Washoe County School District

Esther Bennett Elementary School

Classification: 2 Star School

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

2026-2027 School Improvement Plan

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Comprehensive Needs Assessment

Student Success

Areas of Strength

This year our typical ELA median growth percentage was 127%. Our overall ELA percentage of students who are mid or above grade level is the highest it has been in three years at 26%. 93% percent of our kindergarten students were on or above grade level based on the end of year diagnostic, which is helping to build a solid reading foundation for the next year(s).

Areas for Growth

Three-year trend data indicates that while a majority of students are achieving typical growth, the proportion meeting proficiency has not increased.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Overall, our EL students are not meeting their typical growth goals as compared to non-EL students.	Use strategic grouping to maximize student engagement and learning, increase opportunities for meaningful classroom discourse, and support all students in speaking using complete sentences to strengthen their communication and academic language skills.
Foster/Homeless	A high percentage of our student absences are within this category, reducing their instructional time.	Implement daily attendance incentives, ensure reliable transportation options, and conduct home visits to strengthen family connections and address barriers, all working together to improve student attendance and engagement.

Student Group	Challenge	Solution
Free and Reduced Lunch	Over a three-year period, most students are demonstrating typical growth; however, the percentage reaching proficiency has remained unchanged.	Focus instruction and interventions on accelerating growth for students below proficiency through targeted, standards-aligned support, while increasing the frequency of data-driven conversations with teachers and support staff based on common assessment results to guide instructional decisions.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	A small percentage of our Hispanic or Latino students are not meeting their typical growth goals as compared to non-Hispanic and Latino students.	Use strategic grouping to enhance student learning, increase opportunities for meaningful classroom discourse, and support students in consistently speaking in complete sentences to strengthen communication and academic language skills.
Students with IEPs	A higher percentage of our students with an IEP are meeting their typical growth, but not all are meeting their stretch growth.	Design schedules that minimize the loss of Tier 1 classroom instruction while increasing opportunities for resource staff to collaborate effectively with general education teachers, ensuring more cohesive and supportive instruction for all students.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Not enough students are meeting proficiency.	Although teachers have improved in analyzing student data, we need to strengthen how we use that data to guide instruction and interventions.
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

The master schedule provides 60 minutes each week for grade-level PLC collaboration. Teachers use a structured tool aligned to the four dimensions of Teacher Clarity—organization, explanation, examples and guided practice, and assessment—to unpack standards, set learning intentions, and define success criteria. This process supports focused, data-driven discussions on student performance and effective language strategies to improve instruction and outcomes.

Based on our Staff Climate Survey data, staff reported exceptionally positive relationships with students, with 98% favorable responses overall. Staff overwhelmingly agreed that they care about every student, listen to students' ideas and opinions, and ensure students have trusted adults they can turn to for support. This reflects a strong culture of connection, belonging, and student-centered support that exceeds district and elementary school averages.

Areas for Growth

Classroom walk-throughs will show teachers consistently implement the four dimensions of Teacher Clarity, as evidenced by clearly posted, student facing, learning intentions and success criteria, along with student responses demonstrating understanding of what they are learning.

Based on our Staff Climate Survey data, staff reported that parent involvement emerged as the lowest-rated survey area. While staff reported meeting many parents, fewer staff members felt that parents actively support teaching efforts, seek information about helping their child learn at home, or are aware of how their child is performing in class. Strengthening family engagement opportunities, increasing two-way communication, and providing parents with accessible resources to support learning at home may help improve this area.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Teachers do not always have sufficient knowledge of what language supports are necessary for their English Language Learners.	EL teachers will participate in PLCs with grade level teachers to support conversations around language supports and strategies.
Foster/Homeless	Allowing students to build ownership of their learning and build academic confidence by providing rubrics and exemplars that shows exactly what success looks like.	Strong PLCs will accelerate achievement for marginalized populations of students.

Student Group	Challenge	Solution
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Allowing students to build ownership of their learning and build academic confidence by providing rubrics and exemplars that shows exactly what success looks like.	Strong PLCs will accelerate achievement for marginalized populations of students.
Students with IEPs	Teachers do not always have sufficient knowledge of what additional supports are necessary for their students with IEPs.	Time will be provided for Special Education Teachers to check in during grade level PLCs to support students with IEPs.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	There continues to be limited teacher clarity regarding academic expectations aligned to standards.	There is inconsistency in the systematic, collaborative unpacking of academic standards into clear daily learning objectives and defined success criteria, resulting in variation across classrooms.

