Washoe County School District

Brown Elementary School

Classification: 4 Star School

2026-2027 School Improvement Plan

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Table of Contents

Comprehensive Needs Assessment 3

Student Success 4

Adult Learning Culture 7

Connectedness 10

Priority Problem Statements 13

Data Documentation for CNA 15

Student Success 16

Adult Learning Culture 16

Connectedness 17

Inquiry Areas 18

Inquiry Area 1 : Student Success 19

Inquiry Area 2 : Adult Learning Culture 21

Inquiry Area 3 : Connectedness 23

Community Outreach Activities 25

Comprehensive Needs Assessment

Student Success

Areas of Strength

Overall, we met all SMART goals this year, except for Science Quarter 1, and ELA Quarter 4 and only missed it by 1%.

Areas for Growth

Huge improvement from pre-assessment of Quarterly SMART goals to Post Assessments by grade level. K-2 Staff and 3-5 Staff met this year to vertically align SMART goals. See SMART Goal Data Spreadsheet and last year's Reflections for specifics.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	language barriers	Embed ELL strategies and collaborate with ELL support, Implement coaching cycles and job-embedded PD, common planning blocks, flexible scheduling for intervention blocks, prioritize Tier 1, 2, 3 instruction in daily schedule.
Foster/Homeless	Hierarchy of needs	Restorative Practices: build relationships, Implement coaching cycles and job-embedded PD, common planning blocks, flexible scheduling for intervention blocks, prioritize Tier 1, 2, 3 instruction in daily schedule. Student Voice.
Free and Reduced Lunch	Hierarchy of needs	Restorative Practices: build relationships, Implement coaching cycles and job-embedded PD, common planning blocks, flexible scheduling for intervention blocks, prioritize Tier 1, 2, 3 instruction in daily schedule. Student Voice.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Limited Access to extra curriculars and enrichment programs	Restorative Practices: build relationships, Implement coaching cycles and job-embedded PD, common planning blocks, flexible scheduling for intervention blocks, prioritize Tier 1, 2, 3 instruction in daily schedule. Student Voice.

Student Group	Challenge	Solution
Students with IEPs	Case load/Learning Disabilities	gain another allocation, Restorative Practices: build relationships, Implement coaching cycles and job-embedded PD, common planning blocks, flexible scheduling for intervention blocks, prioritize Tier 1, 2, 3 instruction in daily schedule. Student Voice.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	We did not meet our goal in ELA and Science. We want all of our students to meet our quarterly SMART goals each quarter to ensure that students have mastered the essential standards of the grade level,	Staff had different expectations for how the assessments were scored and completed.

★ = Priority

Adult Learning Culture

Areas of Strength

We monitored our students receiving Tier 2 and Tier 3 supports this year every 6 weeks. Each grade level attended MTSS Team meetings every 6 weeks. This was a huge success and benefit to discussing our students and ensuring we are aligning our interventions with what students need. Each grade level discussed their students with Tier 2 supports every 6 weeks in their grade level team meetings.

Areas for Growth

Improved considerably and much closer to having all paperwork completed and updated in IC, our goal was 85% we improved to 81%:

- 92% of Tier 3 is up to date, 12% not updated.
- 82% of Tier 2 is up to date, 18% not updated.
- 68% of Tier 1+ up to date, 32% not updated.

Meeting with each grade levels every 6 weeks, and having GTM's discuss monthly helped increase completion

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	language barriers	Embed ELL strategies and collaborate with ELL support, Implement coaching cycles and job-embedded PD, common planning blocks, flexible scheduling for intervention blocks, prioritize Tier 1, 2, 3 instruction in daily schedule.
Foster/Homeless	Hierarchy of Needs	Restorative Practices: build relationships, Implement coaching cycles and job-embedded PD, common planning blocks, flexible scheduling for intervention blocks, prioritize Tier 1, 2, 3 instruction in daily schedule. Student Voice
Free and Reduced Lunch	Hierarchy of Needs	Restorative Practices: build relationships, Implement coaching cycles and job-embedded PD, common planning blocks, flexible scheduling for intervention blocks, prioritize Tier 1, 2, 3 instruction in daily schedule. Student Voice.
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Limited access to extra curricular and enrichment programs	Restorative Practices: build relationships, Implement coaching cycles and job-embedded PD, common planning blocks, flexible scheduling for intervention blocks, prioritize Tier 1, 2, 3 instruction in daily schedule. Student Voice.
Students with IEPs	Caseload, learning disabilities	gain another allocation, Restorative Practices: build relationships, Implement coaching cycles and job-embedded PD, common planning blocks, flexible scheduling for intervention blocks, prioritize Tier 1, 2, 3 instruction in daily schedule. Student Voice.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	We were meeting every 6-8 weeks, however, our IC tab did not always demonstrate the updates and work that had been completed until after reviewing with MTSS team, data demonstrated this was more evident with our students receiving tier 2 supports.	Training on MTSS tab, staff not asking questions and not updating correctly.
2 ★	We learned that we need to send home parent communication/intervention information every time an intervention is changed/updated, etc.	We were doing it during conferences - once a year.

