Washoe County School District

Edwin S. Dodson Elementary School

Classification: 2 Star School

Title I

2026-2027 School Improvement Plan

District Approval Date:
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Mission Statement

At Dodson Elementary, we believe the Grizzly represents courage, strength, perseverance, and teamwork—qualities the school encourages students to demonstrate both in the classroom and in their daily lives.

Our vision is to create a joyful, inclusive learning community where every child is empowered to discover their strengths, embrace challenges, demonstrate kindness, and become a confident lifelong learner who positively impacts the world.

Vision

Dodson is a thriving educational community which reflects a strongly held belief that all students can learn and achieve high levels of success. There are no excuses for lowered expectations. All students achieve at high levels regardless of race, economic status, special needs, or language acquisition. Parents are an integral part of the community who work with staff members as partners in the success of every child and in making decisions about how the school functions. Staff members understand that they are key decision makers and take collective responsibility for the academic and emotional growth of every student at Dodson. Students take responsibility for being safe, respectful, and responsible and are personally committed to their own learning. We have developed partnerships with key community stakeholders that mutually benefit the school as well as the partner.

Table of Contents

Comprehensive Needs Assessment 4

Student Success 5

Adult Learning Culture 11

Connectedness 14

Priority Problem Statements 18

Data Documentation for CNA 23

Student Success 24

Adult Learning Culture 24

Connectedness 24

Inquiry Areas 26

Inquiry Area 1 : Student Success 27

Inquiry Area 2 : Adult Learning Culture 34

Inquiry Area 3 : Connectedness 37

Schoolwide and Targeted Assistance Title I Element Summary 41

Schoolwide and Targeted Assistance Title I Elements 42

1.1 Comprehensive Needs Assessment 42

Community Outreach Activities 43

Comprehensive Needs Assessment

Student Success

Areas of Strength

Instruction:

All grade levels are using FOSS.
Most grade levels are trained on and implementing Building Thinking Classrooms in Mathematics using vertical space strategies.
All grade levels lesson plan together.
One hour is devoted to PLCs per week, with a focus on Teacher Clarity and iReady data analysis.
All grade levels PLC together using Backward Planning and the Plan-Do-Study-Act cycle to create unit plans prior to the start of the unit.
During PLCs, grade-level teams develop SMART goals aligned to the expected outcomes tied to essential standards of upcoming units. These goals are used to define what student success will look like and to monitor progress toward mastery throughout the unit.

During PLC's, weekly common formative and summative assessments are created per grade level.
All grade levels align planning to ELA, Math, and Science WCSD Pacing Guides.
Heggerty Phonics Lessons are modeled for new teachers.
K-2 teachers using Heggerty for phonemic awareness instruction.
Mentor teachers are established for first-year teachers.
Peer Coaching and modeling in all subject areas.
The EL Facilitator and Assistant model strategies for increased vocabulary development and language acquisition aligned to teacher clarity.
Administrative team of principal, dean, and counselor meet weekly regarding chronic absenteeism, including 20 day monitors.
Majority of the staff is trained in Parent Teacher Home Visits. Two additional staff members will be trained this year.
PTO Meetings are scheduled one a month.
1:1 Devices (K-2: iPads & 3-5: laptops).
Most staff GLAD trained.
Student of the Month focuses on the 5 SEL competencies and character traits celebrated monthly and align with the SEL Curriculum "Character Strong".
The counselor provides guidance with a focus on SEL competencies and provides monthly lessons using SEL Curriculum "Second Step".
Staff consistently uses iReady MyPath, Diagnostic Data, Literacy, and Growth Monitoring.

Expected student completion of iReady minutes are dedicated and written into the block schedule with the expected pass rate of a lesson at 80% or higher.

Areas for Growth

SBAC ELA (25/26 SY)

- School:
  - 41% of students at or above grade level (2% increase)

    - 28% of students with IEPs at or above grade level (12% increase)
    - 5% of EL students were at or above grade level (8% decrease)
- 3rd Grade:
    - 36% of students at or above grade level (4% decrease)
- 4th Grade:
    - 37% of students at or above grade level (12% decrease)
- 5th Grade:
    - 49% of students at or above grade level (18% increase)

SBAC Math (25/26 SY)

- School:
    - 31% of students at or above grade level (5% decrease)
    - 27% of students with IEPs at or above grade level (stayed the same)
    - 5% of EL students were at or above grade level (1% increase)
- 3rd Grade:
    - 29% of students at or above grade level (12% decrease)
- 4th Grade:
    - 34% of students at or above grade level (12% decrease)
- 5th Grade:
    - 20% of students at or above grade level (6% increase)

iReady EOY Data: (25/26 SY)

55% of students met their **Typical Growth in ELA** at the end of the 26/27 school year.

55% of students met their **Typical Growth in Math** at the end of the 26/27 school year.

51% of students scored at or above **grade level proficiency** in ELA.

48% of students scored at or above **grade level proficiency** in Math.