★ = Priority

Connectedness

Areas of Strength

We have established a strong system of weekly meetings among administration, the counselor, social worker, and truancy officer to monitor student attendance. When needed, we conduct home visits and provide individualized incentives for students who are chronically absent. To take a more proactive approach, we implemented a schoolwide attendance system designed to identify and support students before they become chronically absent. Our schoolwide incentive program is built around the HERO acronym: Here, Every day, Ready, and On time.

Areas for Growth

Despite having attendance systems in place, our rate of chronic absenteeism did not significantly improve from the previous year. There is a need to more intentionally engage our community and educate families about the importance of regular school attendance. We will continue to utilize our outreach platforms to keep families informed about attendance rates, while emphasizing the benefits of consistent attendance and monitoring student progress. Additionally, teachers will increase communication with families when a student's absences begin to rise, ensuring they understand the academic impact of missed instruction. Establishing adult mentors for chronically absent students may also strengthen students' sense of connection to school by fostering supportive, caring relationships.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Ensuring all attendance communications are accessible to every family across all home languages.	Use two-way communication platforms, such as ClassDojo, that offer AI-supported translation, enabling teachers and families to communicate effectively in their home languages.
Foster/Homeless	Encouraging families to prioritize attendance despite competing daily needs such as food, housing, and basic necessities.	Provide each student with a trusted adult mentor for regular check-ins and support.

Student Group	Challenge	Solution
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Closing the representation gap so all students experience a strong sense of belonging.	Integrate diverse perspectives and materials into the curriculum so students see themselves reflected, fostering a stronger sense of connection and increasing their engagement and desire to attend school.
Students with IEPs	Ensuring students are not discouraged from attending school when they find it challenging.	Setting clear goals and providing targeted support that meets students where they are to promote instructional growth.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Despite established attendance systems, chronic absenteeism rates have remained largely unchanged, highlighting a need for more intentional family engagement, clearer communication about the importance of daily attendance, and stronger relationship-based supports to increase student connection and consistent participation.	Limited, intentional engagement with families and a lack of shared understanding about attendance expectations and barriers have led to systems that do not fully address competing family priorities, communication gaps, or students' sense of connection to school.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Not enough students are meeting proficiency.	Although teachers have improved in analyzing student data, we need to strengthen how we use that data to guide instruction and interventions.
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 ★	There continues to be limited teacher clarity regarding academic expectations aligned to standards.	There is inconsistency in the systematic, collaborative unpacking of academic standards into clear daily learning objectives and defined success criteria, resulting in variation across classrooms.
4 ★	Despite established attendance systems, chronic absenteeism rates have remained largely unchanged, highlighting a need for more intentional family engagement, clearer communication about the importance of daily attendance, and stronger relationship-based supports to increase student connection and consistent participation.	Limited, intentional engagement with families and a lack of shared understanding about attendance expectations and barriers have led to systems that do not fully address competing family priorities, communication gaps, or students' sense of connection to school.

★ = 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] **End-of-Unit Assessments**
- [x] **I-Ready**
- [x] **Smarter Balanced (SBAC)**

Adult Learning Culture

- [x] **Communications data**
- [x] **Lesson Plans**
- [x] **Master schedule**
- [x] **Professional Development Agendas**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **School department and/or faculty meeting discussions and data**
- [x] **Teacher evaluation**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [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 2026-27 school year, 80% of English Learner students at Bennett Elementary School who are projected to meet English learner exit criteria based on their 2025-26 ACCESS assessment scores will successfully achieve reclassification (exit status) by meeting or exceeding the required proficiency levels in speaking, listening, reading, writing, and composite domains.

Formative Measures: Language Walkthrough data, i-Ready Diagnostics, Tools for Instruction, Personalized Learning, Literacy Tasks, Weekly Assessments

Improvement Strategy 1

MTSS: Provide systematic, explicit instruction in academic language structures (sentence frames, discourse moves, grammar patterns and Tier 2 vocabulary) across all content areas. Teach language structures such as compare/contrast, cause/effect and claim evidence. Pre-teach vocabulary before complex test exposure.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	ELF and EL teacher will provide support to grade level teams during PLCs to identify appropriate language strategies to be incorporated during classroom instruction	Administration, on site coaches, teachers	SY 2026-27	
2	Classroom teachers will implement language strategies within their Tier 1 instruction to support language development for EL students	Administration, on site coaches, teachers	SY 2026-27	

