Washoe County School District

Caughlin Ranch Elementary School

Classification: 5 Star School

2026-2027 School Improvement Plan

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Mission Statement

The Caughlin Ranch Elementary School community is dedicated to the pursuit of educational excellence for every student through challenging educational opportunities.

Vision

Caughlin Ranch Elementary School is a diverse community of students, professionals, and parents who are committed to all students succeeding in the 21st century through the collaboration of technology and human resources.

Table of Contents

Comprehensive Needs Assessment 4

Student Success 5

Adult Learning Culture 8

Connectedness 11

Priority Problem Statements 14

Data Documentation for CNA 16

Student Success 17

Adult Learning Culture 17

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

Although there was a slight decline of two percentage points in Reading in 2024, student achievement continued to surpass the district and state averages. Student achievement went up two percentage points in Math in 2024.

Results from the 2024-2025 school year showed that the overall ELA percent of students performing at a level 3 or 4 increased from 81% to 85%. Math scores showed the percent of students performing at a level 3 or 4 increased from 82% to 83%. In ELA, students identified as the Catch Up are students not yet at or above grade level but are growing enough to reach meeting standards within in three years, increased from 43% to 76%. Students identified as Keep Up, students who were at or above grade level and are growing adequately to remain at meeting standards, increased from 73% to 76%. In Math, students identified as Catch up increased from 38% to 47%. Students identified as Keep Up increased from 69% to 73%

Results from the 2025-2026 school year showed that the overall ELA percent of students performing at a level 3 or 4 increased from 85% to 87%. Math scores showed the percent of students performing at a level 3 or 4 remained at 83% even with a new curriculum. In ELA, students identified as the Catch Up are students not yet at or above grade level but are growing enough to reach meeting standards within three years, decreased from 76% to 58%. Students identified as Keep Up, students who were at or above grade level and are growing adequately to remain at meeting standards, increased from 76% to 82%. In Math, students identified as Catch Up decreased from 47% to 36%. Students identified as Keep Up increased from 73% to 74%

Areas for Growth

Students are performing higher than the state and district averages. At minimum, 80% of students are at above grade level in both reading and math. Student achievement has held steady at these high averages for several years.

According to the end of the year i-Ready diagnostic for the 2024-2025 year, 70% of the students in Kindergarten -5th grade were mid or above grade level, 17% were early on grade level, 11% were on grade level, 1% were below grade level, and 1% were three or more grade levels below.

According to the end of the year i-Ready ELA diagnostic for the 2025-2026 year, 86% of students in 3rd-5th were projected to be proficient. As a school, 74% of students made typical growth, 78% in kindergarten, 78% in 1st grade, 89% in 2nd grade, 67% in 3rd grade, 69% in 4th grade, and 69% in 5th grade. In math 87% of students in 3rd-5th were projected to be proficient. As a school, 70% of students made typical growth, 82% in kindergarten, 65% in 1st grade, 83% in 2nd grade, 58% in 3rd grade, 60% in 4th grade, and 74% in 5th grade.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Students are trying to learn a new language and maintain grade level learning.	Teachers will work with our ELF to help all students show success and scaffold the materials. Greater focus on interventions for students below standard while maintaining focus on students who are at and above grade level. We will have specific interventions for students not achieving grade level standards. Focus on vocabulary.
Foster/Homeless	Students may not be emotionally prepared to access curriculum.	Greater focus on interventions for students below standard while maintaining focus on students who are at and above grade level. We will have specific interventions for students not achieving grade level standards. Extra time as needed with counselor.
Free and Reduced Lunch	Students may not be emotionally prepared to access curriculum.	Greater focus on interventions for students below standard while maintaining focus on students who are at and above grade level. We will have specific interventions for students not achieving grade level standards. Extra time as needed with counselor.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Students are working to feel connected to the school while also learning at high grade level standards.	Greater focus on interventions for students below standard while maintaining focus on students who are at and above grade level. We will have specific interventions for students not achieving grade level standards. Bring culture into the classroom and build a sense of community in the classroom.
Students with IEPs	Students are trying to gain access to curriculum and bridge gaps in learning at the same time.	Greater focus on interventions for students below standard while maintaining focus on students who are at and above grade level. We will have specific interventions for students not achieving grade level standards. Additional support to help students regulate so they can access the curriculum.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Results from the 2025-2026 school year showed that the overall ELA percent of students performing at a level 3 or 4 increased from 85% to 87%. Math scores showed the percent of students performing at a level 3 or 4 remained at 83% even with a new curriculum. In ELA, students identified as the Catch Up are students not yet at or above grade level but are growing enough to reach meeting standards within three years, decreased from 76% to 58%. Students identified as Keep Up, students who were at or above grade level and are growing adequately to remain at meeting standards, increased from 76% to 82%. In Math, students identified as Catch Up decreased from 47% to 36%. Students identified as Keep Up increased from 73% to 74%	Students receiving tiered interventions, special education, Gifted and Talented, and related services do not complete their minutes on iReady. This impacts their ability to access their iReady pathway like their peers. Additionally, many students begin the school year already above grade level. There are limited resources and time to support these students. Students who are performing significantly above grade level, more than two years, are not receiving instruction that matches their pathway.

