Washoe County School District

Alice Smith Elementary School

Classification: 2 Star School

Title I, TSI

2026-2027 School Improvement Plan

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Mission Statement

It is our mission at Alice Smith Elementary to ensure high levels of learning and growth for each student within a positive atmosphere.

Vision

To foster an inclusive and supportive learning environment where every student at Alice Smith experiences significant academic growth and personal development. We will promote a positive environment that all students feel safe and excited to come to school each day!

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Comprehensive Needs Assessment

Student Success

Areas of Strength

Teachers are utilizing and implementing district required curriculum, including a new math program.

Teachers believe having high standards for tier 1 will improve student learning.

All students are engaged in Tier 1 instruction for ELA and Math.

Areas for Growth

At Alice smith we continue to refine and support our practice with high expectations for all students. For the 2026-2027 school year we are consistently implementing research based curriculum, grade level common planning and data reflection to support all students. Each classroom has a structured block for English Language Arts, Math, and Science that include differentiated instruction.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Accessing curriculum	Additional push in support and data folders individualized students
Foster/Homeless	Transportation	Planning ahead with a plan for families to ensure attendance and checking in regularly
Free and Reduced Lunch	Accessing school ready to learn	Breakfast in the classroom, SEL support/lessons by teachers as well as support staff
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Feeling connected	Individual reach outs, teacher/student supports
Students with IEPs	Accessing curriculum	Ensuring team support with goals, grade level curriculum and data folders

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	While Alice Smith Elementary demonstrated overall growth in both math and reading proficiency from the beginning of the year of 2025-2026 to the end of the year based on the iReady diagnostic data indicates continued opportunity for improvement in achieving grade-level proficiency across all grade levels. In math, our current 1st grade has 27% below grade level with 2nd through 4th grade having more than 50% below grade level and 5th grade with 46% below grade level. Similarly, reading proficiency shows 11% of our 1st graders, 27% of our 2nd graders, 46% of 3rd grade, 38% of 4th grade and 50% of 5th grade are below grade level at the end of 2025-2026 school year. These trends highlight a critical need to strengthen tiered instruction and targeted interventions, to ensure all students are on track for academic success.	Level of rigorous instruction across all content areas in all classrooms. Common planning and data discussion. Students aren't consistently involved in goal setting towards proficiency. Students entering grade level with significant gaps. Students knowing, understanding, and communicating what they are learning and why they are learning it at a deeper level.
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

Provided learning opportunities for staff (ex. teacher led PD, observations).

PLCs continue to grow and become tighter with collegiality and pacing.

Instructional day is planned through a school wide master schedule.

From the staff climate survey our school staff expectations of success increased from the year prior and currently sits at 98%.

Staff report staff-student relationships and student behaviors are above 90%.

Areas for Growth

At Alice Smith Elementary, we are committed to fostering a strong adult learning culture grounded in collaboration, data-driven practices, and continuous improvement. Teachers engage in weekly Professional Learning Community (PLC) meetings every Wednesday, dedicated to the analysis of student assessment data and instructional planning. Ongoing professional development is intentionally aligned to student performance trends and school-wide data to ensure that learning opportunities are relevant and impactful. Instructional time is structured through a cohesive school-wide master schedule that prioritizes consistency and alignment. Moving forward, we are focusing on enhancing teacher clarity, ensuring that educators clearly communicate the purpose (“why”) and content (“what”) of learning to students, along with explicit success criteria (“how” students will know they are successful). This focus is designed to deepen student understanding and ownership of learning while strengthening instructional coherence across the school.

Based on the 2025-2026 staff climate survey some of the areas of growth opportunity incorporate work stress and staff collaboration. These will be areas of focus for our Alice Smith staff by giving designated opportunity for PLC and Planning time with grade levels as well as honoring times that teachers can efficiently and effectively collaborate to decrease work stress.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Accommodated supports for tier 1	Additional push in support, data folders, and professional development to all staff around co-teaching
Foster/Homeless	Homework	Providing materials, reasonable expectation of familiar activities
Free and Reduced Lunch	Breakfast in the classroom	Opportunity to start breakfast early, writing while eating
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Planning for all	PLC to discuss supports that connect to all students and include conversation around support staff

Student Group	Challenge	Solution
Students with IEPs	Ensuring accommodations for access	Co-teaching, collaboration, data folders

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	Although Alice Smith Elementary has established a collaborative culture through weekly PLCs and data-driven professional development, there remains a need for greater coherence and consistency in Tier 1 instruction across grade levels. Not all staff have received uniform professional learning aligned to Tier 1 expectations, resulting in variability in instructional practices and student experiences. To ensure high-quality, equitable instruction for all students, it is essential that all educators engage in aligned professional learning that strengthens core instructional delivery, reinforces teacher clarity, and promotes shared understanding of academic goals and success criteria.	All staff has received different training. Consistency of practices, curriculum across grade levels and school Learning walks with admin needs to continue to be calibrated so feedback is consistent and more often

★ = Priority

Connectedness

Areas of Strength

Increased parent attendance letters for awareness of missed days.

