Washoe County School District



Elmcrest Elementary School

Classification: 2 Star School

Title I, CSI

2026-2027 School Improvement Plan

District Approval Date:
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Mission Statement

Elmcrest students show up every day by being safe, respectful, and independent learners who think critically, make responsible choices and take pride in their growth.

Vision

Elmcrest encourages every child to feel a sense of belonging and inclusion while growing as responsible, independent learners.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

Fourth-grade mathematics demonstrated overall proficiency increased from 31% to 38%, with Hispanic students making a gain from 6% to 32% proficient.

Fifth-grade English Language Arts showed an overall proficiency increased from 35% to 49%.

Areas for Growth

In SBAC ELA proficiency, Elmcrest students scoring in level 3 increased from 23% to 24%, showing a need to improve in this area.

In SBAC Math proficiency, Elmcrest students scoring in level 3 increased from 23% to 24%, showing a need to improve in this area.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language Barrier	Dedicated language lessons by EL TA
Foster/Homeless	Attendance concerns	School Social Worker providing community supports
Free and Reduced Lunch	Hunger	Free breakfast, lunch and snacks on campus
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Cultural differences	SEL lessons with counselor, awareness of teachers of other cultures & encouragement to incorporate new cultures into their classrooms.
Students with IEPs	Learning difficulties	IEP are needs based, based off of student data collected during the current year. Students with IEPs are serviced by licensed special education teachers to meet their individualized goals.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	State assessment 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.
2 ★	State assessment 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

On the Elmcrest staff climate survey, 91% report they agree or strongly agree that there is a sense of teamwork among all school staff, which is an increase of 6 points from the 2024-2025 school year.

Areas for Growth

Parent involvement is an area our staff climate survey shows is an opportunity for growth. The area that can use the most improvement is communicating with parents how they can support their child's learning at home.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Families of English learners may not be able to communicate with school personel.	Teachers will engage in PD around strategies to work with students who are English Learners. Staff can access translation services to support written communication with families.
Foster/Homeless	Families experience instability in their living spaces making it difficult to get students to school consistently.	Teachers collaborate with school counselor and school social worker to improve attendance on a case-by-case basis.
Free and Reduced Lunch	Families and school persons may not communicate about students' eating routines.	Students eat breakfast in the classroom under teacher supervision. Teachers have snacks for students throughout the day.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Families may not know how to support the American school system.	Teachers will learn about the different cultures in their classrooms, and collaborate to include them into their curriculum. Teachers will communicate how to support students at home.
Students with IEPs	Parents may not know how to support their students' learning if they have an IEP.	Professional Development for staff to work with students who benefit from IEPs in order to best meet their individual needs. Continuous PD for staff to communicate with families regarding support for their students with IEPs.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	Teachers need to be provided specific strategies to engage students who are English learners in their Tier 1 instruction.	Lack of focused plan for professional development for EL strategies for Tier 1 instruction.
2 ★	State assessment 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

Connectedness

Areas of Strength

Elmcrest's 2026 student climate data showed 84% of students agree or strongly agree that there are "lots of chances for students to get involved in sports, clubs and other school activities outside of class".

Areas for Growth

According to the student climate survey for the year 2025-2026, 68% of students say it is easy or very easy to get along with classmates. We would like this to improve to 75% or higher on the 2026-2027 survey.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Due to language, students and families may not understand how to get involved or communicate with classmates.	Work with English Language Facilitator to ensure we offer clubs all students would enjoy and have access to. Ensure to use translation services for permission slips and parent communication.
Foster/Homeless	Transportation difficulties for after school activities.	Work with school social workers to find rides for bus riding only students if they wanted to participate in after school extra-curricular activities.
Free and Reduced Lunch	Need for snacks during an after school activity.	Snacks are provided for all extra-curricular activities.
Migrant/Title1-C Eligible	NA	
Racial/Ethnic Minorities	Students may not understand cultural norms in the area of clubs, activities and working with other students.	Work with staff to ensure we offer clubs all students would feel welcome in. Ensure staff understands how different cultures work together in different settings.
Students with IEPs	Students may need accommodations for communication and participation according to their IEP needs and goals.	Work with case managers to ensure students with IEPs would be able to have necessary accommodations during clubs and sports.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Among our students, 16% are chronically absent from school.	Lack of professional development in the area of differentiated student engagement for specific groups of students, such as students on IEPs or students who are learning English as a Second Language.
2 ★	State assessment 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

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Teachers need to be provided specific strategies to engage students who are English learners in their Tier 1 instruction.	Lack of focused plan for professional development for EL strategies for Tier 1 instruction.
2 ★	State assessment 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.
3 ★	Among our students, 16% are chronically absent from school.	Lack of professional development in the area of differentiated student engagement for specific groups of students, such as students on IEPs or students who are learning English as a Second Language.
4 ★	State assessment 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] **Early reading assessment results**
- [x] **End-of-Unit Assessments**
- [x] **Local benchmark, common assessments, diagnostic assessments, or interim assessments data**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **Nevada Alternate Assessment (NAA)**
- [x] **Nevada State Performance Framework (NSPF)**
- [x] **Student Climate Survey, Student Voice**
- [x] **Tier I Instructional Materials Assessments**
- [x] **WIDA ACCESS for ELLs**
- [x] **WIDA Alternate ACCESS (WAA)**
- [x] **Other**

Adult Learning Culture

- [x] **Lesson Plans**
- [x] **Master schedule**
- [x] **Professional Development Agendas**
- [x] **Professional learning communities (PLC) data/agenda/notes**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Community surveys and/or other feedback**
- [x] **PBIS/MTSS data**
- [x] **Perception/survey data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

