Washoe County School District

George Westergard Elementary School

Classification: 3 Star School

2026-2027 School Improvement Plan

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Table of Contents

Comprehensive Needs Assessment 3

Student Success 4

Adult Learning Culture 6

Connectedness 9

Priority Problem Statements 11

Data Documentation for CNA 13

Student Success 14

Adult Learning Culture 14

Connectedness 14

Inquiry Areas 15

Inquiry Area 1 : Student Success 16

Inquiry Area 2 : Adult Learning Culture 18

Inquiry Area 3 : Connectedness 20

Community Outreach Activities 22

Comprehensive Needs Assessment

Student Success

Areas of Strength

Overall, Westergard had a strong performance in ELA. This was a bright spot for Westergard.

Areas for Growth

75% of Westergard students in K-5 will meet their typical growth target in Math on the EOY iReady diagnostic. 40% of students who are two or more grade levels below on the BOY iReady diagnostic will meet their stretch target.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Increase in ELL students who do not speak English/ Tier 1 Instruction	EL assistant support/ New math curriculum with fidelity
Foster/Homeless	Absenteeism/ Tier 1 instruction	Building Relationship, Truancy Officer/ Communication Flow chart/New math curriculum with fidelity
Free and Reduced Lunch	Absenteeism/Tier 1 instruction	Building Relationship, Truancy Officer/ Communication Flow chart/New math curriculum with fidelity
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Absenteeism/Tier 1 Instruction	Building Relationship, Truancy Officer/ Communication Flow chart/New math curriculum fidelity
Students with IEPs	Student engagement with the I-ready program/ Will work with case managers to address challenges.	Building incentives into the achievement /New math curriculum with fidelity

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Students at Westergard have scored lower in Mathematics over the last 4 years as measured by SBAC. A significant percentage of the student population are struggling with "Catching up".	Westergard students are working in a new curriculum. We are waiting to see the results of this curriculum on student outcomes.

★ = Priority

Adult Learning Culture

Areas of Strength

Westergard is fortunate to have a veteran staff of educators. Staff also have a variety of outside training focused on instruction, EL support, equity and diversity.

Our Staff Climate Survey was an area of data that we used this summer. It was great to see a positive increase in Staff Collaboration, Staff-student relationships, and student behavior. We have areas of improve, in Parent Involvement and Home-School Communication. This Home-School Communication was addressed right away with our Open House before the school year started. Trying very hard to help families feel more connected right at the start of the school year.

Areas for Growth

Westergard Elementary School will implement PLCs across all grade levels. Using Du Four's 4 questions:

1) What do we want students to know? 2) How will we know if students have learned it? 3) What do we do if students don't learn it? 4) What do we do if students already learn it?

Grade level teams will focus on student learning, a collaborative culture and data driven decision making to help ensure that each student is getting targeted support.

Teachers are meeting in the library as grade level teams on Wednesdays.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Ensuring that we are using strategies that meet the needs of all learners during Tier 1 instruction; GLAD, LETRS, and UFLI strategies will be used with EL Learners.	PLC's with assistance from the EL Coordinator
Foster/Homeless	Ensuring that we are using strategies that meet the needs of all learners during Tier 1 instruction	Structured PLCs that follow the Du Four's Model
Free and Reduced Lunch	Ensuring that we are using strategies that meet the needs of all learners during Tier 1 instruction.	Structured PLCs that follow the Du Four's Model
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Ensuring that we are using strategies that meet the needs of all learners in Tier 1 Instruction.	Structured PLCs that follow the Du Four's Model

Student Group	Challenge	Solution
Students with IEPs	Ensuring that lessons are differentiated to meet the needs of all learners in Tier 1 instruction	Support from the case manager and taking part of PLCs. Team approach.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	In the past, Westergard staff did not have a consistent structure for PLCs that allows for the analysis of student data.	Westergard staff are at various stages of implementing effective PLCs. We need to establish a culture of trust and openness among staff.

★ = Priority

Connectedness

Areas of Strength

The Westergard community is tight knit and well established. Teachers and staff have taken time to build relationships over the years and can use these relationships to help build the family/school partnership. Students improved in feeling connected to adults and in feeling safe at school. Westergard has added the House System to our PBIS/SEL tool bag as a way to help students feel more connected to the school community.

Areas for Growth

Westergard Elementary School will implement a greater presence of Social Emotional Learning (SEL)/PBS (Positive Behavior Support) practices into the classroom and school environment by increasing the number of SEL practices and positive reinforcement engagement strategies used daily. The goal is to build relationships and decrease the overall percentage of Chronic Absenteeism to reflect less than or equal to 10% students chronically absent. Westergard is moving to a "House System" to help connectedness throughout our school community. This strategy will help students build relationships with staff and students whom they normally do not encounter.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Lack of appropriate SEL Skills/ Behavior concerns/Attendance concerns	SEL curriculum that is taught with Fidelity and Attendance Meetings
Foster/Homeless	Lack of appropriate SEL Skills/ Behavior concerns/Attendance concerns	SEL curriculum that is taught with Fidelity and Attendance Meetings
Free and Reduced Lunch	Lack of appropriate SEL Skills/ Behavior concerns/Attendance concerns	SEL curriculum that is taught with Fidelity and Attendance Meetings
Migrant/Title1-C Eligible	NA	
Racial/Ethnic Minorities	Lack of appropriate SEL Skills/ Behavior concerns/Attendance concerns	SEL curriculum that is taught with Fidelity and Attendance Meetings
Students with IEPs	Lack of appropriate SEL Skills/ Behavior concerns/Attendance concerns	SEL curriculum that is taught with Fidelity and Attendance Meetings