Kindergarten:

- Reading: 54% of students met their Typical Growth.
- Math: 60% of students met their Typical Growth.
- Reading: 75% scored at or above grade level proficiency
- Math: 61% scored at or above grade level proficiency

1st grade:

- Reading: 52% of students met their Typical Growth.
- Math: 52% of students met their Typical Growth.
- Reading: 48% scored at or above grade level proficiency
- Math: 48% scored at or above grade level proficiency

2nd grade:

- Reading: 34% of students met their Typical Growth.
- Math: 45% of students met their Typical Growth.
- Reading: 34% scored at or above grade level proficiency
- Math: 29% scored at or above grade level proficiency

3rd grade:

- Reading: 70% of students met their Typical Growth.
- Math: 73% of students met their Typical Growth.
- Reading: 63% scored at or above grade level proficiency
- Math: 45% scored at or above grade level proficiency

4th grade:

- Reading: 65% of students met their Typical Growth.
- Math: 62% of students met their Typical Growth.

- Reading: 46% scored at or above grade level proficiency
- Math: 56% scored at or above grade level proficiency

5th grade:

- Reading: 57% of students met their Typical Growth.
- Math: 37% of students met their Typical Growth.
- Reading: 37% scored at or above grade level proficiency
- Math: 43% scored at or above grade level proficiency

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English Language Learners scored below the school average on state and iReady assessments, indicating a need for increased academic language proficiency and access to grade-level content.	Analyze assessment data to identify language gaps and provide targeted small-group interventions that can help accelerate language acquisition and improve proficiency rates. In addition, implementation of language proficiency supports in Tier 1 Instruction.
Foster/Homeless	Foster and homeless students are performing below school-wide proficiency levels on state assessments due to educational disruptions, attendance challenges, and barriers to accessing consistent instruction and support.	Create flexible communication systems, provide regular outreach, and connect families and caregivers with school and community resources. Strengthen relationships through proactive communication and coordinated support plans to ensure students remain connected to school and learning.
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	

Racial/Ethnic Minorities	N/A	
Students with IEPs	Students with Individualized Education Programs (IEPs) often demonstrate achievement gaps on standardized assessments due to a combination of factors, including skill deficits, learning disabilities, limited access to grade-level content, challenges with executive functioning, and the need for specialized instruction. In some cases, accommodations may not be consistently implemented across instructional settings, impacting student performance and growth.	The school will strengthen inclusive instructional practices, ensure consistent implementation of accommodations and modifications, provide targeted intervention aligned to IEP goals, and utilize frequent progress monitoring to guide instructional decisions. General and special education staff will collaborate regularly to analyze data and adjust supports based on student needs.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	iReady Results (25/26 SY) 55% of students met their Typical Growth in ELA at the end of the 26/27 school year. 55% of students met their Typical Growth in Math at the end of the 26/27 school year. 51% of students met or scored above grade level proficiency in ELA. 48% of students met or scored above grade level proficiency in Math.	1. Inconsistent Use of i-Ready Instructional Tools Many students may not have consistently completed the recommended 30-49 minutes/week or reached the 70% pass rate on i-Ready lessons. Lack of accountability systems or monitoring may have led to underuse or ineffective use of the platform. 2. Insufficient Targeted Intervention Students who needed small-group or one-on-one support may not have received it regularly or in a timely manner. Interventions may not have been aligned with i-Ready diagnostic data or specific skill deficits. 3. Limited Data-Driven Instruction Teachers may not have consistently analyzed or responded to i-Ready data to adjust instruction. Instruction may have remained whole-group focused, missing opportunities to address individual learning gaps. 4. Low Student Engagement or Motivation Some students may not have been invested in the i-Ready lessons or assessments. They may have rushed through diagnostics or disengaged from online learning, leading to unreliable data or lack of skill mastery. 5. Learning Gaps from Prior Years Students may have entered the year with significant gaps due to pandemic-related disruptions or prior academic struggles, requiring more than one year's growth to catch up. 6. Attendance and Time-on-Task Issues Students with chronic absenteeism or poor attendance likely missed core instruction and intervention time. Even present students may have had low time-on-task during both in-class and online learning. 7. Professional Development Gaps Some teachers may not have been fully trained in using i-Ready reports or integrating lessons into daily instruction. Lack of collaboration or PLC time may have hindered the use of data to inform practice.
2 ★	iReady Results (25/26 SY) 53% of EL students met their Typical Growth in ELA at the end of the 25/26 school year. 56% of EL students met their Typical Growth in Math at the end of the 25/26 school year. 16% of EL students met or scored above grade level proficiency in ELA. 25% of EL students met or scored above above grade level proficiency in Math.	English Learners demonstrated low proficiency rates in ELA (16%) and Mathematics (25%) because many students have not yet developed the academic language skills necessary to fully access grade-level content, comprehend complex texts, explain mathematical reasoning, and demonstrate their knowledge on assessments. In addition, Dodson lacked EL staffing for the entirety of the school year, which resulted in limited supports for our students.

3 ★	SBAC ELA (25/26 SY) School: *White Population: 7 percentage point decrease. 42% of students are at or above grade level. *EL: 12 percentage point decrease. 5% of students are at or above grade level. 3rd Grade: *4 percentage point decrease. 36% of students are at or above grade level. *Hispanic Population: 2 percentage points decrease.37% of students are at or above grade level. 4th Grade: *White Population: 31 percentage point decrease. 40% of students at or above grade level. SBAC MATH (25/26 SY) School: *Hispanic Population: 5 percentage point increase. 23% are at or above grade level. *White Population: 20 percentage point decrease. 39% of students are at or above grade level. 3rd Grade: *12 percentage point decrease. 39% of students are at or above grade level.	Instructional practices, teacher clarity, and intervention systems have not been consistently implemented across classrooms to ensure all students engage in rigorous, standards-aligned learning experiences. This inconsistency has resulted in gaps in literacy, mathematical reasoning, academic vocabulary, and grade-level proficiency, with the greatest impact observed among English Learners and specific grade-level cohorts.

