Washoe County School District

Elizabeth Lenz Elementary School

Classification: 5 Star School

2026-2027 School Improvement Plan

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Mission Statement

We are committed to providing a safe and positive environment where students are inspired to learn, grow, and persevere.

Vision

We believe in the potential of every child to succeed in the life path they choose.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

According to the 2026-27 SBAC data, Lenz showed many strengths in both ELA and Math.

ELA:

Overall, 77% if students were proficient, maintained from the previous year.

3rd Grade: 76% of students were proficient in the 2025-26 school year.

4th Grade: 77% of students were proficient maintained from 2024-25.

5th Grade: 79% of students were proficient compared with 74% in 2024-25

The Median SGP was 52.5 compared to 48.5 in 2024-25

60% of special education students were proficient compared to 52% in 2025-26.

Math:

Overall, 76% of students were proficient in math compared with 75% in 2025-26

3rd Grade: 80% of students were proficient.

4th Grade: 78% of students were proficient.

5th Grade: 72% of students were proficient compared with 67% in 2025-26

The Median SGP was 59.2 compared to 46 in 2025-26

54%% of special education students were proficient compared to 46 in 2025-26

Areas for Growth

Student success for Lenz during the 2025-26 school year showed improved proficiency and growth in both ELA and Math. However, there is always room for improvement with growth for both subjects especially in closing the opportunity gap in Math.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Access to the curriculum due to language barrier	We will work closely with our English Language Facilitator to implement effective strategies to support our second language learners.
Foster/Homeless	Students may lack consistency in their lives outside of school.	We will provide a positive environment with routines and structure to ensure students experience consistency at school.

Student Group	Challenge	Solution
Free and Reduced Lunch	Students may come to school tired and/or hungry	We will reach out to families to offer support and resources.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Students may not feel connected to school and peers.	We will focus on continuing to build a culture of acceptance, inclusion, and tolerance through modeling, SEL, PBIS, and counseling lessons.
Students with IEPs	Teachers not knowing how best to support students on IEPs.	SPED staff will work closely with classroom teachers to ensure all staff are supporting students' goals per their IEPs and using effective instructional strategies to scaffold instruction appropriately.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	According to SBAC data from 2025-26, only 37.5% of students are on track to catch up in Math.	Consistency of common assessments Tier 1 instructional practices Lack of consistency with teacher clarity around expectations for student learning.

★ = Priority

Adult Learning Culture

Areas of Strength

Grade-level teams work cooperatively together and get along well. They are diligent about timeliness and engage fully to maximize time together.

According to the Staff Climate Survey from 2025-26, Lenz has many areas of strength, several improving from the previous school year:

Expectations of Success = 98%, up 5%

Fairness and Respect = 83% up 8%

Safety = 97%

Staff-Student Relationships = 96%, up 4%

Student Behaviors = 98%, up 2%

Areas for Growth

The adult learning culture at Lenz Elementary School demonstrates a commitment to student learning and professional growth. PLCs were held weekly throughout the 2025-26 school year with time and space allocated for addressing concerns, discussing students, and collaborative planning. Having this system in place has set us up for moving into a more purposeful use of time that will focus on backward planning using essential standards, student data, and teacher clarity.

MTSS was well organized and systematic with a consistent team meeting weekly to discuss both tier 2 and tier 3 students by grade level.

Our continued proficiency can be attributed to these processes.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Staff may not be trained to fully support second language learners	Ensure that the English Language Facilitator assigned to Lenz is accessible, working directly with staff and providing the necessary tools to help teachers support our EL students.
Foster/Homeless	Staff may not know or understand about students who are either homeless or in a foster situation.	Make sure staff are aware of students' situations so that they can provide additional support at school and emotional support as needed. Continue to work in PLCs using an equity lens for all students.

