# Washoe County School District

# Desert Heights Elementary School

Classification: 1 Star School

Title I, ATSI, ≥ 10% of enrolled students are English Learners

# 2026-2027 School Improvement Plan

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# Comprehensive Needs Assessment

# Student Success

## Areas of Strength

Desert Heights Elementary made meaningful progress in English Language Arts (ELA), with third-grade proficiency rising by 9%, moving from 14% to 23%. Our special programs also achieved gains, as FRL students increased from 14% to 23% and students with IEPs improved from 14% to 17%. This growth reflects the hard work and dedication of both students and staff.

## Areas for Growth

At Desert Heights Elementary School, the percentage of students proficient in English Language Arts (ELA) declined from 28% to 26%, reflecting a 2% decrease from the previous year. Fourth-grade ELA proficiency decreased from 37% to 25% (a 12% drop), while fifth grade declined from 33% to 29% (a 4% decrease).

In mathematics, the school's overall proficiency remained steady at 20%. Third-grade proficiency experienced a slight decrease from 21% to 20% (1% decrease). Fourth-grade proficiency declined from 27% to 19% (an 8% decrease), and fifth-grade proficiency dropped from 37% to 25%, representing a 12% decrease.

## Equity Resource Supports

| Student Group | Challenge | Solution |
|---|---|---|
| **English Learners** | High population of students who are EL. | Utilizing our English language facilitator, EL teacher, and two EL assistance to help meet with small groups to help build language. Provide PD to staff on language strategies and creating language learning intentions with success criteria. |
| **Foster/Homeless** | Attendance issues | in our MTSS, daily check-ins and using counselor as a resource, meet with truancy officers monthly to discuss students and conduct home visits and provide resources to families. |
| **Free and Reduced Lunch** | Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students. | The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students. |
| **Migrant/Title1-C Eligible** | N/A | N/A |

| Student Group | Challenge | Solution |
| --- | --- | --- |
| **Racial/Ethnic Minorities** | Families not feeling connected as a small sub population within the greater school community | Partnering with community members or cultural liaisons who can help bridge communication between home and school. |
| **Students with IEPs** | High population of students on IEPs. | Have the resource and self-contained teacher attend monthly PDs and collaborate with general education teachers to help modify/ accommodate student work, to help the students make progress. |

# Problem Statements Identifying Student Success Needs

| | Problem Statement | Critical Root Cause |
|---|---|---|
| 1 ★ | In Math only two grade levels were in the high growth quadrant. There were no grade levels in the high-performance quadrants. | 1. Gaps in Foundational Skills Weak number sense (place value, magnitude, estimation) Incomplete mastery of basic facts (addition, multiplication) Difficulty with fractions and decimals (a major long-term barrier) . 2. Lack of Conceptual Understanding Students may have learned procedures but don't understand why they work. Memorizing steps without meaning Struggling to transfer skills to new problems Confusion when problems look slightly different 3. Math Anxiety & Mindset Emotional factors play a bigger role than people expect. Fear of being wrong or embarrassed Fixed mindset ("I'm just bad at math") Past negative experiences Anxiety can block working memory, making even familiar problems feel impossible. 4. Language & Reading Barriers Difficulty understanding word problems Academic vocabulary (e.g., "difference," "product," "quotient") Multilingual learners processing both language and math simultaneously Sometimes it looks like a math issue, but it's actually comprehension. 5. Lack of Practice or Productive Struggle Students need the right kind of practice. Too little practice - lack of fluency Too much repetitive practice - disengagement Not enough opportunities to explain thinking or problem-solve 6. Attention & Engagement Challenges Some students struggle to stay focused long enough to process math. Multi-step problems overwhelm working memory Easily distracted during instruction Difficulty organizing work 7. Inconsistent Attendance or Interrupted Learning Gaps build quickly when students miss instruction. Absences Frequent transitions between schools Pandemic-related unfinished learning (still impacting many students) |
| 2 ★ | The lack of consistent growth in both ELA and Math across all grade levels suggests that current instructional strategies and interventions may not be effectively meeting the diverse needs of all students. This inconsistency highlights the need to evaluate and strengthen instructional practices, progress monitoring, and differentiation to ensure more equitable and sustained student growth. | The lack of consistent growth in both ELA and Math across all grade levels suggests that current instructional strategies and interventions may not be effectively meeting the diverse needs of all students. This inconsistency indicates a need to evaluate and strengthen instructional practices, progress monitoring, and differentiation to ensure more equitable student growth. |

**3** ★

Not all teachers currently have learning targets that have language objectives. It is important for teachers to have students engage in academic discourse using vocabulary to explaining their thinking and reasoning. Teachers should regularly review learning targets with students to ensure clarity and understanding of what they are learning, why it is important, and how they will achieve it. Additionally, incorporating frequent formative assessments throughout lessons will help monitor student understanding and guide instructional adjustments in real time.