Increased attendance to parent events.

Students believe their teachers believe in them.

Areas for Growth

At Alice Smith we need to have a focus on the work in the area of reducing chronic absenteeism. Regular communication to family school connection should is an area of need as well as intervening early for students that are missing instruction.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Potential language barrier, background knowledge and understanding	Translation, more individual and small group support
Foster/Homeless	Communication	Individually connecting with families early and often in multiple formats
Free and Reduced Lunch	Accessing school ready to learn, resources	Individual writing journals while eating breakfast
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Feeling connected to staff	Home visits, restorative circles
Students with IEPs	Classroom supports	Ensuring collaboration with goals, accommodations, data folders, and connecting with parents more than at the annual meeting

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Although chronic absenteeism at Alice Smith Elementary decreased by 17% from the previous year, the current rate remains high at 16.43%. Continued efforts are needed to address the underlying causes of student absences and implement effective strategies to improve attendance and engagement school-wide.	Difficult to provide access to services to families specifically with mental health resources. Transportation continues to be a concern. Student behaviors increased and are more challenging-interfering with learning outcomes. Social emotional learning strategies are lacking.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1	While Alice Smith Elementary demonstrated overall growth in both math and reading proficiency from the beginning of the year of 2025-2026 to the end of the year based on the iReady diagnostic data indicates continued opportunity for improvement in achieving grade-level proficiency across all grade levels. In math, our current 1st grade has 27% below grade level with 2nd through 4th grade having more than 50% below grade level and 5th grade with 46% below grade level. Similarly, reading proficiency shows 11% of our 1st graders, 27% of our 2nd graders, 46% of 3rd grade, 38% of 4th grade and 50% of 5th grade are below grade level at the end of 2025-2026 school year. These trends highlight a critical need to strengthen tiered instruction and targeted interventions, to ensure all students are on track for academic success.	Level of rigorous instruction across all content areas in all classrooms. Common planning and data discussion. Students aren't consistently involved in goal setting towards proficiency. Students entering grade level with significant gaps. Students knowing, understanding, and communicating what they are learning and why they are learning it at a deeper level.
2	Although Alice Smith Elementary has established a collaborative culture through weekly PLCs and data-driven professional development, there remains a need for greater coherence and consistency in Tier 1 instruction across grade levels. Not all staff have received uniform professional learning aligned to Tier 1 expectations, resulting in variability in instructional practices and student experiences. To ensure high-quality, equitable instruction for all students, it is essential that all educators engage in aligned professional learning that strengthens core instructional delivery, reinforces teacher clarity, and promotes shared understanding of academic goals and success criteria.	All staff has received different training. Consistency of practices, curriculum across grade levels and school Learning walks with admin needs to continue to be calibrated so feedback is consistent and more often
3	Although chronic absenteeism at Alice Smith Elementary decreased by 17% from the previous year, the current rate remains high at 16.43%. Continued efforts are needed to address the underlying causes of student absences and implement effective strategies to improve attendance and engagement school-wide.	Difficult to provide access to services to families specifically with mental health resources. Transportation continues to be a concern. Student behaviors increased and are more challenging-interfering with learning outcomes. Social emotional learning strategies are lacking.
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] **Curriculum Based Measures**
- [x] **End-of-Unit Assessments**
- [x] **MyPath**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**

Adult Learning Culture

- [x] **Lesson Plans**
- [x] **Master schedule**
- [x] **Professional Development Agendas**
- [x] **Professional development needs assessment data**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **School leadership data**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Enrollment**
- [x] **Home Visits**
- [x] **Social Emotional Learning Data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

AB 335 EL Goal: For the students receiving English Learner services, 70% will demonstrate at least one year's growth in overall English language proficiency as measured by the WIDA ACCESS assessment by Spring 2027.

