as personality, background and availability. * Celebrate achievements with students and families related to improved attendance.	Administration and Classroom teachers	August, 2026-May, 2027	

Position Responsible: Administration and Classroom teachers

Resources Needed: BIG, MTSS weekly meeting, Attendance tracker for teacher use, office staff and Administration meetings to review attendance

Evidence Level

Level 2: Moderate:
PBIS

Problem Statements: Connectedness 1

Status Checks

November	February	May

Improvement Strategy 2

Continued use of: Improvement Strategy:
* PBIS
* Use historical data to identify students who are at risk for: severe chronic absenteeism, chronic absenteeism and approaching chronic absenteeism with increased focus on approaching chronic absenteeism.
* Conduct bi-weekly reviews of attendance to identify students with 2-3 consecutive absences, with 10% or more absent days, and with more than one unverified absence.
* Form an attendance team to coordinate efforts to develop individualized attendance contracts/ agreement with students identified through bi-weekly attendance reviews.
* Establish process/protocol for teachers to communicate with attendance team regarding student absences.
* Establish process/protocol for communicating with families regarding student absences in a timely manner.
* Match each at-risk student with staff member based on factors such as personality, background and availability.
* Celebrate achievements with students and families related to improved attendance.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	PBIS/MTSS Supports	Teachers, Administration, Office Staff, Counselor and Social Worker	August, 2026-June 2027	

Evidence Level

Level 2: Moderate:
PBIS

Problem Statements: Connectedness 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Maxwell has made continued progress with regards to forms of absenteeism, as evidenced by the following: Year Severe Chronic Absenteeism Chronic Absenteeism Total (24) 1.35 11.35 12.70 (25) 2.54 (increase 1.19) 9.32 (decrease 2.03) 11.86 (decrease .84) (26) 0 9 7 NSPF/9 Approaching Chronic Absenteeism (24) 12.70 (25) 12.43 (26) 14.33. This indicates an increase in students with potential to become chronically absent.	Factors to consider: * students in severe chronic absenteeism category were comprised of heavily health and behavior impacted Special Education students in the following programs: SPED DD PK and Strategies programs * Working families lacking flexibility to accommodate for adjusted schedules * Potential perception on the part of families that other priorities such as siblings care taking for younger siblings takes precedence over attending school * Student on extended family trips to other countries (e.g. Mexico) *results from student and family climate surveys indicating areas of decrease positive responses.

Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

1.1 Comprehensive Needs Assessment

Our Leadership and Progressive Discipline Team meets regularly and also reviews metrics with each iReady diagnostic to assess progress towards academic goals. The team also review attendance data as part of each meeting to determine next steps to support individual families and students.

Our Guiding Coalition Team meets regularly to review Teacher Clarity process for planning with bright spots and opportunities for growth as part of the active discussion.

2.1 School Performance Plan (SPP) developed with appropriate stakeholders

The site-based Leadership and Progressive Discipline Team, which includes staff, parents, and District representatives meets twice in the fall to review the plans and provide feedback for making revisions. In addition, additional stakeholder feedback is gathered by meeting with Maxwell Bulldog Community members to review goals and progress towards goals.

2.2 Regular monitoring and revision

Our Leadership and Progressive Discipline Team meets regularly and also reviews metrics with each iReady diagnostic to assess progress towards academic goals. The team also review attendance data as part of each meeting to determine next steps to support individual families and students. The team agenda will be set for quarterly reviews for each strategy and documents lessons learned and next steps.

Our Guiding Coalition Team meets regularly to review Teacher Clarity process for planning with bright spots and opportunities for growth as part of the active discussion. The information discussed will be shared with this team to then inform colleagues.

2.3 Available to parents and community in an understandable format and language

The plan is posted on our school website in English and Spanish, review at our Back-to-School Night and available at the front desk.

2.4 Opportunities for all children to meet State standards

Our Title I funding is utilized to give all children opportunities to meet State standards in the following ways:

- monies used to purchased iReady materials

-monies used to provide Spring Break Academy prior to SBA assessment

-monies used to provide additional PLC time with Administration

-monies used to provide students with data binders to actively set and monitor their learning goals.

2.5 Increased learning time and well-rounded education

Our Title I funding is utilized to give all children opportunities to meet State standards in the following ways:

- monies used to purchased iReady materials

-monies used to provide Spring Break Academy prior to SBA assessment

-monies used to provide additional PLC time with Administration

-monies used to provide students with data binders to actively set and monitor their learning goals.

2.6 Address needs of all students, particularly at-risk

Our Title I funding is utilized to give all children opportunities to meet State standards in the following ways:

- monies used to purchased iReady materials

-monies used to provide Spring Break Academy prior to SBA assessment

-monies used to provide additional PLC time with Administration

-monies used to provide students with data binders to actively set and monitor their learning goals

-monies used to support self-manager program K-5

-monies used to support student leadership team

-FACE funding to promote Parent Teacher Home Visit program.

3.1 Annually evaluate the schoolwide plan

The team agenda for leadership and Progressive Discipline will be set for quarterly reviews for each strategy and documents lessons learned and next steps.

Our Guiding Coalition Team meets regularly to review Teacher Clarity process for planning with bright spots and opportunities for growth as part of the active discussion. The information discussed will be shared with this team to then inform colleagues.

4.1 Develop and distribute Parent Involvement and Family Engagement Policy

Our FACE along with Administration provides families information on PTHV program and shares these through the Accords at Fall conference.

4.2 Offer flexible number of parent involvement meetings

Our school community will provide:

-PTHVs throughout the year

-partnerships with Parent University to build adult and child literacy

-initiation of the Bulldog Community Committee to foster family involvement

-continued community-building events such as Trunk-or-Treat, Cookies, Cocoa and Crafts, and Multi-cultural Night.

Schoolwide and Targeted Assistance Title I Elements Personnel

Name	Position	Program	FTE
Sharisse Crowe	FACE	Title I	

Community Outreach Activities

Activity	Date	Lesson Learned
Back-to School Night	8/19/26	
Parent Conference Week	10/23/26 10/26/26-10/29/26	
Grade level Music performance	12/16/26, 2/10/27, 3/11/27, 4/21/27	
Crafts, Cookies and Cocoa Family Event	12/15/26	
Parent University-facilitated Family Nights	9/23/26, 2/10/27	