Insufficient Time in Teacher Teams, Lack of clear guidelines and Expectations, Limited Sharing of Resources and Data, Inadequate Collection of Evidence of Student Learning.

**4** ★

ACCESS 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

Based on the previous year's goals and improvement strategies, the adult learning culture at Desert Heights Elementary School demonstrated several strengths:

Alignment with Standards: There was a clear focus on aligning learning targets and unit goals with essential standards and NVACs, ensuring that instruction was consistent with state and district expectations.

Success Criteria is posted and match the intentions of the learning targets.

Collaborative Planning: This year DHES has revamped the PLC process. Each grade level has full hour dedicated to creating units/ lessons and analyzing student data. The use of Professional Learning Communities (PLCs) allowed for regular, structured collaboration among teachers and specialists. This provided a platform for sharing best practices, analyzing data, and planning instruction that was responsive to student needs.

Focused Observations: The implementation of Trust-Based Observation cycles are creating a culture of reflective practice. These observations provided valuable feedback to teachers, helping them to refine their instructional techniques and ensure that learning targets were clear and understood by students.

Data-Driven Instruction: The emphasis on using data from assessments (iReady, weekly assessments) to inform instruction and set SMART goals during PLC meetings showed a commitment to continuous improvement and targeted teaching strategies.

Commitment to Student Understanding: The focus on making learning targets explicit and providing opportunities for students to demonstrate their understanding showed a strong commitment to ensuring that students were actively engaged in their learning and could articulate what they were learning and why it was important.

In the staff climate survey staff believe they are valued, they are committed to student success and family connections. Staff identify as part of the leadership within the school and hold roles who are driven to support student success.

## Areas for Growth

The goal was to align all learning targets and unit goals (understanding, knowledge, and skill goals) with essential standards and NVACs. Lessons, assignments, and activities in ELA and Mathematics were structured around instructional plans that emphasized planning and preparation, guided by WCSD curriculum, essential standards, and effective teaching strategies. The objective was to achieve a 10% increase in the number of students meeting or exceeding standards through improved student work samples.

We have continued to implement two key improvement strategies:

Trust-Based Observation Cycles: Administration conducted Trust-Based Observation cycles with teachers every 3-4 weeks. The focus was on ensuring that learning targets were clear and explicit, and that students understood what they were learning, why it

was important, and how to assess their own learning. Additionally, teachers provided regular opportunities for students to demonstrate their knowledge, skills, and understanding through performances of understanding.

Weekly PLC Meetings: Weekly Professional Learning Community (PLC) meetings were held with grade-level teachers and specialists to discuss data, plan instruction and pacing, and review weekly common assessments for ELA and Math. During these meetings, teachers brought samples and data from agreed-upon assessments, set SMART goals, and planned upcoming lessons based on student assessments and pacing needs.

In the staff climate survey staff identify that they are invested in students and their professional practice but 64% of staff say they are burnt out and 48% are not sure they can make it to retirement. We are working on clarity to provide top 3 goals for the year as a building to relieve some of the burn out.

# Equity Resource Supports

| Student Group | Challenge | Solution |
|---|---|---|
| **English Learners** | Understanding the learning target | The EL teacher and assistant can support classroom teachers by helping clarify learning intentions and providing visual aids or instructional strategies that help students understand what they are learning, why they are learning it, and how they will demonstrate mastery. |
| **Foster/Homeless** | Connection when students are displaced multiple times/lack of adequate or timely communication to be able to support student transition | Regular contact with outside resources to ensure up to date information to best support student |
| **Free and Reduced Lunch** | Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students. | The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students. |
| **Migrant/Title1-C Eligible** | N/A | N/A |
| **Racial/Ethnic Minorities** | Outside sub populations are not connected to instructional staff and difficult to connect or communicate with | Home visits and culturally responsive training to support all students and families to ensure all are represented and have a voice. |
| **Students with IEPs** | Understanding the learning target | Special Education students may need simplified language, visual supports, modeling, repetition, and individualized accommodations to clearly understand what they are learning, why it matters, and how they will demonstrate mastery of the learning intention. |

# Problem Statements Identifying Adult Learning Culture Needs

| | Problem Statement | Critical Root Cause |
|---|---|---|
| 1 ★ | Not all teachers are prepared for PLC with common assessment graded ahead of time and have a specific template with questions for reflection around PDSA. Teachers should regularly review the learning targets with students, ensuring they understand what, why, and how of each target. | Insufficient Time in Teacher Teams, Lack of clear guidelines and Expectations, Limited Sharing of Resources and Data, Inadequate Collection of Evidence of Student Learning. |