★ = Priority

Adult Learning Culture

Areas of Strength

- Admin. meets with all teachers at the beginning of the year for their goal setting meeting and provides them with their teacher rubric.
- Admin. walks through classrooms twice a day.
- Admin conducts informal walk throughs on standards 1, 2, and 3 with feedback provided. Trends are studied and discussed during professional development.
- Admin conducts yearly formal observations. Admin conducts daily walk-throughs and quarterly informal observations.
- Admin and Dean are active members of PLCs.
- All grade levels PLC together and upload PLC documents and Curriculum Maps to TEAMS.
- All grade levels are following ELA, Math, and Science District Pacing Guides.
- Weekly decisions and creation of summative and formative assessments per grade level during PLC's.
- Students' progress monitored on a consistent basis to drive differentiated instruction and the decision making process during MTSS.
- iReady and Foss refreshers followed by evidence of implementation of learning.
- Most of the staff trained on Building Thinking Classrooms in Mathematics and implementing.
- Instructional coaches provide direct feedback regarding implementation of adult learning.
- Capacity Builder focus is on Reveal Curriculum, including strategies for student engagement and discourse.

Areas for Growth

Teacher Clarity

TC: Teachers need to consistently communicate what students are learning and how students will know they have been successful. Teachers can strengthen alignment between standards, learning targets, classroom tasks, and assessments.

PLC: Teachers need to deepen their ability to analyze common assessment data and use the results to adjust instruction, identify student misconceptions, and plan targeted interventions. In addition, teachers can strengthen consistency in what students are expected to learn and how proficiency is measured across classrooms as they integrate Teacher Clarity into their planning and daily routines.

MTSS: Finally, teachers need to strengthen their ability to use multiple data sources to identify students requiring additional support and make timely instructional decisions. This allows teachers to determine if delivery of instruction, guided by Teacher Clarity is effective. Teachers can improve consistency in delivering evidence-based interventions that are matched to student needs and monitored for effectiveness.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English Language Learners are not consistently receiving instruction that fully integrates language development with grade-level content, limiting their ability to access standards, engage in academic discourse, and demonstrate proficiency on assessments.	Strengthen staff capacity to utilize PLC processes, Teacher Clarity practices, and MTSS structures to support both academic achievement and language acquisition for English Language Learners.
Foster/Homeless	Foster and homeless students often experience educational disruptions, attendance challenges, and social-emotional barriers. Current systems for data analysis, instructional planning, and intervention implementation are not consistently focused on addressing the unique needs of these students.	Strengthen staff capacity to utilize PLC processes, Teacher Clarity practices, and MTSS structures to identify barriers, monitor progress, and provide targeted academic and social-emotional supports for foster and homeless 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.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	Teachers are not consistently writing Learning Goals and Success Criteria.	1. Lack of Clarity or Understanding Some teachers may not fully understand the difference between learning goals, objectives, and success criteria. Teachers might struggle with how to write clear, student-friendly goals that are aligned to standards. 2. Insufficient Professional Development There may have been limited or inconsistent training on how to develop and integrate learning goals and success criteria into daily instruction. Teachers may not have had opportunities to see strong models or engage in guided practice. 3. Competing Demands and Time Constraints Teachers often feel overwhelmed by lesson planning, grading, meetings, and classroom management, leaving little time for intentional goal writing. Writing high-quality learning goals and success criteria may be viewed as "another task" rather than a core instructional practice. 4. Lack of Accountability or Follow-Up Administrators or instructional coaches may not be consistently monitoring or providing feedback on the use of learning goals and success criteria. Without clear expectations or consequences, follow-through may vary. 5. Perception That It's Not Impactful Some teachers may not see the value in posting or discussing goals/success criteria, especially if students aren't referencing them actively. If students do not engage with them meaningfully, teachers may drop the practice over time. 6. Inconsistent School-Wide Expectations If the use of learning goals and success criteria isn't embedded in the school's instructional framework or walkthroughs, practices will vary by classroom. A lack of shared language and expectations across grade levels or teams can lead to inconsistency. 7. Limited Collaboration Time Teachers may not have structured PLC time to develop and refine goals and success criteria together, which can lead to uneven implementation. 8. Inconsistent Climate Survey Teacher responses vary on level of support and burnout. This is being addressed in Site Leadership, and PBIS/SEL Meetings.

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Connectedness

Areas of Strength

- Consistently thinking of ways to improve PTO meetings.
- Weekly Dojo communication.
- Weekly Connect Ed phone calls.
- Monthly reader board updates.
- Scheduled monthly PTO meetings with active recruitment of parent attendance.
- One of the three committees that staff serves on is titled "Family and Student Engagement" with a focus on connectedness.
- Student friendly language Schoolwide Expectation Posters with visual supports hung around the school at student eye level which created a welcoming and safe environment and reduced behaviors.
- Parent Teacher Home Visits- classified and certified staff trained and participates. Two additional staff members will be trained this year.
- Admin team and counselor pulled attendance data from BIG and mailed monthly attendance letters with fol low-up phone calls and home visits.
- A focus on student centered, engaging instruction and social emotional learning.