★ = Priority

Adult Learning Culture

Areas of Strength

Teachers are dedicated to meeting during their allotted time during early release on Wednesdays. Teachers meet weekly for one hour in Professional Learning Communities. These groups are organized by grade level to analyze student work, discuss next learning steps, and to plan for high-quality instruction. During the 2025-2026 school year, there is dedicated time on Wednesdays to work with colleagues. Special education, administration, and general education teachers are all together to be able to collaborate. All grade levels are collaborative and support each other. Teachers plan together weekly, so there is consistency in instruction provided throughout the building.

Staff Climate Survey from the 2025-2026 school year showed an increase in parent involvement, staff collaboration, staff-student relationships, and work stress.

Areas for Growth

During the 2025-2026 school year: There was dedicated time on Wednesdays to work with colleagues. Teachers plan together weekly, so there is consistency on instruction provided throughout the building. This year we are going to collaboratively focus on writing clear learning intentions and communicating the learning intentions to the students.

For the 2026-2027 school year we will continue to dedicate time on Wednesday to work with colleagues. We will continue to plan together to ensure a consistent curriculum throughout the building. We are going to continue with learning intentions with the goal of also communicating the success criteria and relevance of the lessons.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	We don't have an English Learner teacher to support, and teachers may not have an English Learner student each year so there is a challenge of consistency in knowing what to do each year. The student need changes, along with the resources.	Teachers work closely with our ELF to scaffold materials to meet the individual students. Identify teachers who have EL endorsement. Teachers attend GLAD training and or updated training.
Foster/Homeless	Teacher would like knowledge of who the student is. Office staff need to be able to communicate student and family needs.	Teachers work closely with the counselor and office staff to address all needs for the student and create a warm welcoming predictable environment.
Free and Reduced Lunch	Staff would like knowledge of who qualifies and help in identifying students who would benefit from additional resources.	Teachers work closely with the counselor to identify students and help get resources for the family. Maintain student and family privacy while also offering resources. Look into the possibility of a Karma box.

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Staff would like additional SEL on building community in the classroom for all students.	Teachers will work to build community in the classroom through SEL standards while also honoring culture. Focus on building relationships.
Students with IEPs	Staff sometimes have to work with several individuals who are all part of a student's team which can be a lot to schedule. Students can be pulled from Tier I and have reduced access to typically developing peers.	Teachers collaborate as a whole team to help the students be successful.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	Learning intentions are not consistently used to support instruction and not all staff use clear, student-facing language.	During the 2025-2026 school year, staff worked on and learned about Learning Intentions and Success Criteria. There is still morning learning and professional development needed around clarity.