★ = Priority

# Connectedness

## Areas of Strength

Desert Heights Elementary School demonstrated strong student connectedness by effectively reducing chronic absenteeism by 12%, surpassing the goal of a 10% decrease. This success was driven by several key strategies:

Fostering a Positive School Environment: The school created a safe, welcoming, and inclusive atmosphere, motivating students to attend regularly. Recognition for perfect attendance and engaging activities like Kagan Structures of Cooperative Learning, Capturing Kids' Hearts, and Monthly Spirit Days contributed to students' enthusiasm for school.

Consistent Implementation of MTSS/PBIS: The schoolwide adoption of the MTSS/PBIS model, coupled with continuous data analysis, helped students understand behavioral expectations, build peer relationships, and develop conflict resolution skills. The PBIS team's regular analysis of behavior data and the implementation of the TFI (PBIS data analysis) three times a year ensured that the system was effectively supporting student growth.

Targeted Interventions and Support: The school implemented targeted academic support through the Team-Up program, providing tutoring, small-group instruction, and personalized learning plans for chronically absent students. Additionally, the counselor and administration conducted outreach to parents, emphasizing the importance of attendance and involving them in strategies to improve it.

Incentives and Clear Communication: A system of rewards and recognition for good attendance, along with friendly attendance challenges, kept students motivated. The clear communication of attendance policies and consequences through the weekly newsletter ensured that expectations were understood by students, parents, and staff.

To support increased daily student attendance, the Desert Heights team implemented several incentive-based and community-focused strategies:

- **Desert Heights Top Attendance Incentives:**
  Weekly attendance is monitored schoolwide. Classrooms that achieve **100% attendance for the entire week** receive a prize. Additionally, classrooms maintaining **90% attendance or higher** earn recognition and a reward.
- **"Must Be Present to Win" Incentive:**
  Once each week, on a randomly selected day, a small card is placed under one student's chair in each classroom. If the student is present on that day, they receive a prize. This strategy is designed to promote consistent daily attendance.
- **Home Visit Program:**
  To strengthen relationships with families and address attendance barriers proactively, the school launched a home visit initiative. To date, **over 40 families** have signed up to participate, allowing staff to provide individualized support and connection.

## Areas for Growth

To improve student connectedness, the school focused on fostering a safe, welcoming, and inclusive environment where students were motivated to attend regularly and recognized for perfect attendance. Additionally, there was a schoolwide implementation of the MTSS/PBIS model, with consistent data analysis. This approach helped students understand and adhere to behavioral expectations, build peer relationships, and develop conflict resolution skills, contributing to both their social and academic growth.

# Equity Resource Supports

| Student Group | Challenge | Solution |
|---|---|---|
| **English Learners** | Within the EL population there are difficulties with child care for students before school age and working parents. At times these students are responsible for these siblings during school hours as families have no known resources | CIT-working to build relationships with families to learn what attendance barriers there are and work with community resources to support these families and ensure school age students have regular access to school |
| **Foster/Homeless** | Difficulty getting to school because of the lack of resources | Staff can support foster and homeless families with attendance by building trusting relationships, providing consistent communication, and helping families navigate barriers such as transportation or basic needs. By offering flexible problem-solving, connecting families to school and community resources, and celebrating even small improvements, staff can create a welcoming environment that encourages regular attendance and stability for students. |
| **Free and Reduced Lunch** | Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students. | The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students. |
| **Migrant/Title1-C Eligible** | N/A | N/A |
| **Racial/Ethnic Minorities** | Difficulty connecting with some of these families, they are distrustful of schools and government. Different family vs school values | Reach out to liaisons within other smaller minority communities to build rapport and create a common understanding of student attendance needs. Create opportunities to invite these families into school. |
| **Students with IEPs** | High population of students on IEPs | Teachers can coordinate with outside providers to schedule appointments before or after school, communicate the importance of daily attendance, help families problem-solve barriers, and use positive communication to ensure families feel supported. |