Areas for Growth

Hispanic students are disproportionately represented among students with chronic absenteeism, accounting for 67% of attendance letters issued and 100% of students identified as chronically absent. Staff will strengthen culturally responsive relationship-building practices, family engagement strategies, and early attendance interventions to increase student connectedness and reduce chronic absenteeism among Hispanic students. The percentage of Hispanic

students identified as chronically absent will decrease as a result of improved family engagement, student connectedness, and proactive attendance support systems.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English Language Learners may experience barriers to school connectedness due to language differences, cultural transitions, limited opportunities for meaningful participation, and communication challenges between home and school. These factors can contribute to decreased engagement, increased absenteeism, and reduced access to instruction, ultimately impacting academic achievement.	Strengthen student connectedness and attendance by fostering an inclusive school environment, building positive relationships with students and families, and implementing proactive attendance supports that are culturally and linguistically responsive.
Foster/Homeless	Students experiencing foster care placement or homelessness often face barriers that can negatively impact school attendance and connectedness, including frequent moves, transportation challenges, unstable living situations, social-emotional stress, and disruptions in relationships with peers and trusted adults. These challenges can lead to chronic absenteeism, reduced engagement, and decreased academic achievement.	Strengthen school connectedness through proactive relationship-building, individualized attendance supports, and coordinated collaboration among school staff, families, caregivers, and community partners.
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	

Racial/Ethnic Minorities	N/A	
Students with IEPs	Teachers need to deepen their ability to analyze common assessment data and use the results to adjust instruction, identify student misconceptions, and plan targeted interventions. In addition, teachers can strengthen consistency in what students are expected to learn and how proficiency is measured across classrooms.	Strengthen school connectedness through proactive relationship-building, individualized supports, and early attendance interventions that promote engagement and belonging for students with IEPs.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Dodson's list of Hispanic students that are on the chronically absent list is a concern. 67% of attendance letters issued and 100% of students identified as chronically absent.	1. Language Barriers with Families Communication about attendance policies, the importance of daily attendance, or intervention efforts may not be effectively delivered in the family's home language. Families may not understand how absences accumulate or the definition of "chronic absenteeism." 2. Lack of Trust or Engagement with School System Some families may feel disconnected from the school due to past experiences, cultural differences, or lack of inclusive engagement. Fear related to immigration status or institutional mistrust can prevent open communication. 3. Socioeconomic Challenges Hispanic families are disproportionately impacted by poverty, housing instability, food insecurity, and lack of access to transportation--all of which contribute to inconsistent attendance. Older students may need to work to support their families or take care of siblings. 4. Health and Access to Services Limited access to healthcare may result in untreated illnesses or mental health issues that keep students home. Families may also lack transportation to clinics or insurance to cover preventive care. 5. Cultural and Family Obligations Extended family responsibilities, religious or cultural observances, and family travel to visit relatives (sometimes abroad) can lead to longer absences. Families may prioritize these events without realizing the long-term impact on attendance records. 6. School Climate and Cultural Responsiveness If students do not feel represented, safe, or valued in the classroom, they may disengage or be reluctant to attend. A lack of culturally relevant curriculum or support staff can negatively affect students' connection to school. 7. Inconsistent Follow-Up and Support Systems Schools may lack bilingual attendance outreach, home visits, or culturally competent support services. Interventions may not be personalized or communicated in ways that resonate with families' values or needs. 8. Transportation Barriers Families in certain neighborhoods may lack reliable access to transportation or live outside the school bus radius.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	iReady Results (25/26 SY) 55% of students met their Typical Growth in ELA at the end of the 26/27 school year. 55% of students met their Typical Growth in Math at the end of the 26/27 school year. 51% of students met or scored above grade level proficiency in ELA. 48% of students met or scored above grade level proficiency in Math.	1. Inconsistent Use of i-Ready Instructional Tools Many students may not have consistently completed the recommended 30-49 minutes/week or reached the 70% pass rate on i-Ready lessons. Lack of accountability systems or monitoring may have led to underuse or ineffective use of the platform. 2. Insufficient Targeted Intervention Students who needed small-group or one-on-one support may not have received it regularly or in a timely manner. Interventions may not have been aligned with i-Ready diagnostic data or specific skill deficits. 3. Limited Data-Driven Instruction Teachers may not have consistently analyzed or responded to i-Ready data to adjust instruction. Instruction may have remained whole-group focused, missing opportunities to address individual learning gaps. 4. Low Student Engagement or Motivation Some students may not have been invested in the i-Ready lessons or assessments. They may have rushed through diagnostics or disengaged from online learning, leading to unreliable data or lack of skill mastery. 5. Learning Gaps from Prior Years Students may have entered the year with significant gaps due to pandemic-related disruptions or prior academic struggles, requiring more than one year's growth to catch up. 6. Attendance and Time-on-Task Issues Students with chronic absenteeism or poor attendance likely missed core instruction and intervention time. Even present students may have had low time-on-task during both in-class and online learning. 7. Professional Development Gaps Some teachers may not have been fully trained in using i-Ready reports or integrating lessons into daily instruction. Lack of collaboration or PLC time may have hindered the use of data to inform practice.
2 ★	iReady Results (25/26 SY) 53% of EL students met their Typical Growth in ELA at the end of the 25/26 school year. 56% of EL students met their Typical Growth in Math at the end of the 25/26 school year. 16% of EL students met or scored above grade level proficiency in ELA. 25% of EL students met or scored above above grade level proficiency in Math.	English Learners demonstrated low proficiency rates in ELA (16%) and Mathematics (25%) because many students have not yet developed the academic language skills necessary to fully access grade-level content, comprehend complex texts, explain mathematical reasoning, and demonstrate their knowledge on assessments. In addition, Dodson lacked EL staffing for the entirety of the school year, which resulted in limited supports for our students.