Formative Measures: WIDA Access

Improvement Strategy 1

PLC

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	MTSS work group Vocabulary focus for all classrooms Classroom resources for language learners PLC work with a language focus	Teachers and admin	End of 26-27SY	

Position Responsible: Teachers and Admin

Evidence Level

Level 2: Moderate:
PLC

Problem Statements: Student Success 2

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
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

Eighty percent of students in grades K-5 will meet their typical growth target in reading on the third iReady Diagnostic. 60% of students who are two or more grade levels below on the first reading diagnostic will meet their stretch growth target on the third diagnostic.

Formative Measures: iReady

Improvement Strategy 1

iReady

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	School rewards for meeting goals Students self progress monitoring Prioritize minutes and classroom environment for iReady MyPath minutes.	Teachers and administrators	End of 26-27SY	

Position Responsible: None

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	While Alice Smith Elementary demonstrated overall growth in both math and reading proficiency from the beginning of the year of 2025-2026 to the end of the year based on the iReady diagnostic data indicates continued opportunity for improvement in achieving grade-level proficiency across all grade levels. In math, our current 1st grade has 27% below grade level with 2nd through 4th grade having more than 50% below grade level and 5th grade with 46% below grade level. Similarly, reading proficiency shows 11% of our 1st graders, 27% of our 2nd graders, 46% of 3rd grade, 38% of 4th grade and 50% of 5th grade are below grade level at the end of 2025-2026 school year. These trends highlight a critical need to strengthen tiered instruction and targeted interventions, to ensure all students are on track for academic success.	Level of rigorous instruction across all content areas in all classrooms. Common planning and data discussion. Students aren't consistently involved in goal setting towards proficiency. Students entering grade level with significant gaps. Students knowing, understanding, and communicating what they are learning and why they are learning it at a deeper level.

SMART Goal 3

Eighty percent of students in grades K-5 will meet their typical growth target in math on the third iReady Diagnostic. 60% of students who are two or more grade levels below on the first math diagnostic will meet their stretch growth target on the third diagnostic.

Formative Measures: iReady

Improvement Strategy 1

iReady

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	School rewards for meeting goals Students self progress monitoring Prioritize minutes and classroom environment for iReady MyPath minutes.	Admin and Leadership Team	End of 26-27SY	

Position Responsible: Admin and Leadership Team

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1

Status Checks

November	February	May

SMART Goal 3 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	While Alice Smith Elementary demonstrated overall growth in both math and reading proficiency from the beginning of the year of 2025-2026 to the end of the year based on the iReady diagnostic data indicates continued opportunity for improvement in achieving grade-level proficiency across all grade levels. In math, our current 1st grade has 27% below grade level with 2nd through 4th grade having more than 50% below grade level and 5th grade with 46% below grade level. Similarly, reading proficiency shows 11% of our 1st graders, 27% of our 2nd graders, 46% of 3rd grade, 38% of 4th grade and 50% of 5th grade are below grade level at the end of 2025-2026 school year. These trends highlight a critical need to strengthen tiered instruction and targeted interventions, to ensure all students are on track for academic success.	Level of rigorous instruction across all content areas in all classrooms. Common planning and data discussion. Students aren't consistently involved in goal setting towards proficiency. Students entering grade level with significant gaps. Students knowing, understanding, and communicating what they are learning and why they are learning it at a deeper level.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

100% of certified staff will implement explicit vocabulary instruction aligned to Science of Reading research, including the intentional selection of Tier 2 and Tier 3 vocabulary, direct teaching of word meanings, student-friendly explanations, multiple exposures to words, and opportunities for students to apply vocabulary in speaking, listening, reading, and writing.

Formative Measures: Classroom walkthroughs, lesson plan reviews, professional learning participation, and coaching feedback.

Improvement Strategy 1

PLC's

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Tier 1 differentiated instruction Vocabulary for all/Elevation strategies Observe other teachers during the instructional day Calibrated learning walks Teacher led professional development iReady training	Admin	End of 26-27SY	

Position Responsible: Admin

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	Although Alice Smith Elementary has established a collaborative culture through weekly PLCs and data-driven professional development, there remains a need for greater coherence and consistency in Tier 1 instruction across grade levels. Not all staff have received uniform professional learning aligned to Tier 1 expectations, resulting in variability in instructional practices and student experiences. To ensure high-quality, equitable instruction for all students, it is essential that all educators engage in aligned professional learning that strengthens core instructional delivery, reinforces teacher clarity, and promotes shared understanding of academic goals and success criteria.	All staff has received different training. Consistency of practices, curriculum across grade levels and school Learning walks with admin needs to continue to be calibrated so feedback is consistent and more often

SMART Goal 2

Alll certified staff will strengthen teacher clarity practices by consistently implementing learning goals and success criteria that are explicitly communicated, referenced throughout instruction, and used by students to monitor their progress toward mastery. Through professional learning, coaching, PLC collaboration, and classroom implementation, 90% of teachers will demonstrate proficiency in teacher clarity practices.

