Washoe County School District

Grace Warner Elementary School

Classification: 1 Star School

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

2026-2027 School Improvement Plan

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Mission Statement

The mission of Grace Warner Elementary School is to collaboratively cultivate a supportive and inclusive environment where every child is valued and encouraged to achieve their highest potential. Through the dedication of our staff, students, parents, and community, we strive to promote academic excellence, personal growth, and mutual respect, ensuring success and acceptance for all.

Vision

At Grace Warner Elementary School, our vision is to create an inclusive and nurturing environment where every child is empowered to achieve their fullest potential. Bold Steps. Big Dreams. One Pack.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

One area of strength is that students have access to i-Ready, which offers valuable Pathway intervention tools to support their learning. This, combined with regular assessments, helps identify specific learning gaps and provides personalized instruction in reading and math. The use of i-Ready has already led to notable progress, with the percentage of students two or more grade levels behind decreasing from 41% to 18% on the math end-of-year diagnostic, and from 39% to 23% on the reading diagnostic. By continuing to leverage i-Ready, creating small groups for targeted interventions, and increasing support for English learners with focused EL services and increase language in classrooms, we can further address learning gaps. Teachers can also use differentiated strategies to meet the diverse needs of students, ensuring more effective, individualized learning.

Areas for Growth

Despite recent progress in reducing the number of students performing below grade level, a significant portion of students remain behind in reading and math. While access to i-Ready provides valuable intervention tools and has contributed to a reduction in the percentage of students two or more grade levels behind, from 41% to 18% in math and from 39% to 23% in reading, gaps in foundational skills, chronic absenteeism, language barriers for English learners, and limited engagement continue to impact student progress. Additional support is needed to fully close these gaps and ensure all students are achieving at or above grade level.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	EL facilitator is on site a limited amount of time as he is split between schools.	EL assistant to be on site daily, increased use of GLAD strategies in classrooms, intentional professional development for staff around effective instructional strategies for EL students.
Foster/Homeless	CIT students' attendance, clothing for school and food	Phone calls from teachers/admin, WCSD transportation from current living area. Counselor and social worker, works with a variety of charities that help us provide for our families when in need, identifying incentives for increasing attendance and intentionality around support for families.
	Grace Warner Elementary serves a student population in which 100% of scholars qualify for Free and Reduced-Price Lunch (FRL), making the entire student body economically	Grace Warner Elementary will continue to analyze student data, monitor progress, and adjust instructional practices and supports to ensure equitable access to high-quality

Free and Reduced Lunch	disadvantaged. As a result, the goals, strategies, action steps, and supports outlined throughout this School Improvement Plan are intentionally designed to address the academic, social-emotional, and behavioral needs of all scholars while removing barriers associated with economic disadvantage.	learning opportunities and improved outcomes for all Grace Warner scholars. Through ongoing collaboration, data-driven decision-making, and targeted interventions, the school will address the diverse academic, social-emotional, and behavioral needs of every scholar.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	For Racial/Ethnic Minorities, the data indicates that while access to i-Ready and intervention supports has contributed to improved outcomes, resource inequities continue to affect student achievement. Challenges include persistent learning gaps in foundational reading and math skills, higher rates of chronic absenteeism for some student groups, and limited access to targeted academic support outside of school. In some cases, families may also face barriers related to communication, transportation, or access to educational resources that can impact student engagement and achievement.	To address these challenges, we will strategically utilize staff time and intervention resources to provide targeted small-group instruction based on i-Ready diagnostic and pathway data. Teachers will implement differentiated instructional strategies and regularly monitor progress through formative assessments to ensure students receive support aligned to their specific needs. We will also strengthen family engagement by providing clear communication about student progress and available learning supports. Additionally, intervention time will be protected within the master schedule to ensure students receive consistent academic support without missing core instruction.
Students with IEPs	Out of district students enroll with outdated IEP or no IEP documents	Teachers meet and communicate with families regularly to help to support IEP goals and identify/review areas of potential growth. Review with staff the role and goal of our sped department, including setting up an MTSS system to effectively identify scholars needing support.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	A significant challenge facing our school is that 23% of students remain two or more grade levels below their expected performance on the i-Ready end-of-year (EOY), diagnostic in reading and 18% in Math EOY Diagnostic. This indicates a persistent gap in academic achievement that requires targeted intervention to ensure all students can reach their full potential.	The root cause of 23% of students being two or more grade levels below on the EOY reading iReady Diagnostic, and 18% in math, may be influenced by a need for more targeted support, gaps in foundational skills, and variations in instructional practices. External factors, such as absenteeism also contributes. Reassessing current interventions could help better address the need, as well as setting up an effective MTSS system.
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