3

Teachers are not consistently writing Learning Goals and Success Criteria.

1. Lack of Clarity or Understanding Some teachers may not fully understand the difference between learning goals, objectives, and success criteria. Teachers might struggle with how to write clear, student-friendly goals that are aligned to standards. 2. Insufficient Professional Development There may have been limited or inconsistent training on how to develop and integrate learning goals and success criteria into daily instruction. Teachers may not have had opportunities to see strong models or engage in guided practice. 3. Competing Demands and Time Constraints Teachers often feel overwhelmed by lesson planning, grading, meetings, and classroom management, leaving little time for intentional goal writing. Writing high-quality learning goals and success criteria may be viewed as "another task" rather than a core instructional practice. 4. Lack of Accountability or Follow-Up Administrators or instructional coaches may not be consistently monitoring or providing feedback on the use of learning goals and success criteria. Without clear expectations or consequences, follow-through may vary. 5. Perception That It's Not Impactful Some teachers may not see the value in posting or discussing goals/success criteria, especially if students aren't referencing them actively. If students do not engage with them meaningfully, teachers may drop the practice over time. 6. Inconsistent School-Wide Expectations If the use of learning goals and success criteria isn't embedded in the school's instructional framework or walkthroughs, practices will vary by classroom. A lack of shared language and expectations across grade levels or teams can lead to inconsistency. 7. Limited Collaboration Time Teachers may not have structured PLC time to develop and refine goals and success criteria together, which can lead to uneven implementation. 8. Inconsistent Climate Survey Teacher responses vary on level of support and burnout. This is being addressed in Site Leadership, and PBIS/SEL Meetings.

4

Dodson's list of Hispanic students that are on the chronically absent list is a concern. 67% of attendance letters issued and 100% of students identified as chronically absent.

1. Language Barriers with Families Communication about attendance policies, the importance of daily attendance, or intervention efforts may not be effectively delivered in the family's home language. Families may not understand how absences accumulate or the definition of "chronic absenteeism." 2. Lack of Trust or Engagement with School System Some families may feel disconnected from the school due to past experiences, cultural differences, or lack of inclusive engagement. Fear related to immigration status or institutional mistrust can prevent open communication. 3. Socioeconomic Challenges Hispanic families are disproportionately impacted by poverty, housing instability, food insecurity, and lack of access to transportation--all of which contribute to inconsistent attendance. Older students may need to work to support their families or take care of siblings. 4. Health and Access to Services Limited access to healthcare may result in untreated illnesses or mental health issues that keep students home. Families may also lack transportation to clinics or insurance to cover preventive care. 5. Cultural and Family Obligations Extended family responsibilities, religious or cultural observances, and family travel to visit relatives (sometimes abroad) can lead to longer absences. Families may prioritize these events without realizing the long-term impact on attendance records. 6. School Climate and Cultural Responsiveness If students do not feel represented, safe, or valued in the classroom, they may disengage or be reluctant to attend. A lack of culturally relevant curriculum or support staff can negatively affect students' connection to school. 7. Inconsistent Follow-Up and Support Systems Schools may lack bilingual attendance outreach, home visits, or culturally competent support services. Interventions may not be personalized or communicated in ways that resonate with families' values or needs. 8. Transportation Barriers Families in certain neighborhoods may lack reliable access to transportation or live outside the school bus radius.

5 ★	SBAC ELA (25/26 SY) School: *White Population: 7 percentage point decrease. 42% of students are at or above grade level. *EL: 12 percentage point decrease. 5% of students are at or above grade level. 3rd Grade: *4 percentage point decrease. 36% of students are at or above grade level. *Hispanic Population: 2 percentage points decrease.37% of students are at or above grade level. 4th Grade: *White Population: 31 percentage point decrease. 40% of students at or above grade level. SBAC MATH (25/26 SY) School: *Hispanic Population: 5 percentage point increase. 23% are at or above grade level. *White Population: 20 percentage point decrease. 39% of students are at or above grade level. 3rd Grade: *12 percentage point decrease. 39% of students are at or above grade level.	Instructional practices, teacher clarity, and intervention systems have not been consistently implemented across classrooms to ensure all students engage in rigorous, standards-aligned learning experiences. This inconsistency has resulted in gaps in literacy, mathematical reasoning, academic vocabulary, and grade-level proficiency, with the greatest impact observed among English Learners and specific grade-level cohorts.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **I-Ready**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **MyPath**
- [x] **Nevada State Performance Framework (NSPF)**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **WIDA ACCESS for ELLs**

Adult Learning Culture

- [x] **Administrator evaluation**
- [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 department and/or faculty meeting discussions and data**
- [x] **School leadership data**
- [x] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**
- [x] **Study of best practices**
- [x] **Teacher evaluation**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Enrollment**
- [x] **Home Visits**
- [x] **PBIS/MTSS data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

AB 335 EL Goal: By the end of the school year 2026-27, 80% of EL students at Dodson Elementary will increase their language proficiency composite score by .5 achievement level as measured by the state's yearly ACCESS testing.