# Problem Statements Identifying Connectedness Needs

| | Problem Statement | Critical Root Cause |
|---|---|---|
| 1 ★ | The school continues to face challenges with chronic absenteeism. Despite ongoing concerns, additional supports and resources--such as the establishment of a mentor program and the implementation of a structured reward system to promote good attendance--will continue to be provided. Addressing this gap is essential to improving student engagement, academic outcomes, and overall school culture. | Chronic absenteeism is driven by multiple interconnected factors. Low student engagement in academic and school activities can reduce motivation to attend consistently. Family and socioeconomic challenges--such as financial instability, housing insecurity, or increased home responsibilities--create additional barriers to regular attendance. Health-related concerns, including both physical and mental health issues, further elevate absenteeism, particularly for families with limited access to healthcare. Transportation barriers, including unreliable or inconsistent transportation, prevent students from arriving at school daily. Academic difficulties can also contribute, as students experiencing frustration or discouragement may withdraw from school. Cultural and language barriers may limit communication between families and the school, reducing the sense of connection and partnership. Finally, insufficient accountability systems, including inconsistent monitoring, delayed follow-up, and a lack of meaningful incentives or consequences, can allow chronic absenteeism to persist without targeted intervention. |

★ = Priority

# Priority Problem Statements

| | Problem Statement | Critical Root Cause |
|---|---|---|
| 1 ★ | Not all teachers currently have learning targets that have language objectives. It is important for teachers to have students engage in academic discourse using vocabulary to explaining their thinking and reasoning. Teachers should regularly review learning targets with students to ensure clarity and understanding of what they are learning, why it is important, and how they will achieve it. Additionally, incorporating frequent formative assessments throughout lessons will help monitor student understanding and guide instructional adjustments in real time. | Insufficient Time in Teacher Teams, Lack of clear guidelines and Expectations, Limited Sharing of Resources and Data, Inadequate Collection of Evidence of Student Learning. |
| 2 ★ | Not all teachers are prepared for PLC with common assessment graded ahead of time and have a specific template with questions for reflection around PDSA. Teachers should regularly review the learning targets with students, ensuring they understand what, why, and how of each target. | Insufficient Time in Teacher Teams, Lack of clear guidelines and Expectations, Limited Sharing of Resources and Data, Inadequate Collection of Evidence of Student Learning. |
| 3 ★ | The school continues to face challenges with chronic absenteeism. Despite ongoing concerns, additional supports and resources--such as the establishment of a mentor program and the implementation of a structured reward system to promote good attendance--will continue to be provided. Addressing this gap is essential to improving student engagement, academic outcomes, and overall school culture. | Chronic absenteeism is driven by multiple interconnected factors. Low student engagement in academic and school activities can reduce motivation to attend consistently. Family and socioeconomic challenges--such as financial instability, housing insecurity, or increased home responsibilities--create additional barriers to regular attendance. Health-related concerns, including both physical and mental health issues, further elevate absenteeism, particularly for families with limited access to healthcare. Transportation barriers, including unreliable or inconsistent transportation, prevent students from arriving at school daily. Academic difficulties can also contribute, as students experiencing frustration or discouragement may withdraw from school. Cultural and language barriers may limit communication between families and the school, reducing the sense of connection and partnership. Finally, insufficient accountability systems, including inconsistent monitoring, delayed follow-up, and a lack of meaningful incentives or consequences, can allow chronic absenteeism to persist without targeted intervention. |

**4** ★

In Math only two grade levels were in the high growth quadrant. There were no grade levels in the high-performance quadrants.

1. Gaps in Foundational Skills Weak number sense (place value, magnitude, estimation) Incomplete mastery of basic facts (addition, multiplication) Difficulty with fractions and decimals (a major long-term barrier) . 2. Lack of Conceptual Understanding Students may have learned procedures but don't understand why they work. Memorizing steps without meaning Struggling to transfer skills to new problems Confusion when problems look slightly different 3. Math Anxiety & Mindset Emotional factors play a bigger role than people expect. Fear of being wrong or embarrassed Fixed mindset ("I'm just bad at math") Past negative experiences Anxiety can block working memory, making even familiar problems feel impossible. 4. Language & Reading Barriers Difficulty understanding word problems Academic vocabulary (e.g., "difference," "product," "quotient") Multilingual learners processing both language and math simultaneously Sometimes it looks like a math issue, but it's actually comprehension. 5. Lack of Practice or Productive Struggle Students need the right kind of practice. Too little practice - lack of fluency Too much repetitive practice - disengagement Not enough opportunities to explain thinking or problem-solve 6. Attention & Engagement Challenges Some students struggle to stay focused long enough to process math. Multi-step problems overwhelm working memory Easily distracted during instruction Difficulty organizing work 7. Inconsistent Attendance or Interrupted Learning Gaps build quickly when students miss instruction. Absences Frequent transitions between schools Pandemic-related unfinished learning (still impacting many students)

**5** ★

The lack of consistent growth in both ELA and Math across all grade levels suggests that current instructional strategies and interventions may not be effectively meeting the diverse needs of all students. This inconsistency highlights the need to evaluate and strengthen instructional practices, progress monitoring, and differentiation to ensure more equitable and sustained student growth.