To strengthen our adult learning culture and improve scholar outcomes, Grace Warner will establish a collaborative professional learning system centered on high-quality instruction, continuous improvement, and collective responsibility. Professional Learning Communities (PLCs) will follow structured agendas focused on analyzing scholar data, examining grade-level standards, refining instructional practices, and collaboratively planning rigorous, standards-aligned lessons.

A primary focus will be building teacher capacity in the district's Science of Reading initiative and implementing evidence-based literacy practices across all grade levels. PLCs will also incorporate the principles from The Teacher Clarity Playbook, ensuring every lesson includes clear learning intentions, success criteria, meaningful formative assessment, and intentional instructional responses based on scholar evidence.

Throughout the year, grade-level teams will engage in cycles of collaborative planning, peer observations, instructional rounds, and reflective feedback to strengthen instructional effectiveness and promote consistency across classrooms. Leadership will provide ongoing coaching, professional learning, and classroom support to ensure district initiatives are implemented with fidelity.

By increasing instructional clarity, strengthening Tier 1 instruction, and creating consistent learning environments, we anticipate increased scholar engagement, improved academic achievement, and a reduction in behavioral concerns as scholars experience greater success in the classroom.

Evidence of implementation will include PLC agendas and minutes, collaborative planning documents, lesson plans, peer observation feedback, walkthrough data, formative assessment results, and scholar achievement data.

Areas for Growth

Grace Warner will improve scholar outcomes by strengthening Tier I instruction through collaborative professional learning, evidence-based literacy practices, teacher clarity, and data-informed decision making, resulting in increased scholar engagement and school connectedness that improves academic achievement, behavior outcomes, and attendance.

By May 2027, Grace Warner Elementary will increase staff perceptions of student behavior from 58% favorable to at least 75% favorable, as measured by the WCSD Staff Climate Survey, through consistent implementation of schoolwide behavior expectations, Tier 1 behavior supports, and proactive behavior interventions.

Progress will be monitored monthly through office discipline referrals, major incident reports, and the percentage of scholars with zero behavior referrals. Results will be reviewed during MTSS and leadership team meetings to adjust supports and interventions.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Supporting students with limited English language skills has been difficult.	Continue site wide GLAD training with EL department and EL facilitator. meetings monthly to reflect on strategies form previous month and implement new one. Implement strategies and systems to address transiency of scholars attending school.
		Develop a schoolwide comprehensive