Formative Measures: i-Ready Diagnostics, iReady Tools for Instruction, Personalized Learning, Literacy Tasks Benchmark weekly quizzes, Speaking and Writing samples

Improvement Strategy 1

i-Ready/ELLevations/ GLAD

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Learning Walks around ELLevation Strategies or GLAD * Coaching support around strategies	Principal-Dean	SY 26-27	

Position Responsible: Principal - Dean

Evidence Level

Level 2: Moderate:
ELLevations/GLAD

Level 3: Promising:
i-Ready

Problem Statements: Student Success 2, 3

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
2	iReady Results (25/26 SY) 53% of EL students met their Typical Growth in ELA at the end of the 25/26 school year. 56% of EL students met their Typical Growth in Math at the end of the 25/26 school year. 16% of EL students met or scored above grade level proficiency in ELA. 25% of EL students met or scored above above grade level proficiency in Math.	English Learners demonstrated low proficiency rates in ELA (16%) and Mathematics (25%) because many students have not yet developed the academic language skills necessary to fully access grade-level content, comprehend complex texts, explain mathematical reasoning, and demonstrate their knowledge on assessments. In addition, Dodson lacked EL staffing for the entirety of the school year, which resulted in limited supports for our students.
3	SBAC ELA (25/26 SY) School: *White Population: 7 percentage point decrease. 42% of students are at or above grade level. *EL: 12 percentage point decrease. 5% of students are at or above grade level. 3rd Grade: *4 percentage point decrease. 36% of students are at or above grade level. *Hispanic Population: 2 percentage points decrease.37% of students are at or above grade level. 4th Grade: *White Population: 31 percentage point decrease. 40% of students at or above grade level. SBAC MATH (25/26 SY) School: *Hispanic Population: 5 percentage point increase. 23% are at or above grade level. *White Population: 20 percentage point decrease. 39% of students are at or above grade level. 3rd Grade: *12 percentage point decrease. 39% of students are at or above grade level.	Instructional practices, teacher clarity, and intervention systems have not been consistently implemented across classrooms to ensure all students engage in rigorous, standards-aligned learning experiences. This inconsistency has resulted in gaps in literacy, mathematical reasoning, academic vocabulary, and grade-level proficiency, with the greatest impact observed among English Learners and specific grade-level cohorts.

SMART Goal 2

Based on the end of the year iReady Diagnostic Data, by the end of the 26/27 school year, 80% of

students will meet or exceed their typical growth target in i-Ready Reading and Math as measured by the end-of-year Diagnostic assessment.

Formative Measures: Data-Driven Small Groups: Use i-Ready data to group students by skill needs and provide targeted instruction during intervention or enrichment blocks.

Goal Setting with Students: Confer with students quarterly to review their growth targets, progress and how it relates to the SBAC Assessment, and set actionable goals.

Consistent Use of i-Ready Lessons: Ensure students complete 30-49 minutes/week of i-Ready online instruction in both Reading and Math, with a minimum 80% pass rate.

Progress Monitoring: Review lesson pass rates and time-on-task weekly to adjust instructional support and provide timely interventions.

Teacher Professional Development: Offer regular training on interpreting i-Ready reports and integrating instructional resources into daily lessons.

Parent Communication: Share student progress and tips for home support during conferences and in regular newsletters.

Improvement Strategy 1

PLCs and iReady

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Effective implementation of iReady MyPath. Analysis of MyPath data including minutes and percentage of lessons passed during PLCs. Development of next steps based on MyPath data in PLC setting by administrative team and grade level teams. Analysis of diagnostic data by administrative team. Analysis of diagnostic data in PLC setting by administrative team and grade level teams.	Classroom Teachers Educational Support Personnel (ESPs) Deans Administrator	SY 2026-27	

Position Responsible: Classroom Teachers Educational Support Personnel (ESPs) Deans Administrator

Evidence Level

Level 2: Moderate:
PLC's

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1

Status Checks

November	February	May

Improvement Strategy 2

iReady: Math and ELA Interventions

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Based off student data from MyPath and Diagnostic, teachers will align their intervention time to meet the needs of their students utilizing the iReady components for reading and math in combination with other research based materials (i.e. LETRS, UFLI, Science of Reading, Reveal Math).	Classroom Teachers Educational Support Personnel (ESPs) Deans Administrator	SY 2026-2027	

Position Responsible: Classroom Teachers Educational Support Personnel (ESPs) Deans Administrator

Resources Needed: 1:1 devices, iReady data, iReady interventions, LETRS, UFLI, Reveal Math,

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
iReady Results (25/26 SY) 55% of students met their Typical Growth in ELA at the end of the 26/27 school year. 55% of students met their Typical Growth in Math at the end of the 26/27 school	1. Inconsistent Use of i-Ready Instructional Tools Many students may not have consistently completed the recommended 30-49 minutes/week or reached the 70% pass rate on i-Ready lessons.

year.

51% of students met or scored above grade level proficiency in ELA.
48% of students met or scored above grade level proficiency in Math.

1

Lack of accountability systems or monitoring may have led to underuse or ineffective use of the platform.

2. Insufficient Targeted Intervention
Students who needed small-group or one-on-one support may not have received it regularly or in a timely manner.