★ = Priority

Connectedness

Areas of Strength

Teachers desire to work together to improve students' sense of belonging. All staff feel a great sense of community here, and we all want to build strong relationships with students and families. All staff focus on what is best for students and focus on the whole child.

Previously, we focused on attendance. We saw that with a greater focus, our attendance improved. We know that we can see the gains needed when we focus. Teachers are also working hard to increase communication so that parents understand what learning is taking place, where students need to be academically to succeed, and work hard to maintain high levels of achievement for the students at Caughlin Ranch.

During the 2024-2025 school year, we decreased the number of students identified as chronically absent. Teachers consistently communicate the importance of being at school with families. All teachers want attendance to improve, and classroom incentives are in place for classes that have many students missing school. During the 24-25 school year, we decreased the number of students identified as chronically absent.

During the 2025-2026 school year, we decreased the number of students identified as chronically absent even more than the previous year. In 24-25 we had 5.41% of students identified as chronically absent, and in the 25-26 school year, we reduced it to 2.46% of students.

Areas for Growth

By June 2027, all staff will demonstrate clear understanding and consistent implementation of schoolwide behavior systems aligned to Nevada NSPF instructional practice and student engagement indicators, including the direct teaching/re-teaching of expectations, use of consistent responses to behavior, and reinforcement of positive student behaviors across all settings.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	We have an inconsistent group of students identified as EL so we struggle to see growth over time. Students identified in this do not always feel connected to our school. We do not have someone who can translate all messages sent home.	We will work with all students teaching at a Tier 1 and we will have consistent responses to behavior. Class Dojo will translate for parents.
Foster/Homeless	Students identified as this usually have trauma and do not always feel connected to our school. Parents are dealing with a lot of stress.	We will be the consistent and safe place for students. We will also engage in trauma informed practices. We will have consistent responses to behavior. We can offer the family resources.

Student Group	Challenge	Solution
Free and Reduced Lunch	Parents may not have the financial means to pay for class supplies, and the parents may not feel as connected with the school.	We work with our PTA to cover funds and supplies for students. We will work to help all families feel welcomed and invited.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Students identified in this do not always feel connected to our school. Parents may not feel as connected to the school.	We will have consistent responses to behavior. We will work to help all families feel welcomed and part of the community. We will also work to ensure all classrooms are including diverse resources that represent all families.
Students with IEPs	Students need more time to learn and practice the behavior skills. Families may be struggling with the same behaviors at home. Resources can be limited.	Teach behavior skills more consistently with more time to practice across settings. We can share resources that have be successful across all teachers. We will ensure communication as a team is clear with parents. .

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Systems and behavior implementation has been inconsistent.	Staff inconsistently implement and reinforce PBIS and SEL. There is a lack of time to implement SEL curriculum and directly teach the SEL standards so teachers embedded it as best as possible.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Results from the 2025-2026 school year showed that the overall ELA percent of students performing at a level 3 or 4 increased from 85% to 87%. Math scores showed the percent of students performing at a level 3 or 4 remained at 83% even with a new curriculum. In ELA, students identified as the Catch Up are students not yet at or above grade level but are growing enough to reach meeting standards within three years, decreased from 76% to 58%. Students identified as Keep Up, students who were at or above grade level and are growing adequately to remain at meeting standards, increased from 76% to 82%. In Math, students identified as Catch Up decreased from 47% to 36%. Students identified as Keep Up increased from 73% to 74%	Students receiving tiered interventions, special education, Gifted and Talented, and related services do not complete their minutes on iReady. This impacts their ability to access their iReady pathway like their peers. Additionally, many students begin the school year already above grade level. There are limited resources and time to support these students. Students who are performing significantly above grade level, more than two years, are not receiving instruction that matches their pathway.
2 ★	Learning intentions are not consistently used to support instruction and not all staff use clear, student-facing language.	During the 2025-2026 school year, staff worked on and learned about Learning Intentions and Success Criteria. There is still morning learning and professional development needed around clarity.
3 ★	Systems and behavior implementation has been inconsistent.	Staff inconsistently implement and reinforce PBIS and SEL. There is a lack of time to implement SEL curriculum and directly teach the SEL standards so teachers embedded it as best as possible.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **Criterion-Referenced Test in Mathematics**
- [x] **Criterion-Referenced Test in Science**
- [x] **I-Ready**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Master schedule**
- [x] **School leadership data**
- [x] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**
- [x] **Walk-through data**