★ = Priority

Connectedness

Areas of Strength

Implemented Restorative Practices including Circles in all classes and Conversations with students.

Areas for Growth

We are moving our Advisory to Fridays incorporating Restorative Discussions due to Friday being the highest missed day of school this past year.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language Barriers	Embed ELL strategies and collaborate with ELL support, Implement coaching cycles and job-embedded PD, common planning blocks, flexible scheduling for intervention blocks, prioritize Tier 1, 2, 3 instruction in daily schedule.
Foster/Homeless	Hierarchy of Needs	Restorative Practices: build relationships, Implement coaching cycles and job-embedded PD, common planning blocks, flexible scheduling for intervention blocks, prioritize Tier 1, 2, 3 instruction in daily schedule. Student Voice.
Free and Reduced Lunch	Hierarchy of Needs	Restorative Practices: build relationships, Implement coaching cycles and job-embedded PD, common planning blocks, flexible scheduling for intervention blocks, prioritize Tier 1, 2, 3 instruction in daily schedule. Student Voice.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Limited access to extra curricular and enrichment programs	Restorative Practices: build relationships, Implement coaching cycles and job-embedded PD, common planning blocks, flexible scheduling for intervention blocks, prioritize Tier 1, 2, 3 instruction in daily schedule. Student Voice.

Student Group	Challenge	Solution
Students with IEPs	case load, learning disabilities	gain another allocation, Restorative Practices: build relationships, Implement coaching cycles and job-embedded PD, common planning blocks, flexible scheduling for intervention blocks, prioritize Tier 1, 2, 3 instruction in daily schedule. Student Voice.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	We met our goal, our students can answer the paper/pencil assessment, and can explain Zones of Regulation. The problem that was observed is that when something happened in real world time - in the moment - the students did not demonstrating the coping strategies needed to regain the green/ learning zone.	Opportunities to practice in real world activities instead of just doing a pencil/paper assessment. The application piece needs to be modeled, practiced, and rewarded.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	We did not meet our goal in ELA and Science. We want all of our students to meet our quarterly SMART goals each quarter to ensure that students have mastered the essential standards of the grade level,	Staff had different expectations for how the assessments were scored and completed.
2 ★	We were meeting every 6-8 weeks, however, our IC tab did not always demonstrate the updates and work that had been completed until after reviewing with MTSS team, data demonstrated this was more evident with our students receiving tier 2 supports.	Training on MTSS tab, staff not asking questions and not updating correctly.
3 ★	We learned that we need to send home parent communication/intervention information every time an intervention is changed/updated, etc.	We were doing it during conferences - once a year.
4 ★	We met our goal, our students can answer the paper/pencil assessment, and can explain Zones of Regulation. The problem that was observed is that when something happened in real world time - in the moment - the students did not demonstrating the coping strategies needed to regain the green/ learning zone.	Opportunities to practice in real world activities instead of just doing a pencil/paper assessment. The application piece needs to be modeled, practiced, and rewarded.

★ = 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] **Early childhood literacy and math data**
- [x] **Early reading assessment results**
- [x] **End-of-Unit Assessments**
- [x] **Grades**
- [x] **Local benchmark, common assessments, diagnostic assessments, or interim assessments data**
- [x] **MAP Growth Assessment**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **Nevada Alternate Assessment (NAA)**
- [x] **Nevada State Performance Framework (NSPF)**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **Tier I Instructional Materials Assessments**
- [x] **WIDA ACCESS for ELLs**

Adult Learning Culture

- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Master schedule**
- [x] **Professional Development Agendas**
- [x] **Professional development needs assessment data**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **School department and/or faculty meeting discussions and data**
- [x] **School leadership data**
- [x] **Staff surveys and/or other feedback**

- [x] **State certified and high quality staff data**
- [x] **Student Climate Survey**
- [x] **Teacher evaluation**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Demographic data**
- [x] **Enrollment**
- [x] **Home Visits**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

Core Curriculum & Instruction: Based on NVACS, and our Essential Standards for ELA, Math, & Science our goal is to continue to increase ELA, Math, & Science grade level growth in all grade levels as measured by 85% of students meeting the grade level ELA, Math Quarterly SMART goals, & Science 3 times per year SMART Goals.