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**6** ★

ACCESS 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] **College and career readiness data**
- [x] **Criterion-Referenced Test in Mathematics**
- [x] **Criterion-Referenced Test in Science**
- [x] **Curriculum Based Measures**
- [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] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **WIDA ACCESS for ELLs**
- [x] **WIDA Alternate ACCESS (WAA)**
- [x] **WIDA Screener**
- [x] **Other**

## Adult Learning Culture

- [x] **Administrator evaluation**
- [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] **Student Climate Survey**
- [x] **Teacher evaluation**
- [x] **Teacher/Student Ratio**
- [x] **Walk-through data**

## Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Demographic data**
- [x] **Enrollment**
- [x] **Enrollment trends**
- [x] **Home Visits**
- [x] **PBIS/MTSS data**
- [x] **School safety data**
- [x] **Social Emotional Learning Data**
- [x] **Volunteer opportunities, attendance, and participation**

# Inquiry Areas

# Inquiry Area 1 Student Success

## SMART Goal 1

By the end of the 2026-27 school year, % of English Learner students at Desert Heights Elementary School will demonstrate measurable growth on the ACCESS assessment, with differentiated growth targets based on current proficiency levels: students who scored 2.9 or below on the 2025-26 ACCESS assessment will increase their overall proficiency by at least 1.0 levels, and students who scored 3.0 or higher will increase their overall proficiency by at least 1.0 level in speaking, listening, reading, writing, and composite scores.

**Formative Measures:** Language walkthrough data, i-Ready Diagnostics, Tools for Instruction, Personalized Learning, Literacy Tasks, Benchmark weekly quizzes

## Improvement Strategy 1

PLC's:

Explicitly teach academic vocabulary using morphological awareness (prefix, roots, suffixes) and repeated exposure across contexts. Teach word parts, reinforce vocabulary across science, math, and social studies, and implement structured vocabulary routines.

Create a "watch list" cohort of students projected to exit based on 2025-2026 ACCESS scores and provide targeted acceleration instruction. Provide focused short cycled interventions on exit criteria gaps.

Build intentional daily opportunities for structured academic talk to strengthen speaking and listening domains. Implement consistent discourse routings such as Think-Pair-Share, structured debates, or reciprocal teaching, require accountable talk with sentence stems and increase teacher modeling of academic conversation.

Participate in Learning Walks with Department of ELD

Explicitly teach sentence level to paragraph level writing skills through carefully sequenced activities such as sentence expansion, sentence combining, and structured paragraph writing. Utilize sentence stems, because-but-so strategies and paragraph structures to support students in producing increasingly complex written responses. Writing instruction will be implemented across all content areas to reinforce vocabulary, grammar, and syntax development.

### Actions for Implementation

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|---|---|---|---|---|
| 1 | Academic Vocabulary & Morphological Awareness<br><br>Develop and implement a schoolwide list of high-frequency academic vocabulary by grade level and content area.<br>Incorporate daily explicit vocabulary instruction | Admin, teachers, instructional coach, EL teacher | 2026-2027 school year | |

using word parts (prefixes, suffixes, roots) during ELA and content blocks.
Use consistent routines such as Frayer Models, word maps, and morphology charts across classrooms.
Require teachers to intentionally preview and review vocabulary in all lessons (science, math, and social studies).
Provide repeated exposure by embedding vocabulary in speaking, reading, and writing tasks throughout the week.
Conduct periodic vocabulary checks (quick writes, exit tickets, oral checks) to monitor retention and application.

ACCESS "Watch List" & Targeted Acceleration

Identify and maintain a "watch list" of students projected to meet exit criteria based on 2025-2026 ACCESS data.
Create individual student profiles outlining specific domain needs (reading, writing, listening, speaking).
Schedule targeted small group instruction focused on identified gaps (e.g., writing complexity, listening comprehension).
Implement short-cycle interventions (4-6 weeks) with clear goals tied to ACCESS performance descriptors.
Progress monitor biweekly using formative assessments aligned to language domains.
Collaborate with classroom teachers to align acceleration strategies with core instruction.

Structured Academic Talk

Establish daily opportunities for structured student discourse in every classroom.
Train staff on and implement consistent routines such as Think-Pair-Share, Turn and Talk, reciprocal teaching, and structured debates.
Provide sentence stems and language frames aligned to proficiency levels and content objectives.
Incorporate "accountable talk" expectations (e.g., build on ideas, cite evidence, clarify thinking).
Model academic language explicitly during instruction and require students to practice using it.
Conduct classroom walkthroughs to monitor frequency and quality of student talk.