Student Group	Challenge	Solution
Free and Reduced Lunch	Staff may not know or understand a student's situation such as coming to school hungry.	Make sure staff are aware of students' situations so that they can provide additional support at school and emotional support as needed. Continue to work in PLCs using an equity lens for all students.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Since Lenz has a predominantly white, middle to upper class population, new zoning has increased the diversity and staff who have been here for more than 5 years are experiencing a shift in mindset around our minority students.	There is a focus on using an equity lens in everything we do. We are working to eliminate certain phrases when talking about students for example, using low/high for academics. We focus on individual students to ensure there are high expectations for all, while also remembering that different kids need different approaches in order to fully access the curriculum. Equity doesn't mean equal or the same.
Students with IEPs	Lenz staff are strong in the belief that we all share the responsibility for all our students, especially those with IEPs, however, there is still room for improvement around knowing and supporting individual student goals.	Administration and special education staff work closely with classroom teachers, providing IEPs at a glance, checking in, adjusting schedules, etc. The expectation is that everyone supports every child with both academics and behavior.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	Now that the PLC process has been established amongst all grade levels, we will be able to focus on current data, assessments, specific student needs, planning, etc.	Lack of progress monitoring systems and effective instructional materials for students performing below grade level.

★ = Priority

Connectedness

Areas of Strength

In 2025/26 Lenz had 7.26% chronic absenteeism, up slightly from 6% in 2024/25

Staff build strong relationships with students.

SEL is built in throughout the day.

According to the Student Climate Survey, Lenz improved in the following areas:

Adult Respect = 88%, up 1

Adult Support =88%, up 2

Participation = 86%, up 8

Student Voice = 67%, up 6

Areas for Growth

Lenz is a strong community where students, staff, and families feel connected. In 2025/26 Lenz had 7.26% chronic absenteeism, up slightly from 6% in 2024/25. Visitors often comment on the atmosphere they feel when they enter the building. Students are kind and friendly and staff care deeply for every student.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Families may feel intimidated participating due to language barrier.	Provide translator as needed, translate communication that goes home. We get to know our families personally to help them feel more comfortable.

Student Group	Challenge	Solution
Foster/Homeless	Students may not participate due to financial constraints Students may not have access to technology at home	We offer scholarships for activities that cost money, such as field trips and fundraisers, to ensure all students can engage in all activities. Many activities are free of charge. Homework does not ever require the use of technology, students learn tech systems as school, during the school day. Parent communication is accessible on any device including a cell phone.
Free and Reduced Lunch	Students may not participate due to financial constraints Students may not have access to technology at home	We offer scholarships for activities that cost money, such as field trips and fundraisers, to ensure all students can engage in all activities. Many activities are free of charge. Homework does not ever require the use of technology, students learn tech systems as school, during the school day. Parent communication is accessible on any device including a cell phone.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Families may not feel connected to the school.	The expectation is that we know every student by name and teachers get to know every family to ensure they are included, welcomed and feel valued. We are also continuously improving practices around acceptance and inclusion.
Students with IEPs	Parents may feel there is a stigma around special education and/or not understand the technical language.	We provide a block of time each day where all students are doing different things dependent on their needs. Students with IEPs get the SDI minutes during this time and are never pulled out of Tier 1 instruction. During IEP meetings sped staff explains the reports/ and IEPs in parent friendly language and make it a priority to answer questions the parents have.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	While Lenz is a strong community, there is always room for improvement around ensuring all stakeholders feel connected to school. According to the Parent Climate Survey, 86% of families perceive Lenz as a supportive place, this is 3% below the average for WCSD elementary schools.	Chronic Absenteeism Increase in economic diversity

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	According to SBAC data from 2025-26, only 37.5% of students are on track to catch up in Math.	Consistency of common assessments Tier 1 instructional practices Lack of consistency with teacher clarity around expectations for student learning.
2 ★	Now that the PLC process has been established amongst all grade levels, we will be able to focus on current data, assessments, specific student needs, planning, etc.	Lack of progress monitoring systems and effective instructional materials for students performing below grade level.
3 ★	While Lenz is a strong community, there is always room for improvement around ensuring all stakeholders feel connected to school. According to the Parent Climate Survey, 86% of families perceive Lenz as a supportive place, this is 3% below the average for WCSD elementary schools.	Chronic Absenteeism Increase in economic diversity