Position Responsible: Administration, on site coaches, teachers

Resources Needed: Dedicated PLC time, Walkthrough data

Evidence Level

Level 3: Promising:
MTSS

Problem Statements: Student Success 2

Status Checks

November **February** **May**

Improvement Strategy 2

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

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	ELF and EL teacher will provide support to grade level teams during PLCs to identify appropriate language strategies to be incorporated during classroom instruction	Administration, on site coaches, teachers	SY 2026-27	
2	Classroom teachers will implement language strategies within their Tier 1 instruction to support language development for EL students	Administration, on site coaches, teachers	SY 2026-27	
3	EL teachers will identify which EL students need small group versus co-teaching models in the general education classroom	Administration, on site coaches, teachers	SY 2026-27	

Position Responsible: Administration, on site coaches, teachers

Resources Needed: Dedicated PLC time, Walkthrough data

Evidence Level

Level 3: Promising:
MTSS

Problem Statements: Student Success 2

Status Checks

November **February** **May**

Improvement Strategy 3

MTSS: Participate in Learning Walks with Department of ELD.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Walkthroughs will incorporate areas of strength and growth for EL student language development.	Administration, on site coaches, teachers	SY 2026-27	
2	Walkthrough feedback shared with classroom and EL teachers to move language practices forward	Administration, on site coaches, teachers	SY 2026-27	
3	EL teachers will participate in their own department PLCs to continue to strengthen their coaching capacity to help support classroom teachers	Administration, on site coaches, teachers	SY 2026-27	

Position Responsible: Administration, on site coaches, teachers

Resources Needed: Walkthrough data

Evidence Level

Level 3: Promising:
MTSS

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

Increase percentage of K-5 students, scoring one grade level or more below, making stretch growth on

end of year i-Ready ELA diagnostic by 5 percentage points.

Formative Measures: Walkthrough data, i-Ready ELA domain data, i-Ready ELA growth measures, weekly assessments and student work.

Improvement Strategy 1

Establish weekly grade-level PLC time anchored in a structured literacy block, with structured protocols for examining student work and calibrating instructional moves across foundational skills (phonemic awareness, phonics, fluency) vocabulary and language comprehension.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement structured weekly PLC meetings with explicit agendas to discuss student data around foundation skills to make appropriate instructional adjustments	Administration, on site coaches, teachers	SY 2026-27	
2	On site coaches and administration will support PLCs to discuss instructional moves including resources, development of interventions and small group support	Administration, on site coaches, teachers	SY 2026-27	

Position Responsible: Administration, on site coaches, teachers

Resources Needed: Dedicated PLC time, walkthrough data

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

Certified Hourly Teachers to provide academic intervention after school.

ESSA Evidence Level 3

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

Implement a high-quality literacy coaching cycle leveraging, Instructional Coaches, English Learner Facilitators, and other instructional leaders at the site to support strong consistent

science of reading practices in every classroom.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	On site coaches will support PLCs by serving as a collaborative partner who helps teams focus on student learning, data-driven decision-making, and effective instructional practices	Administration, on site coaches, teachers	SY 2026-27	
2	On site coaches will facilitates meaningful dialogue, guide the analysis of student data, and helps teachers identify trends, gaps, and strengths in learning	Administration, on site coaches, teachers	SY 2026-27	
3	On site instructional coach will provide research-based strategies, model instructional techniques, and encourage reflective practice to strengthen instructional alignment and consistency across classrooms	Administration, on site coaches, teachers	SY 2026-27	

Position Responsible: Administration, on site coaches, teachers

Resources Needed: Dedicated PLC time, walkthrough data

Evidence Level

Level 2: Moderate:
PLC's

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1

Status Checks

November	February	May

Improvement Strategy 3

Analyze data to identify student strengths and skill deficits to provide targeted small group instruction focused on specific foundational reading skills and comprehension needs.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	On site coaches will support PLCs by serving as a collaborative partner who helps teams focus on student learning, data-driven decision-making, and effective instructional practices	Administration, on site coaches, teachers	SY 2026-27	
2	On site coaches will facilitates meaningful dialogue, guide the analysis of student data, and helps teachers identify trends, gaps, and strengths in learning	Administration, on site coaches, teachers	SY 2026-27	
3	On site instructional coach will provide research-based strategies, model instructional techniques, and encourage reflective practice to strengthen instructional alignment and consistency across classrooms.	Administration, on site coaches, teachers	SY 2026-27	
4	On site coaches and administration will support PLCs to discuss instructional moves including resources, development of interventions and small group support	Administration, on site coaches, teachers	SY 2026-27	