Learning Walks with Department of ELD

Schedule regular Learning Walks in collaboration with the Department of ELD.
Identify specific "look-fors" aligned to language objectives, student discourse, and vocabulary instruction.
Engage instructional leaders and teachers in

| | | | | |
|---|---|---|---|---|
| | reflective debriefs following each Learning Walk.<br>Use data from Learning Walks to inform professional development and coaching cycles.<br>Highlight and share effective practices observed during walkthroughs across staff.<br><br>Monitoring & Accountability<br><br>Use PLC time to review student data, adjust instruction, and share best practices.<br>Align walkthrough tools to these focus areas to ensure consistent implementation.<br>Provide ongoing coaching and professional development based on observed needs. | | | |

**Evidence Level**

**Level 2: Moderate:**
PLC's

**Problem Statements:** Student Success 4

### Status Checks

| November | February | May |
|---|---|---|

### SMART Goal 1 Problem Statements Identifying Student Success

| | Problem Statement | Root Cause |
|---|---|---|
| 4 | ACCESS 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

Increase the percentage of K-5 students scoring one grade level or more below making stretch growth on end of year i-Ready math diagnostic by 4-7 percentage points Currently we are at 58%, to meet the objective we need 62-65%.

**Formative Measures:** Walkthrough data, i-Ready math domain data, i-Ready math growth measures, and student work.

## Improvement Strategy 1

i-Ready:

1.Build a productive struggle norm across all K-5 math classrooms by establishing shared teacher strategies (wait time, scaffolded questioning, "name the strategy" prompts, asking before telling) and student moves (try multiple strategies, explain thinking, work through confusion in partnerships before requesting help), and embed those moves in the walk-through tool so they are observed and tracked.

2. Implement a weekly PLC exit ticket analysis protocol in which grade-level teams systematically review Reveal Math exit tickets and sort student responses into mastery levels (mastered, partially proficient, and not yet proficient). Teams will identify and tag each item to the corresponding i-Ready domain (Numbers and Operations, Algebra and Algebraic Thinking, Measurement and Data, Geometry) to determine patterns in student understanding and skill gaps. Based on this analysis, PLCs will collaboratively plan targeted re-teaching and differentiation for the next instructional cycle (Launch or Differentiate block), ensuring instruction is responsive to demonstrated student needs. All data analysis, identified trends, and instructional action steps will be clearly documented in PLC minutes to support instructional coherence and accountability.

3. Implement structured discourse routines that require students to explain reasoning, critique the reasoning of others, and engage in productive mathematical conversations. Teachers will use purposeful questioning and sentence stems to support academic language development.

4. Conduct a quarterly Reveal Math implementation review that triangulates walk-through tool data, exit ticket trends, iReady domain-level growth (Numbers & Operations, Algebra & Algebraic Thinking, Measurement & Data, Geometry), and unit assessment results to identify which lesson components and which domains require coaching support, additional professional learning, or resource adjustment for the next quarter.

**Actions for Implementation**

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|---|---|---|---|---|
| 1 | Productive Struggle Norms (K-5)<br><br>Train staff on shared productive struggle strategies and model during PD and PLCs.<br>Embed "look-fors" (wait time, questioning, student strategy use) into the walkthrough tool and monitor weekly.<br>Establish and post student math norms in every classroom; reinforce through daily instruction.<br>Provide coaching cycles with feedback<br><br>PLC Exit Ticket Analysis Protocol<br><br>Implement a weekly PLC protocol to sort Reveal Math exit ticket data into mastery levels.<br>Require teams to tag items by i-Ready domains to identify trends and skill gaps.<br>Use findings to plan targeted re-teaching during Launch/Differentiate blocks each week.<br>Document data trends, instructional responses, and next steps in PLC minutes for accountability.<br><br>Structured Mathematical Discourse<br><br>Establish daily use of structured discourse routines (e.g., Think-Pair-Share, math talks).<br>Provide sentence stems and require students to explain and justify their reasoning.<br>Monitor implementation through walkthroughs with a focus on student talk and reasoning.<br><br>Quarterly Reveal Math Implementation Review<br><br>Conduct quarterly data reviews combining walkthrough data, exit tickets, i-Ready growth, and unit assessments.<br>Identify priority domains and instructional components needing support.<br>Adjust coaching plans, PD, and resources based on identified trends.<br>Communicate findings and next steps to staff to ensure alignment and continuous improvement. | Admin, Staff, Instructional coach, ELF | 2026-2027SY | |