Formative Measures: Walkthrough data, classroom observations, PLC, and student interviews.

Improvement Strategy 1

Professional Development and PLC

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	School wide PD Leadership observations Walkthrough observation data collection	Teachers and Admin	End of 26-27SY	

Position Responsible: Teachers and Admin

Evidence Level

Level 2: Moderate:
PLC and Teacher Professional Development

Problem Statements: Adult Learning Culture 1

Status Checks

November	February	May

SMART Goal 2 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Although Alice Smith Elementary has established a collaborative culture through weekly PLCs and data-driven professional development, there remains a need for greater coherence and consistency in Tier 1 instruction across grade levels. Not all staff have received uniform professional learning aligned to Tier 1 expectations, resulting in variability in instructional practices and student experiences. To ensure high-quality, equitable instruction for all students, it is essential that all educators engage in aligned professional learning that strengthens core instructional delivery, reinforces teacher clarity, and promotes shared understanding of academic goals and success criteria.	All staff has received different training. Consistency of practices, curriculum across grade levels and school Learning walks with admin needs to continue to be calibrated so feedback is consistent and more often

SMART Goal 3

Alice Smith Elementary will strengthen staff well-being and working conditions by implementing systems that support workload management, staff voice, recognition, and work-life balance. Through quarterly staff feedback opportunities, collaborative problem-solving, and intentional recognition practices, favorable responses on the Work Stress portion of the Staff Climate Survey will increase from 59% to 70%.

Formative Measures: Quarterly pulse surveys, staff recognition plan, focused meetings/tasks, staff input through committees, annual staff climate survey

Improvement Strategy 1

Staff Voice/Input

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Quarterly surveys Staff recognition plan for weekly, monthly, quarterly recognition Staff committees	Admin	End of 26-27SY	

Position Responsible: Admin

Evidence Level

Level 4: Demonstrate Rationale:
Staff Climate Survey

Problem Statements: Adult Learning Culture 1

Status Checks

November **February** **May**

SMART Goal 3 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Although Alice Smith Elementary has established a collaborative culture through weekly PLCs and data-driven professional development, there remains a need for greater coherence and consistency in Tier 1 instruction across grade levels. Not all staff have received uniform professional learning aligned to Tier 1 expectations, resulting in variability in instructional practices and student experiences. To ensure high-quality, equitable instruction for all students, it is essential that all educators engage in aligned professional learning that strengthens core instructional delivery, reinforces teacher clarity, and promotes shared understanding of academic goals and success criteria.	All staff has received different training. Consistency of practices, curriculum across grade levels and school Learning walks with admin needs to continue to be calibrated so feedback is consistent and more often

Inquiry Area 3 Connectedness

SMART Goal 1

Reduce chronic absenteeism from 20% to 15% by the end of the 2026-2027 school year through a comprehensive attendance improvement plan including early identification, attendance mentoring, family engagement, and targeted interventions.

Formative Measures: contracts/agreements, attendance reports, attendance review data, outreach communication, attendance process/protocols, home visit data, meetings with district departments

Improvement Strategy 1

Teacher Home Visits

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Stallions poster to track 100% class attendance in each class with student voted reward Incentive Friday attendance Increased engagement with organized activities at recess Regularly address and intervene for absenteeism	Admin and Home Visit Coordinator	End of 26-27SY	

Position Responsible: Admin and Home Visit Coordinator

Evidence Level

Level 1: Strong:
Parent/Teacher Home Visits

Problem Statements: Connectedness 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Although chronic absenteeism at Alice Smith Elementary decreased by 17% from the previous year, the current rate remains high at 16.43%. Continued efforts are needed to address the underlying causes of student absences and implement effective strategies to improve attendance and engagement school-wide.	Difficult to provide access to services to families specifically with mental health resources. Transportation continues to be a concern. Student behaviors increased and are more challenging-interfering with learning outcomes. Social emotional learning strategies are lacking.

Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

1.1 Comprehensive Needs Assessment

For all Title 1 Essentials, please see addendum.

Community Outreach Activities

Activity	Date	Lesson Learned
Multi Cultural Night	TBD	
Muffins with Mom	May 14, 2027	
Donuts with Dad	February 12, 2027	
Back to School Night	August 6, 2026	Welcoming families and engaging families with new teachers.