AB 335 EL Goal: By the end of the school year 2026-27, 25% of EL students at Elmcrest Elementary will increase their language proficiency composite score by .5 or one achievement level as measured by the state's yearly ELPA, ACCESS

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

Improvement Strategy 1

i-Ready - PLC's

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	* WIDA Overview PL on Language Acquisition	EL Facilitator & Administrator	SY 2026-27	
2	* ELF with a focus around building staff capacity * o Strategic placement of ELs in small population EL schools in one classroom at each grade level, if possible, to maximize time spent in classrooms * o Infusion of ELF into PLCs * o Co-teaching cycles with ELF implemented based on student/staff needs * o Reflection on impact of ELF Model using ELD Language Learning Walk Tool to discuss with leadership team.	EL Facilitator & Administrator	SY 2026-27	
3	Deep data dive to identify skills focus for each student * o Strategic placement of ELs on trajectory to exit with teachers who are highly trained in the skill/domain that matches needed language skill for exiting. * o Goal session with each student * o Language focus on artifacts when in PLC to check on targeted student progress	EL Facilitator & Administrator	SY 2026-27	

Evidence Level

Level 2: Moderate:
PLC's

Level 3: Promising:
i-Ready

Problem Statements: Student Success 2

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
2	State assessment 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

In the 2027 Spring SBAC students will increase proficiency in both ELA and Math by 5%.

Formative Measures: iReady assessment data

Improvement Strategy 1

i-Ready

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	iReady teacher led resources for intentional Tier 1 differentiated instruction. Action steps: -Do iReady Diagnostics - Uninterrupted scheduling of Tier 1 instructional blocks - Creating small groups based on iReady data - Scheduled 45 minutes per week of iReady for each student -Part time licensed interventionist hired, small groups intentionally targeted to improve skills. - Time for teachers and specialists to collaborate and make unified plan for students to practice SBAC questions and utilize iReady data across classes and subject areas.	Dean of Students	SY 2026-27	

Position Responsible: Dean of Students

Resources Needed: 1003a: Before/After School Tutoring Hours (Intervention)

Certified Hourly Teachers to provide academic intervention after school.

ESSA Evidence Level 3

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1 - Adult Learning Culture 2 - Connectedness 2

Status Checks

November	February	May

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	State assessment 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 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
2	State assessment 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 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
2	State assessment 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

Elmcrest teachers will be provided 20 hours of professional development in the areas of MTSS, writing, and EL teaching strategies to improve their lesson planning and instruction in the 26-27 school year.

Formative Measures: Walk through data forms with feedback for teachers, observational data

Improvement Strategy 1

i-Ready PLC and Teacher Clarity

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Schedule the following days for PD: 3 teacher work days built into schedule, 3 onsite PD days, totaling 10 hours. - Do iReady Diagnostics -iReady training for teachers, specifically in the area of Teacher led lessons - Modeled use of iReady teacher led lessons & resources - Clarification for teachers through Professional Development of classification of iReady resources (Tier 1, 2 or 3)	Site Administrator	SY 2026-27	

Position Responsible: Site Administrator

Evidence Level

Level 2: Moderate:
PLC

Problem Statements: Student Success 1 - Adult Learning Culture 1, 2 - Connectedness 2

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	State assessment 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 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Teachers need to be provided specific strategies to engage students who are English learners in their Tier 1 instruction.	Lack of focused plan for professional development for EL strategies for Tier 1 instruction.
2	State assessment 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 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
2	State assessment 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 3 Connectedness

SMART Goal 1

Elmcrest ES will decrease chronic absenteeism from 15% to 12% for the 26-27 school year.

Formative Measures: Attendance data review every two weeks, case management system for students approaching or in chronic absenteeism

Improvement Strategy 1

SEL

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	SEL Implement professional development plan to help teachers target specific student needs, guidance lessons with new counselor, Student Action Committee for student feedback. Action Steps: - Counselor and teachers collaborate to review specific survey questions with students to ensure understanding. - Explain to students' vocabulary used in surveys like "most", "seems", "happy" and "feel". - Implement Student Advisory Committee. - Continue attendance rewards for students. - Guidance lessons with school counselor.	Counselor	SY 2026-27	

Position Responsible: Counselor

Evidence Level

Level 1: Strong:
SEL

Problem Statements: Student Success 1 - Adult Learning Culture 2 - Connectedness 1, 2

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	State assessment 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 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
2	State assessment 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 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Among our students, 16% are chronically absent from school.	Lack of professional development in the area of differentiated student engagement for specific groups of students, such as students on IEPs or students who are learning English as a Second Language.
2	State assessment 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.

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 ADENDUM.

Schoolwide and Targeted Assistance Title I Elements Personnel

Name	Position	Program	FTE
Katie Furman	Intervention Teacher	Elementary Reading	0.6

Community Outreach Activities

Activity	Date	Lesson Learned
Back to School Night	8/6/2026	Preview before school starts is well attended
Title 1 Parent Meeting	8/6/2026	Run this meeting/presentation prior to BTSN is well attended
Trunk or Treat	10/22/2026	Families enjoy fun events with their children
Parent Teacher Conferences	10/23 - 10/29/2026	Offering a variety of times helps connect families with teachers.
STEM Night	April 2027	Families enjoy fun events with their children.
Open House	May 2027	Parents want to see what their children are doing in school.
Dragon Dash	May 2027	Fun fundraiser for a common goal - students all participate regardless of fundraising participation.