**Position Responsible:** Administration, Instructional Coaches, teachers

**Evidence Level**

**Level 3: Promising:**
i-Ready

**Problem Statements:** Student Success 1, 2, 3, 4

## Status Checks

| November | February | May |
|---|---|---|

## SMART Goal 2 Problem Statements Identifying Student Success

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | In Math only two grade levels were in the high growth quadrant. There were no grade levels in the high-performance quadrants. | 1. Gaps in Foundational Skills<br>Weak number sense (place value, magnitude, estimation)<br>Incomplete mastery of basic facts (addition, multiplication)<br>Difficulty with fractions and decimals (a major long-term barrier)<br>.<br>2. Lack of Conceptual Understanding<br><br>Students may have learned procedures but don't understand why they work.<br><br>Memorizing steps without meaning<br>Struggling to transfer skills to new problems<br>Confusion when problems look slightly different<br><br>3. Math Anxiety & Mindset<br><br>Emotional factors play a bigger role than people expect.<br><br>Fear of being wrong or embarrassed<br>Fixed mindset ("I'm just bad at math")<br>Past negative experiences<br><br>Anxiety can block working memory, making even familiar problems feel impossible.<br><br>4. Language & Reading Barriers<br>Difficulty understanding word problems<br>Academic vocabulary (e.g., "difference," "product," "quotient")<br>Multilingual learners processing both language and math simultaneously<br><br>Sometimes it looks like a math issue, but it's actually comprehension.<br><br>5. Lack of Practice or Productive Struggle<br>Students need the right kind of practice.<br><br>Too little practice - lack of fluency |

| | | |
|---|---|---|
| | | Too much repetitive practice - disengagement<br>Not enough opportunities to explain thinking or problem-solve<br><br>6. Attention & Engagement Challenges<br><br>Some students struggle to stay focused long enough to process math.<br><br>Multi-step problems overwhelm working memory<br>Easily distracted during instruction<br>Difficulty organizing work<br><br>7. Inconsistent Attendance or Interrupted Learning<br>Gaps build quickly when students miss instruction.<br><br>Absences<br>Frequent transitions between schools<br>Pandemic-related unfinished learning (still impacting many students) |
| 2 | The lack of consistent growth in both ELA and Math across all grade levels suggests that current instructional strategies and interventions may not be effectively meeting the diverse needs of all students. This inconsistency highlights the need to evaluate and strengthen instructional practices, progress monitoring, and differentiation to ensure more equitable and sustained student growth. | The lack of consistent growth in both ELA and Math across all grade levels suggests that current instructional strategies and interventions may not be effectively meeting the diverse needs of all students. This inconsistency indicates a need to evaluate and strengthen instructional practices, progress monitoring, and differentiation to ensure more equitable student growth. |
| 3 | Not all teachers currently have learning targets that have language objectives. It is important for teachers to have students engage in academic discourse using vocabulary to explaining their thinking and reasoning. Teachers should regularly review learning targets with students to ensure clarity and understanding of what they are learning, why it is important, and how they will achieve it. Additionally, incorporating frequent formative assessments throughout lessons will help monitor student understanding and guide instructional adjustments in real time. | Insufficient Time in Teacher Teams, Lack of clear guidelines and Expectations, Limited Sharing of Resources and Data, Inadequate Collection of Evidence of Student Learning. |

| | | |
|---|---|---|
| **4** | ACCESS 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. |

# Inquiry Area 2

Adult Learning Culture

## SMART Goal 1

Classroom walkthroughs and lesson plan review will indicate that 100% of teachers consistently implement clear learning intentions and aligned success criteria in daily instruction.

**Formative Measures:** Develop a schedule for weekly meetings for instructional leadership to recap observations from PLC meetings and classroom walkthroughs to intervene and provide support in a timely manner.

## Improvement Strategy 1

Using PLCs to Monitor and Adjust Instruction
* Use PLC time to analyze student work in relation to the stated success criteria.
* Adjust Tier I instruction based on:
o Student mastery of learning intentions
o Evidence from formative assessments
* Develop common formative assessments aligned to success criteria.
* Engage teachers in collaborative planning cycles:
o Plan - Teach - Assess - Reflect - Adjust
* Use walkthrough tools to monitor:
o Alignment between instruction, learning intention, and success criteria
o Student ability to articulate what they are learning and how they know they are successful

**Actions for Implementation**

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|---|---|---|---|---|
| 1 | Implement structured bi-weekly PLC meetings with explicit agendas to discuss instructional practices, student data, and components of The Teacher Clarity Playbook.<br>Analyze and dissect grade level subject standards to determine appropriate rigor of instruction.<br>Teachers will collaborate to define clear Learning Targets for daily lessons across all subject areas, aligned with curriculum standards and student needs.<br>PLC meetings with explicit agendas to discuss instructional practices, student data, and components of The Teacher Clarity Playbook.<br>Teacher leadership team, build a PLC template and calendar for when staff will be analyzing data. | Administration, Teachers, students, families | End of 26-27SY | |