Position Responsible: Administration, on site coaches, teachers

Resources Needed: Dedicated PLC time, walkthrough data

Evidence Level

Level 2: Moderate:
PLC's

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
1	Not enough students are meeting proficiency.	Although teachers have improved in analyzing student data, we need to strengthen how we use that data to guide instruction and interventions.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

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

Formative Measures: Student work samples, formative assessment data, PLC notes, walkthrough data

Improvement Strategy 1

Professional Learning Communities (PLCs) (Level 2 Moderate)

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Require teachers to post, reference, and revisit learning intentions and success criteria throughout the lesson	Administration, on site coaches, teachers	SY 2026-27	
2	Provide professional learning on: Writing rigorous, standards-aligned learning intentions and designing success criteria that are observable and measurable	Administration, on site coaches, teachers	SY 2026-27	
3	Ensure all lessons include: A standards- aligned learning intention (what students are learning) and clear, measurable success criteria that are observable and measurable	Administration, on site coaches, teachers	SY 2026-27	

Position Responsible: Administration, on site coaches, teachers

Resources Needed: Walkthrough form, Teacher Evaluation Rubric

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	There continues to be limited teacher clarity regarding academic expectations aligned to standards.	There is inconsistency in the systematic, collaborative unpacking of academic standards into clear daily learning objectives and defined success criteria, resulting in variation across classrooms.

Inquiry Area 3

Connectedness

SMART Goal 1

Students identified as chronically absent in the prior school year will reduce their absentee rate by 4% by the end of the current school year.

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

Improvement Strategy 1

PBIS: Mentoring and Student Connection Supports

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Schedule regular mentor check-ins (weekly or bi-weekly) to monitor attendance, set goals, and address barriers.	Administration, Counselor, Social Worker	SY 2026-27	
2	Create opportunities to recognize and celebrate attendance improvement and positive engagement.	Administration, Counselor, Social Worker	SY 2026-27	
3	Assign staff mentors to students identified as at risk, with clearly defined caseloads and expectations.	Administration, Counselor, Social Worker, teachers	SY 2026-27	

Position Responsible: Administrators, Counselor, Social Worker, Dean, Teachers

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
1	Despite established attendance systems, chronic absenteeism rates have remained largely unchanged, highlighting a need for more intentional family engagement, clearer communication about the importance of daily attendance, and stronger relationship-based supports to increase student connection and consistent participation.	Limited, intentional engagement with families and a lack of shared understanding about attendance expectations and barriers have led to systems that do not fully address competing family priorities, communication gaps, or students' sense of connection to school.

Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

1.1 Comprehensive Needs Assessment

For all Title 1 Elements, please see attached addendum.

2.1 School Performance Plan (SPP) developed with appropriate stakeholders

The Leadership Team, which includes staff and parents, meet twice a year to review the plan and provide feedback for making revisions.

2.2 Regular monitoring and revision

We will meet with the Leadership Team to do quarterly checks for monitoring and providing next steps.

2.3 Available to parents and community in an understandable format and language

The plan is posted on our school website for all stake holders to view. We will also share the plan with parents at Back to School Night.

2.4 Opportunities for all children to meet State standards

Tutoring opportunities are provided to students needing additional learning opportunities. Two teacher assistants are funded to support with small group intervention.

2.5 Increased learning time and well-rounded education

Tutoring opportunities are provided to students needing additional learning opportunities. Two teacher assistants are funded to support with small group intervention.

3.1 Annually evaluate the schoolwide plan

We review school wide data throughout the year to monitor SPP progress.

4.1 Develop and distribute Parent Involvement and Family Engagement Policy

Our school counselor develops a yearly calendar of events for family engagement opportunities throughout the school year.

4.2 Offer flexible number of parent involvement meetings

Our school counselor develops a yearly calendar of events for family engagement opportunities throughout the school year.

Community Outreach Activities

Activity	Date	Lesson Learned
Math Night	9/22/26	
Trunk or Treat	10/13/26	
Literacy Night	11/10/26	
Holiday Movie Night	12/15/26	
Literacy Night	1/26/27	
Science Night	2/23/27	
Math Night	3/16/27	
Literacy Night	4/17/27	
Literacy Night	5/18/27	