Foster/Homeless	Attendance	attendance plan that identifies the barriers and supports to getting our scholars to school.
Free and Reduced Lunch	Grace Warner Elementary serves a student population in which 100% of scholars qualify for Free and Reduced-Price Lunch (FRL), making the entire student body economically disadvantaged. As a result, the goals, strategies, action steps, and supports outlined throughout this School Improvement Plan are intentionally designed to address the academic, social-emotional, and behavioral needs of all scholars while removing barriers associated with economic disadvantage.	Grace Warner Elementary will continue to analyze student data, monitor progress, and adjust instructional practices and supports to ensure equitable access to high-quality learning opportunities and improved outcomes for all Grace Warner scholars. Through ongoing collaboration, data-driven decision-making, and targeted interventions, the school will address the diverse academic, social-emotional, and behavioral needs of every scholar.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	similar to EL	Increase GLAD strategies through monthly professional development opportunities.
Students with IEPs	Staff survey data indicates concerns regarding student behavior, consistency of behavior expectations, and staff capacity to support students with diverse behavioral needs. These concerns suggest a need for stronger Tier 1 behavior systems, targeted interventions, and consistent implementation of individualized supports for students requiring additional behavioral assistance.	Implement a continuum of behavior supports, including explicit behavior instruction, social-emotional learning, Check-In/Check-Out interventions, behavior intervention plans, and individualized supports for students identified through the MTSS process.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	This is a challenge because achieving consistent implementation of the four components of Teacher Clarity requires significant effort, coordination, and adherence to best practices from all teachers. Variability in teaching practices and levels of experience impacts the uniform application, making it difficult to ensure that all students receive consistently high-quality instruction.	Varying levels of teacher experience and expertise, inconsistent professional development, and a lack of standardized approaches to implementing the four components of Teacher Clarity. Additionally, planning and collaboration, along with diverse student needs, further complicates the consistent application of these instructional practices.
2 ★	A significant challenge facing our school is that 23% of students remain two or more grade levels below their expected performance on the i-Ready end-of-year (EOY), diagnostic in reading and 18% in Math EOY Diagnostic. This indicates a persistent gap in academic achievement that requires targeted intervention to ensure all students can reach their full potential.	The root cause of 23% of students being two or more grade levels below on the EOY reading iReady Diagnostic, and 18% in math, may be influenced by a need for more targeted support, gaps in foundational skills, and variations in instructional practices. External factors, such as absenteeism also contributes. Reassessing current interventions could help better address the need, as well as setting up an effective MTSS system.

★ = Priority

Connectedness

Areas of Strength

Grace Warner Elementary demonstrates a strong foundation of commitment to improving scholar outcomes through increasing focus on instructional quality, engagement, and school connectedness. The school has begun strengthening Tier I instruction through collaborative Professional Learning Communities, emphasis on Teacher Clarity, and implementation of the district's Science of Reading initiative. These efforts reflect a clear commitment to ensuring scholars have access to consistent, high-quality learning experiences across classrooms.

In addition, the school has established initial systems to support attendance improvement by identifying scholars experiencing chronic absenteeism and beginning targeted outreach to families. Staff are actively engaging with families to understand barriers such as transportation challenges, transiency, and family mobility, demonstrating a growing emphasis on partnership and problem-solving to support consistent scholar attendance.

Grace Warner is also building structures that strengthen school connectedness through positive relationships between staff and scholars, increased communication with families, and efforts to create a welcoming and supportive school environment. These efforts contribute to improved engagement and help establish a sense of belonging for scholars.

Together, these emerging systems in instruction, engagement, and attendance reflect a school community focused on continuous improvement. The foundation being built positions Grace Warner to strengthen coherence between instructional quality, scholar engagement, and attendance, ultimately supporting improved academic, behavioral, and attendance outcomes for all scholars.

Areas for Growth

Grace Warner Elementary's next phase of development focuses on increasing consistency, coherence, and fidelity across instructional, engagement, and attendance systems to ensure sustained improvement in scholar outcomes.

A key area of continued growth is the consistent implementation of high-quality Tier I instruction across all classrooms. While collaborative structures such as PLCs, Teacher Clarity practices, and Science of Reading initiatives are in place, continued work is needed to ensure these practices are implemented with fidelity, are consistently reflected in daily instruction, and are monitored through aligned feedback. Strengthening the coherence between planning, instruction, and assessment will support more predictable and rigorous learning experiences for scholars.

Another area of growth is the full operationalization of MTSS systems, including more consistent use of data to guide instructional decisions and intervention planning. Continued development is needed to ensure that intervention practices are consistently documented, progress monitoring is timely and actionable, and that instructional adjustments are systematically made in response to scholar data across both academic and behavioral domains.

In addition, attendance systems require continued refinement to move from initial identification and outreach to fully embedded tiered intervention cycles. This includes strengthening the consistency of attendance data review, formalizing intervention tracking, and ensuring that barriers are systematically addressed through coordinated schoolwide systems and partnerships with families and community resources.