**Position Responsible:** Administration, Teachers, students, families

**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 | Not all teachers are prepared for PLC with common assessment graded ahead of time and have a specific template with questions for reflection around PDSA. Teachers should regularly review the learning targets with students, ensuring they understand what, why, and how of each target. | Insufficient Time in Teacher Teams, Lack of clear guidelines and Expectations, Limited Sharing of Resources and Data, Inadequate Collection of Evidence of Student Learning. |

# Inquiry Area 3

Connectedness

## SMART Goal 1

Students identified as chronically absent in the prior school year will reduce their absentee rate by 3%by the end of the current school year. Currently our school is at 18%, by the end of the school year, we will be at 15%.

**Formative Measures:** Mentor logs, student participation data, advisory records, attendance trends, student feedback

## Improvement Strategy 1

Family Engagement and PBIS

: Mentoring & Student Connection Supports
* Assign staff mentors to students identified as at risk, with clearly defined caseloads and expectations.
* Schedule regular mentor check-ins (weekly or bi-weekly) to monitor attendance, set goals, and address barriers.
* Implement a schoolwide system to ensure every student is connected to a trusted adult.
* Establish daily connection routines (e.g., greeting at entry, advisory check-ins).
* Expand student engagement opportunities (clubs, activities, leadership roles) to increase school connectedness.
* Create opportunities to recognize and celebrate attendance improvement and positive engagement.
* Develop a student advisory group to provide input on improving school climate and engagement.

**Actions for Implementation**

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|---|---|---|---|---|
| 1 | Use historical attendance data to identify students who are at risk of chronic absenteeism.<br>Conduct bi-weekly reviews of attendance data to identify students with 2-3 consecutive absences, with 10% or more days absent, with more than one unverified absence.<br>Develop a comprehensive outreach campaign to inform families about the importance of regular attendance and the potential consequences of chronic absenteeism. Utilize various communication channels such as email, newsletters, phone calls and social media platforms to reach out to parents.<br>Match each at-risk student with a staff member based on factors such as personality, background, and availability.<br>Schedule regular meetings between mentors and mentees to check-in, set goals, and provide support.<br>Celebrate achievements related to improved attendance.<br>Establish a student advisory council who will develop a plan to increase student engagement and improve the school climate. | Administration, teachers, counselors | End of 26-27SY | |

**Position Responsible:** Administration, teachers, counselors

**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 | The school continues to face challenges with chronic absenteeism. Despite ongoing concerns, additional supports and resources--such as the establishment of a mentor program and the implementation of a structured reward system to promote good attendance--will continue to be provided. Addressing this gap is essential to improving student engagement, academic outcomes, and overall school culture. | Chronic absenteeism is driven by multiple interconnected factors. Low student engagement in academic and school activities can reduce motivation to attend consistently. Family and socioeconomic challenges--such as financial instability, housing insecurity, or increased home responsibilities--create additional barriers to regular attendance. Health-related concerns, including both physical and mental health issues, further elevate absenteeism, particularly for families with limited access to healthcare. Transportation barriers, including unreliable or inconsistent transportation, prevent students from arriving at school daily. Academic difficulties can also contribute, as students experiencing frustration or discouragement may withdraw from school. Cultural and language barriers may limit communication between families and the school, reducing the sense of connection and partnership. Finally, insufficient accountability systems, including inconsistent monitoring, delayed follow-up, and a lack of meaningful incentives or consequences, can allow chronic absenteeism to persist without targeted intervention. |

# Schoolwide and Targeted Assistance Title I Element Summary

# Schoolwide and Targeted Assistance Title I Elements

## 1.1 Comprehensive Needs Assessment

**For all Title 1 Elements, please see attached addendum.**

# Schoolwide and Targeted Assistance Title I Elements Personnel

| Name | Position | Program | FTE |
|---|---|---|---|
| Chrystal Thayer | Assistant Principal | | |
| David Frydman | Principal | | |
| Joanne Sachs | First grade teacher | | |
| Krysten Hoffman | 4th Grade Teacher | | |
| Lisa Jasper | Resource Teacher | | |
| Rebecca Jackson | Kinder Teacher | | |

# Community Outreach Activities

| Activity | Date | Lesson Learned |
| --- | --- | --- |
| Kinder meet and greet | 8/06/26 | Invite all sped to this as well |
| Open house-Title 1 presentation | 8/20/26 | Open house before school begins next time |