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **Curriculum Based Measures**
- [x] **I-Ready**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **Nevada Alternate Assessment (NAA)**
- [x] **Nevada State Performance Framework (NSPF)**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **Tier I Instructional Materials Assessments**
- [x] **Other**

Adult Learning Culture

- [x] **Master schedule**
- [x] **Professional Development Agendas**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**
- [x] **Teacher evaluation**
- [x] **Teacher retention**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **PBIS/MTSS data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

By the end of the 2026-27 school year, 4th and 5th students will improve the growth percentage on SBAC by 5%.

Formative Measures: SBAC

Improvement Strategy 1

iReady

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	All students will fully access Tier 1 Math curriculum using Reveal Math, and participate in common assessments focused on WCSD-identified essential standards Interventions around iReady data iReady resources for intervention	Teachers, Dean, Principal	End of 26-27SY	

Position Responsible: Teachers, Dean, Principal

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	According to SBAC data from 2025-26, only 37.5% of students are on track to catch up in Math.	Consistency of common assessments Tier 1 instructional practices Lack of consistency with teacher clarity around expectations for student learning.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

All (100%) of teachers will engage in collaborative planning to create learning intentions to clearly communicate goals and objectives for 100% of students as measured by walkthrough data and student responses.

During the 2026-27 school year, grade level teams will engage in consistent PLC cycles to include backward planning around essential standards and assessment analysis to meet individual student needs.

Formative Measures: PLC Notes

Improvement Strategy 1

PLCs

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will be provided designated time during the school week, outside of their prep time to engage in meaningful PLC practices guided by preset agendas and support to collaborate around student learning goals. During the 2026-27 school year, grade level teams will engage in consistent PLC cycles to include backward planning around essential standards and assessment analysis to meet individual student needs.	Teachers, Dean, Principal	End of 26-27SY	

Position Responsible: Teachers, Dean, Principal

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	Now that the PLC process has been established amongst all grade levels, we will be able to focus on current data, assessments, specific student needs, planning, etc.	Lack of progress monitoring systems and effective instructional materials for students performing below grade level.

Inquiry Area 3

Connectedness

SMART Goal 1

Lenz ES will see an increase on the parent climate survey in family efficacy by 5%, and an increase in learning behaviors by 5%.

During the 2025-26 school year, staff will work with families to ensure they feel welcome and create goals with parents to include them in the education of their child/children.

Formative Measures: Parent Climate Survey, Conference attendance and notes, parent feedback

Improvement Strategy 1

Family Engagement

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	During parent/teacher conferences, teachers will share current and relevant data with parents and include them in setting educational goals to support their children. During the 2025-26 school year, staff will work with families to ensure they feel welcome and create goals with parents to include them in the education of their child/children.	Teachers, LF, Principal	End of 26-27SY	

Position Responsible: Teachers, LF, Principal

Evidence Level

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	While Lenz is a strong community, there is always room for improvement around ensuring all stakeholders feel connected to school. According to the Parent Climate Survey, 86% of families perceive Lenz as a supportive place, this is 3% below the average for WCSD elementary schools.	Chronic Absenteeism Increase in economic diversity

Community Outreach Activities

Activity	Date	Lesson Learned
Meet and Greet	8-7-26	Good turn out with new day/time being Friday afternoon. Teachers also felt more prepared.
Back to School Night	8-18-26	If doing a meet and greet, attendance is low for this event. Consider choosing one.
Movie Night	9-11-26	Great turn out!
Carnival	9-20-26	Successful event.
Jog-a-Thon	10-23-26	
Trunk-or-Treat	10-27-26	
STEAM Night	11-17-26	
VIP and Me	11-18-27	
Canvas and Cookies	12-1-26	
STEAM Night	4-13-27	
Grands and Goodies	4-14-27	
Grand Gala	4-24-27	
Aces Night	May - TBD	