Interventions may not have been aligned with i-Ready diagnostic data or specific skill deficits.

3. Limited Data-Driven Instruction
Teachers may not have consistently analyzed or responded to i-Ready data to adjust instruction.

Instruction may have remained whole-group focused, missing opportunities to address individual learning gaps.

4. Low Student Engagement or Motivation
Some students may not have been invested in the i-Ready lessons or assessments.

They may have rushed through diagnostics or disengaged from online learning, leading to unreliable data or lack of skill mastery.

5. Learning Gaps from Prior Years
Students may have entered the year with significant gaps due to pandemic-related disruptions or prior academic struggles, requiring more than one year's growth to catch up.

6. Attendance and Time-on-Task Issues
Students with chronic absenteeism or poor attendance likely missed core instruction and intervention time.

Even present students may have had low time-on-task during both in-class and online learning.

7. Professional Development Gaps
Some teachers may not have been fully trained in using i-Ready reports or integrating lessons into daily instruction.

Lack of collaboration or PLC time may have hindered the use of data to inform practice.

SMART Goal 3

By May 2027, 50% of students will meet or exceed grade-level standards (Level 3 or Level 4) on the SBAC assessment in both ELA and Math.

Formative Measures: -District Benchmark Assessments
-Fall, Winter, and Spring benchmark diagnostic assessments (i-Ready)
-Common Formative Assessments (CFAs), PLC-created unit assessments
-Standards-based exit tickets, Daily exit tickets aligned to learning targets
-End-of-unit assessments
-Priority standard mastery checks
-Quick checks for understanding
-Student work samples
-Writing samples scored with grade-level rubrics
-Math constructed response tasks
-Progress Monitoring
-MTSS intervention data, Small-group intervention assessments
-SBAC-Aligned Measures, Interim Assessment Blocks (IABs), SBAC practice assessments
-Performance tasks requiring claims and evidence
-Technology-enhanced item performance

Improvement Strategy 1

MTSS

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	-District Benchmark Assessments -Fall, Winter, and Spring benchmark diagnostic assessments (i-Ready) -Common Formative Assessments (CFAs), PLC-created unit assessments -Standards-based exit tickets, Daily exit tickets aligned to learning targets -End-of-unit assessments -Priority standard mastery checks -Quick checks for understanding -Student work samples -Writing samples scored with grade-level rubrics -Math constructed response tasks -Progress Monitoring -MTSS intervention data, Small-group intervention assessments -SBAC-Aligned Measures, Interim Assessment Blocks (IABs), SBAC practice assessments -Performance tasks requiring claims and evidence -Technology-enhanced item performance	Principal - Dean	2026-2027SY	

Position Responsible: Principal - Dean

Evidence Level

Level 1: Strong:
MTSS

Problem Statements: Student Success 3

Status Checks

November	February	May

SMART Goal 3 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
3	SBAC ELA (25/26 SY) School: *White Population: 7 percentage point decrease. 42% of students are at or above grade level. *EL: 12 percentage point decrease. 5% of students are at or above grade level. 3rd Grade: *4 percentage point decrease. 36% of students are at or above grade level. *Hispanic Population: 2 percentage points decrease.37% of students are at or above grade level. 4th Grade: *White Population: 31 percentage point decrease. 40% of students at or above grade level. SBAC MATH (25/26 SY) School: *Hispanic Population: 5 percentage point increase. 23% are at or above grade level. *White Population: 20 percentage point decrease. 39% of students are at or above grade level. 3rd Grade: *12 percentage point decrease. 39% of students are at or above grade level.	Instructional practices, teacher clarity, and intervention systems have not been consistently implemented across classrooms to ensure all students engage in rigorous, standards-aligned learning experiences. This inconsistency has resulted in gaps in literacy, mathematical reasoning, academic vocabulary, and grade-level proficiency, with the greatest impact observed among English Learners and specific grade-level cohorts.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

Based on classroom walkthrough data, 100% of classroom teachers will implement learning goals and success criteria for Math, ELA, and Science.

Learning goals will be posted and accessible for all students during learning. Students and teachers will be able to explain the learning goals and specific academic vocabulary. Students will be able to verbalize what they are learning (learning goals) and how they will know they have mastered the goal (success criteria).

Formative Measures: Informal walkthrough data
Formal evaluations

Improvement Strategy 1

PLCs and Planning

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Deans and administrator model effective implementation of learning goals and success criteria for math, ELA, and science through daily walkthroughs, presence in PLCs, and mentoring.	Classroom Teachers Deans Administrator	SY 2026-27	
2	Teachers will develop learning goals and success criteria collaboratively during PLCs or planning time for math, ELA, and science.	Classroom Teachers Deans Administrator	SY 2026-27	

Position Responsible: Classroom Teachers Educational Support Personnel (ESPs) Deans Administrator

Resources Needed: Teacher Clarity and Success Criteria books.