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Westergard students showed a decrease in the SEL areas of managing their emotions and utilizing social awareness strategies as shown by the student climate survey.	Cultural importance around attending school daily may have changed; Student engagement

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Students at Westergard have scored lower in Mathematics over the last 4 years as measured by SBAC. A significant percentage of the student population are struggling with "Catching up".	Westergard students are working in a new curriculum. We are waiting to see the results of this curriculum on student outcomes.
2 ★	In the past, Westergard staff did not have a consistent structure for PLCs that allows for the analysis of student data.	Westergard staff are at various stages of implementing effective PLCs. We need to establish a culture of trust and openness among staff.
3 ★	Westergard students showed a decrease in the SEL areas of managing their emotions and utilizing social awareness strategies as shown by the student climate survey.	Cultural importance around attending school daily may have changed; Student engagement

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **Grades**
- [x] **MAP Growth Assessment**
- [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 learning communities (PLC) data/agenda/notes**
- [x] **School leadership data**
- [x] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**
- [x] **Walk-through data**

Connectedness

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

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

75% of Westergard students in K-5 will meet their typical growth target in Math on the EOY diagnostic. 40% or more of Westergard students will meet their stretch target. To ensure that each and every student has access to this goal, students will be doing I-Ready during the school day. This will address students who do not have computers or internet access at home.

Formative Measures: SBAC data; iReady diagnostic growth;

Improvement Strategy 1

iReady:

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Action Steps: -Conduct weekly reviews of student usage and percentage being passed each week in iReady. -Positive weekly incentives for classes that meet target goals -Build time into the master schedule to ensure that students have time to complete required minutes.	Students, Teachers, Principal	SY 2026-27	

Position Responsible: Students, Teachers, 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	Students at Westergard have scored lower in Mathematics over the last 4 years as measured by SBAC. A significant percentage of the student population are struggling with "Catching up".	Westergard students are working in a new curriculum. We are waiting to see the results of this curriculum on student outcomes.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

By the end of the academic year, 75% of PLCs will demonstrate evidence of improved instructional practices and student outcomes based on the PLC meeting documentation and student performance data.

Formative Measures: PLC documentation; principal/LF observation notes from PLCs/ New master schedule/ New Math Curriculum for alignment

Improvement Strategy 1

PLC's:

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Action Steps: -Schedule in PLC time to ensure that each grade level can meet weekly to review data -Teachers will submit notes/agendas of their PLCs to help track progress and ensure that goals are being met. -Principal or LF will attend each PLC -Assessments and Student Data will be reviewed at PLCs to help guide instruction and next steps for interventions	Principal, LF, classroom teachers	SY 2026-27	

Position Responsible: Principal, Dean, classroom teachers

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	In the past, Westergard staff did not have a consistent structure for PLCs that allows for the analysis of student data.	Westergard staff are at various stages of implementing effective PLCs. We need to establish a culture of trust and openness among staff.

Inquiry Area 3 Connectedness

SMART Goal 1

With an increased focus on SEL/PBIS goals in the classroom and school wide, Westergard will reduce the average daily absentee rate by 2.5%. Westergard has started to use the House System as a way to help students feel more connected to our school community.

Formative Measures: PD on Harmony SEL materials; BIG Attendance Data;

Improvement Strategy 1

SEL and PBIS:

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	SEL and PBIS: -Counselor is doing weekly SEL lessons in each classroom to help teach positive expectations for Westergard -PBIS committee is meeting monthly, staff will be using PAWS to help reinforce positive behaviors. -We have a daily positive attendance winner to help create a positive climate at school -Weekly communication with families about what is happening at Westergard and help build a positive relationship with our community. -Monthly Coffee with Principal days to help meet families and meet their needs -Westergard is bringing back Student of the Month to help showcase positive actions taking place throughout the building.	Principal, Teachers	SY 2026-27	

Position Responsible: Principal, Teachers

Evidence Level

Level 2: Moderate:
SEL - PBIS

Problem Statements: Connectedness 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Westergard students showed a decrease in the SEL areas of managing their emotions and utilizing social awareness strategies as shown by the student climate survey.	Cultural importance around attending school daily may have changed; Student engagement

Community Outreach Activities

Activity	Date	Lesson Learned
Westergard Open House	August 7th, 2026	Got Positive Feedback from Parents
Back to School Night	August 12th	
PTO Meeting	9/15/26	
Coffee with the Principal	8/26/26	