Formative Measures: Brown ES Data Alignment Spreadsheet: Quarterly Smart Goals including all grades.

Improvement Strategy 1

MTSS

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Focus on Tier 1 CORE instruction and utilize Tier 2 and Tier 3 Interventions for students not mastering the essential standards. Grade Level Teams will meet weekly to focus on Tier 1 instruction. Quarterly SMART Goal review, reflection, and next steps. Updating Curriculum Maps, SMART Goals, Assessments as needed as we utilize them to improve and prepare for future teaching.	Teachers K-5 with support of staff including administration, specials teachers, interventionists, coaches, special education staff.	SY 2026-27	

Position Responsible: Teachers K-5 with support of staff including administration, specials teachers, interventionists, coaches, special education staff.

Evidence Level

Level 2: Moderate:
MTSS

Problem Statements: Student Success 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	We did not meet our goal in ELA and Science. We want all of our students to meet our quarterly SMART goals each quarter to ensure that students have mastered the essential standards of the grade level,	Staff had different expectations for how the assessments were scored and completed.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

Increase the Staff Collaboration favorable rating from 89% to 95% as indicated on our Staff Climate Survey 25/26 by the end of the 2026-2027 school year by strengthening collaborative MTSS systems, shared decision-making, and communication around student interventions. Staff will collaboratively monitor students receiving interventions every 6-8 weeks using the IC MTSS tab and school monitoring tools, ensuring 95% of intervention plans are updated and reviewed and that intervention changes and updates are communicated to families as they occur. Through consistent GTM/MTSS collaboration, data review, shared problem-solving, and opportunities for staff voice in decision-making, we will build a stronger culture of teamwork, accountability, and support for student success.

Formative Measures: BIG, IC

Improvement Strategy 1

PLC /MTSS

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Monthly reports given to staff to identify students that have not been updated. Teams will discuss and disseminate data in order to update interventions. Communicating all intervention changes/updates to parents as they occur (not just during parent/ teacher conferences).	Dean, MTSS Team members, Grade level teachers	End of 26-27SY	

Position Responsible: Dean, MTSS Team members, Grade level teachers

Evidence Level

Level 2: Moderate:
MTSS/PLC

Problem Statements: Adult Learning Culture 1, 2

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	We were meeting every 6-8 weeks, however, our IC tab did not always demonstrate the updates and work that had been completed until after reviewing with MTSS team, data demonstrated this was more evident with our students receiving tier 2 supports.	Training on MTSS tab, staff not asking questions and not updating correctly.
2	We learned that we need to send home parent communication/intervention information every time an intervention is changed/updated, etc.	We were doing it during conferences - once a year.

Inquiry Area 3

Connectedness

SMART Goal 1

Our goal is to increase our Satisfactory percentage of students at school daily to 90% as based on our "Chronic Absenteeism by Severity data" in BIG by monitoring weekly during MTSS Team Meetings.

Formative Measures: Attendance report from BIG.
Evaluations of each lesson taught, reviewed by Leadership/MTSS teams.

Improvement Strategy 1

SEL

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Moving Advisory from 45 minutes to 20 minutes on Fridays. Utilizing Social & Emotional Learning Restorative Circle Questions to start each advisory meeting the same so all students discuss and connect with peers.	Leadership team, MTSS team, Administration	End of 26-27SY	

Position Responsible: Leadership team, MTSS team, Administration

Evidence Level

Level 2: Moderate:
SEL

Problem Statements: Connectedness 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	We met our goal, our students can answer the paper/pencil assessment, and can explain Zones of Regulation. The problem that was observed is that when something happened in real world time - in the moment - the students did not demonstrating the coping strategies needed to regain the green/learning zone.	Opportunities to practice in real world activities instead of just doing a pencil/ paper assessment. The application piece needs to be modeled, practiced, and rewarded.

Community Outreach Activities

Activity	Date	Lesson Learned
Family Meet & Greet	Thursday, August 6th, 2026	Parents came and met with teachers, faculty, did a scavenger hunt to learn all processes