Finally, continued growth is needed in strengthening alignment between instructional quality, scholar engagement, and attendance systems to ensure these efforts function as a unified framework rather than separate initiatives. As these systems become more deeply integrated and consistently implemented, Grace Warner will strengthen its ability to improve academic achievement, behavior outcomes, and daily attendance for all scholars.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	The challenge is not a lack of participation from English Learner families, but rather barriers related to access, communication, and system design that can limit meaningful engagement. These include language access inconsistencies, competing work schedules, transportation constraints, and engagement structures that are not always flexible or culturally responsive. Addressing these barriers requires intentional redesign of communication systems and family engagement opportunities to ensure equitable access to school information and involvement.	An additional area of continued growth is strengthening meaningful engagement with English Learner (EL) families by improving access, communication, and participation in school systems and events. While family involvement is a current strength, continued work is needed to ensure that engagement structures are culturally responsive, linguistically accessible, and designed to reduce barriers such as language, work schedules, and transportation. This includes increasing the use of effective two-way communication, providing interpretation and translation consistently across school communications and events, and intentionally designing opportunities for family connection that are flexible and inclusive of diverse family circumstances. As these systems are strengthened, Grace Warner will deepen its partnerships with EL families in ways that support scholar learning, attendance, and school connectedness, ensuring that all families are meaningfully included in the school community.
Foster/Homeless	Attendance for Warner Community Events	Advance notice through Connect ED and Dojo to encourage participation
Free and Reduced Lunch	Grace Warner Elementary serves a student population in which 100% of scholars qualify for Free and Reduced-Price Lunch (FRL), making the entire student body economically disadvantaged. As a result, the goals, strategies, action steps, and supports outlined throughout this School Improvement Plan are intentionally designed to address the academic, social-emotional, and behavioral needs of all scholars while removing barriers associated with economic disadvantage.	Grace Warner Elementary will continue to analyze student data, monitor progress, and adjust instructional practices and supports to ensure equitable access to high-quality learning opportunities and improved outcomes for all Grace Warner scholars. Through ongoing collaboration, data-driven decision-making, and targeted interventions, the school will address the diverse academic, social-emotional, and behavioral needs of every scholar.
Migrant/Title1-C Eligible	N/A	
		To address these challenges, Grace Warner Elementary will

Racial/Ethnic Minorities	For Racial/Ethnic Minority scholars, the data suggests that inequities in academic achievement, attendance, and engagement may be influenced by inconsistent access to targeted interventions, varying levels of family engagement, and barriers that affect school connectedness. Some scholars may experience higher rates of chronic absenteeism, mobility, or gaps in foundational skills that limit access to grade-level content. Additionally, inconsistencies in Tier I instructional practices can disproportionately impact scholars who rely on strong core instruction as their primary means of academic support.	prioritize equitable access to high-quality Tier I instruction by ensuring consistent implementation of Teacher Clarity practices, standards-aligned instruction, and evidence-based literacy strategies across all classrooms. PLCs will regularly analyze academic, behavioral, and attendance data to identify trends and monitor the progress of Racial/Ethnic Minority scholars. Targeted interventions will be provided through the MTSS process, with progress monitoring used to adjust supports based on individual scholar needs. The school will also strengthen relationships with scholars and families through proactive communication, culturally responsive practices, and increased opportunities for family engagement. Attendance teams will provide targeted outreach and support to families experiencing barriers that contribute to chronic absenteeism, while community partnerships will be leveraged when additional resources are needed.
Students with IEPs	Developing an effective MTSS system to identify and support our scholars with academic/social emotional challenges.	**Define MTSS systems and procedures as well as role and goal of this process to support our scholars.**