Evidence Level

Level 2: Moderate:
PLC's

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	Teachers are not consistently writing Learning Goals and Success Criteria.	1. Lack of Clarity or Understanding Some teachers may not fully understand the difference between learning goals, objectives, and success criteria. Teachers might struggle with how to write clear, student-friendly goals that are aligned to standards. 2. Insufficient Professional Development There may have been limited or inconsistent training on how to develop and integrate learning goals and success criteria into daily instruction. Teachers may not have had opportunities to see strong models or engage in guided practice. 3. Competing Demands and Time Constraints Teachers often feel overwhelmed by lesson planning, grading, meetings, and classroom management, leaving little time for intentional goal writing. Writing high-quality learning goals and success criteria may be viewed as "another task" rather than a core instructional practice. 4. Lack of Accountability or Follow-Up Administrators or instructional coaches may not be consistently monitoring or providing feedback on the use of learning goals and success criteria. Without clear expectations or consequences, follow-through may vary. 5. Perception That It's Not Impactful Some teachers may not see the value in posting or discussing goals/success criteria, especially if students aren't referencing them actively.

If students do not engage with them meaningfully, teachers may drop the practice over time.

6. Inconsistent School-Wide Expectations
If the use of learning goals and success criteria isn't embedded in the school's instructional framework or walkthroughs, practices will vary by classroom.

A lack of shared language and expectations across grade levels or teams can lead to inconsistency.

7. Limited Collaboration Time
Teachers may not have structured PLC time to develop and refine goals and success criteria together, which can lead to uneven implementation.

8. Inconsistent Climate Survey
Teacher responses vary on level of support and burnout. This is being addressed in Site Leadership, and PBIS/ SEL Meetings.

Inquiry Area 3

Connectedness

SMART Goal 1

Attendance. By the end of the 26/27 school year, Dodson will reduce the number of Hispanic students on our chronic absentee list by 20% while maintaining less than 5% total chronic absenteeism schoolwide.

Formative Measures: Chronic Absenteeism Data in BIG
Weekly attendance in IC
Monthly attendance in IC
Quarterly attendance in IC

Improvement Strategy 1

Family Engagement

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Dodson's principal, deans, and counselor conduct outreach to families through attendance letters, phone calls, and home visits to determine root causes and possible solutions.	Classroom Teachers Counselor Clinic Aide Deans Administrator	SY 2026-27	
2	Dodson's counselor will facilitate wrap-around services available in the community to families in need.	Counselor	SY 2026-27	

Position Responsible: Classroom Teachers Counselor FACE Admin Secretary Clinic Aide Deans Administrator

Evidence Level

Level 1: Strong:
Family Engagement

Problem Statements: Connectedness 1

Status Checks

November **February** **May**

Improvement Strategy 2

PBIS: Incentivizing Attendance

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Dodson will continue implementing a comprehensive attendance tracking system and conduct regular parent and student outreach campaigns.	Administrator Deans Counselor Classroom Teachers Clinic Aide	SY 2026-27	
2	Admin team and counselor meet weekly to review the attendance data from BIG and develop action plans for next steps.	Administrator Deans Counselor	SY 2026-27	
3	Dodson will track attendance data by classroom or grade span through publicly displaying the data and incentivizing improvements in attendance and highest levels of attendance.	Administrator Deans Counselor Classroom Teachers Clinic Aide	SY 2026-27	

Resources Needed: BIG data, funding for incentives

Evidence Level

Level 1: Strong:
PBIS

Problem Statements: Connectedness 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Connectedness

Problem Statement	Root Cause
Dodson's list of Hispanic students that are on the chronically absent list is a	1. Language Barriers with Families Communication about attendance

concern. 67% of attendance letters issued and 100% of students identified as chronically absent.

1

policies, the importance of daily attendance, or intervention efforts may not be effectively delivered in the family's home language.

Families may not understand how absences accumulate or the definition of "chronic absenteeism."

2. Lack of Trust or Engagement with School System
Some families may feel disconnected from the school due to past experiences, cultural differences, or lack of inclusive engagement.

Fear related to immigration status or institutional mistrust can prevent open communication.

3. Socioeconomic Challenges
Hispanic families are disproportionately impacted by poverty, housing instability, food insecurity, and lack of access to transportation--all of which contribute to inconsistent attendance.

Older students may need to work to support their families or take care of siblings.

4. Health and Access to Services
Limited access to healthcare may result in untreated illnesses or mental health issues that keep students home.

Families may also lack transportation to clinics or insurance to cover preventive care.

5. Cultural and Family Obligations
Extended family responsibilities, religious or cultural observances, and family travel to visit relatives (sometimes abroad) can lead to longer absences.

Families may prioritize these events without realizing the long-term impact on attendance records.

6. School Climate and Cultural Responsiveness
If students do not feel represented, safe, or valued in the classroom, they may disengage or be reluctant to attend.

A lack of culturally relevant curriculum or support staff can negatively affect students' connection to school.

7. Inconsistent Follow-Up and Support

Systems
Schools may lack bilingual attendance outreach, home visits, or culturally competent support services.

Interventions may not be personalized or communicated in ways that resonate with families' values or needs.

8. Transportation Barriers
Families in certain neighborhoods may lack reliable access to transportation or live outside the school bus radius.

Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

1.1 Comprehensive Needs Assessment

FOR ALL TITLE I ELEMENTS, PLEASE SEE ATTACHED ADDENDUM.

Community Outreach Activities

Activity	Date	Lesson Learned
Back to School Ice Cream Social	August 6, 2026	
Family Art Night	September, November, January, April	
Character Parade	October 22, 2026	
Fall Carnival	October 29, 2026	
Movie Night	December 17, 2026	
Family Bingo Night	February 18, 2027	
School Dance	March 18, 2027	
Fun Run	May 13, 2027	
End of the Year Family Picnic	June 3, 2027	