Connectedness

- [x] **Behavior**
- [x] **Community surveys and/or other feedback**
- [x] **PBIS/MTSS data**
- [x] **Perception/survey data**
- [x] **Social Emotional Learning Data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

100% of students in grades K-5 will meet their typical growth target in reading on the End of the Year diagnostic.

Formative Measures: Diagnostic Reports
Usage Reports
Student Reports

Improvement Strategy 1

iReady

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Use of iReady minimum 45 minutes per week and 2 lessons passed.	Teachers Dean Administration		

Position Responsible: Teachers Dean Administration

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Results from the 2025-2026 school year showed that the overall ELA percent of students performing at a level 3 or 4 increased from 85% to 87%. Math scores showed the percent of students performing at a level 3 or 4 remained at 83% even with a new curriculum. In ELA, students identified as the Catch Up are students not yet at or above grade level but are growing enough to reach meeting standards within three years, decreased from 76% to 58%. Students identified as Keep Up, students who were at or above grade level and are growing adequately to remain at meeting standards, increased from 76% to 82%. In Math, students identified as Catch Up decreased from 47% to 36%. Students identified as Keep Up increased from 73% to 74%	Students receiving tiered interventions, special education, Gifted and Talented, and related services do not complete their minutes on iReady. This impacts their ability to access their iReady pathway like their peers. Additionally, many students begin the school year already above grade level. There are limited resources and time to support these students. Students who are performing significantly above grade level, more than two years, are not receiving instruction that matches their pathway.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

Classroom walk-throughs will indicate 100% of teachers consistently implement clear learning intentions, success criteria, and students will be able to identify why they are learning the material.

Formative Measures: Professional Learning-Teachers will utilize a common SLO in writing
PLC-Analyze common student work.
End of Semester walk through data on teacher clarity-Learning Goals

Improvement Strategy 1

PLCs

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teacher Clarity professional development Collect Walk Through Data	Teachers Administration		

Position Responsible: Teachers Administration

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	Learning intentions are not consistently used to support instruction and not all staff use clear, student-facing language.	During the 2025-2026 school year, staff worked on and learned about Learning Intentions and Success Criteria. There is still morning learning and professional development needed around clarity.

Inquiry Area 3

Connectedness

SMART Goal 1

By June 2027, all staff will demonstrate clear understanding and consistent implementation of schoolwide behavior systems, including the direct teaching/re-teaching of expectations, use of consistent responses to behavior, and reinforcement of positive student behaviors across all settings.

Formative Measures: Monthly review of chronic absentee data.

Improvement Strategy 1

Family Engagement/PBIS

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Analyze chronic absentee data Student incentives Parent communication	Administration Counselor Dean Teachers		

Position Responsible: Administration Counselor Dean Teachers

Evidence Level

Level 2: Moderate:
PBIS

Level 3: Promising:
Family Engagement

Problem Statements: Connectedness 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Systems and behavior implementation has been inconsistent.	Staff inconsistently implement and reinforce PBIS and SEL. There is a lack of time to implement SEL curriculum and directly teach the SEL standards so teachers embedded it as best as possible.

Community Outreach Activities

Activity	Date	Lesson Learned
Back to School Night	8/18/2026	
Monthly PFA Meetings	8/11, 9/8, 10/13, 11/10, 12/8, 1/12, 2/9, 3/9, 4/13, 5/11	
Colts on the Run	9/18	
Trunk or Treat	10/14	