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Chronic absenteeism was at 24% for the 25-26 school year. This level of absenteeism significantly impacted students' academic performance, engagement, and overall school success. Addressing this issue requires targeted interventions and support to improve attendance and foster a stronger connection between students and the families.	Chronic absenteeism at Warner Elementary is influenced by multiple interconnected factors, including barriers to access such as transportation challenges, family mobility, housing instability, and other contextual circumstances affecting consistent school attendance. In addition, variations in school engagement and the need for more consistent, proactive communication systems may contribute to attendance patterns. Addressing these factors requires a coordinated, data-driven approach focused on removing barriers, strengthening family partnerships, and improving schoolwide systems of engagement and support.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	A significant challenge facing our school is that 23% of students remain two or more grade levels below their expected performance on the i-Ready end-of-year (EOY), diagnostic in reading and 18% in Math EOY Diagnostic. This indicates a persistent gap in academic achievement that requires targeted intervention to ensure all students can reach their full potential.	The root cause of 23% of students being two or more grade levels below on the EOY reading iReady Diagnostic, and 18% in math, may be influenced by a need for more targeted support, gaps in foundational skills, and variations in instructional practices. External factors, such as absenteeism also contributes. Reassessing current interventions could help better address the need, as well as setting up an effective MTSS system.
2 ★	Chronic absenteeism was at 24% for the 25-26 school year. This level of absenteeism significantly impacted students' academic performance, engagement, and overall school success. Addressing this issue requires targeted interventions and support to improve attendance and foster a stronger connection between students and the families.	Chronic absenteeism at Warner Elementary is influenced by multiple interconnected factors, including barriers to access such as transportation challenges, family mobility, housing instability, and other contextual circumstances affecting consistent school attendance. In addition, variations in school engagement and the need for more consistent, proactive communication systems may contribute to attendance patterns. Addressing these factors requires a coordinated, data-driven approach focused on removing barriers, strengthening family partnerships, and improving schoolwide systems of engagement and support.
3 ★	This is a challenge because achieving consistent implementation of the four components of Teacher Clarity requires significant effort, coordination, and adherence to best practices from all teachers. Variability in teaching practices and levels of experience impacts the uniform application, making it difficult to ensure that all students receive consistently high-quality instruction.	Varying levels of teacher experience and expertise, inconsistent professional development, and a lack of standardized approaches to implementing the four components of Teacher Clarity. Additionally, planning and collaboration, along with diverse student needs, further complicates the consistent application of these instructional practices.
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] **Grades**
- [x] **I-Ready**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **Tier I Instructional Materials Assessments**
- [x] **WIDA ACCESS for ELLs**

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Class size averages by grade and subject**
- [x] **Communications data**
- [x] **Equity data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Master schedule**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Professional Development Agendas**
- [x] **Professional development needs assessment data**
- [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] **Teacher evaluation**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Community surveys and/or other feedback**
- [x] **Demographic data**
- [x] **Enrollment**
- [x] **School safety data**
- [x] **Social Emotional Learning Data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

AB 335 EL Goal: By the end of the 2026-2027 school year, Grace Warner Elementary will increase the percentage of English Learners who meet Nevada English Learner exit criteria, as measured by the ACCESS for ELLs assessment, by accelerating language acquisition for students in the 3.5-4.9 proficiency range (22%) All English Learners projected to meet exit criteria based on 2026-2027 ACCESS performance will successfully reclassify. Additionally, the school will increase the number of English Learners demonstrating measurable growth toward proficiency by improving performance in academic writing and overall composite language development.

Formative Measures: Grace Warner Elementary will use a comprehensive system of ongoing formative measures to monitor English Learner progress toward English Learner exit criteria and inform instructional decision-making. This system will include monthly WIDA-aligned language proficiency checkpoints, biweekly reading comprehension assessments (iReady & Benchmark), and regular writing performance tasks designed to measure academic language development across all domains. Scholars speaking skills will be monitored through structured oral language rubrics and academic discourse tasks administered monthly, while PLC-based ELD progress monitoring tools will be used to track growth, identify trends, and guide targeted instruction and intervention. When available, interim assessment data will be used to triangulate progress toward ACCESS performance expectations. In addition, teachers will receive ongoing professional learning in evidence-based English Language Development strategies, including Project GLAD (Guided Language Acquisition Design), to strengthen their ability to support academic discourse, improve writing outcomes, and accelerate language acquisition across all content areas. Together, these formative measures and instructional supports will provide continuous, actionable data to ensure scholars are progressing toward reclassification.

Improvement Strategy 1

GLAD

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Grace Warner Elementary will establish a Leadership Team to ensure consistent implementation, monitoring, and continuous improvement of all EL instructional systems and formative measures. This team will include school administrators, classroom teachers, interventionists, and instructional coaches and will meet regularly to review WIDA-aligned language proficiency data, ACCESS trends, and classroom formative assessment results. The team will use this data to identify instructional needs, monitor progress toward reclassification goals, and ensure alignment between Tier I instruction, intervention supports, and ELD programming.	Entire Grace Warner Faculty	Monthly review during leadership meetings.	

	Teachers will implement a consistent system of monthly WIDA-aligned language proficiency checkpoints, biweekly reading comprehension assessments (i-Ready and benchmark assessments), and regular writing performance tasks to monitor academic language development across all domains. Speaking proficiency will be assessed through structured oral language rubrics and academic discourse tasks administered monthly, with results documented and reviewed during PLCs to guide instructional adjustments. Professional Learning Communities (PLCs) will serve as the primary structure for data analysis, where teachers will collaboratively review formative assessment data, identify trends in scholar performance, and plan targeted instructional responses. PLCs will also monitor progress for scholars in the 3.5-4.9 proficiency range to accelerate movement toward reclassification criteria. In addition, teachers will receive ongoing professional learning in evidence-based English Language Development strategies, including Project GLAD (Guided Language Acquisition Design), to strengthen academic discourse, writing instruction, and language scaffolding across content areas. Instructional coaches and administrators will provide classroom-based feedback and walkthroughs focused on fidelity of implementation and alignment to ELD best practices. Interim assessment data will be reviewed quarterly to triangulate progress toward ACCESS expectations and validate trends identified in classroom formative measures. The English Learner Leadership Team will use this data to adjust supports, refine instructional practices, and ensure consistency of implementation across grade levels. Together, these action steps will ensure a coherent, data-driven system that supports accelerated language acquisition and increases the percentage of English Learners meeting reclassification criteria.			
2	Establishment of a Leadership team to manage goals around EL instruction, curriculum, instructional model, and management of district support.	Faculty	Ongoing 26-27sy	

Position Responsible: Grace Warner Faculty

Resources Needed: Standard 1: Planning and preparation - organization around leadership agendas, collaboration with EL district support, and intentionality around observations and classroom visits.

Evidence Level

Level 3: Promising:
GLAD

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

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	A significant challenge facing our school is that 23% of students remain two or more grade levels below their expected performance on the i-Ready end-of-year (EOY), diagnostic in reading and 18% in Math EOY Diagnostic. This indicates a persistent gap in academic achievement that requires targeted intervention to ensure all students can reach their full potential.	The root cause of 23% of students being two or more grade levels below on the EOY reading iReady Diagnostic, and 18% in math, may be influenced by a need for more targeted support, gaps in foundational skills, and variations in instructional practices. External factors, such as absenteeism also contributes. Reassessing current interventions could help better address the need, as well as setting up an effective MTSS system.
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 Adult Learning Culture

	Problem Statement	Root Cause
2	A significant challenge facing our school is that 23% of students remain two or more grade levels below their expected performance on the i-Ready end-of-year (EOY), diagnostic in reading and 18% in Math EOY Diagnostic. This indicates a persistent gap in academic achievement that requires targeted intervention to ensure all students can reach their full potential.	The root cause of 23% of students being two or more grade levels below on the EOY reading iReady Diagnostic, and 18% in math, may be influenced by a need for more targeted support, gaps in foundational skills, and variations in instructional practices. External factors, such as absenteeism also contributes. Reassessing current interventions could help better address the need, as well as setting up an effective MTSS system.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

Grace Warner Elementary will improve scholar outcomes by strengthening Tier I instruction through ongoing collaborative professional learning through the science of reading professional development held three times a year with district PD, as well as on site with monthly PD meetings, the implementation of evidence-based literacy practices, and the use of teacher clarity and data-informed decision-making. 100% of Instructional staff will engage in continuous improvement cycles that focus on aligning instruction to standards, using formative assessment data to guide instruction, and increasing consistency of high-quality Tier I practices across classrooms. These efforts are expected to increase scholar engagement and school connectedness, resulting in improved academic achievement, more positive behavior outcomes, and increased attendance.

Formative Measures: Grace Warner Elementary will monitor progress toward the Adult Success goal using multiple formative measures that reflect instructional quality, scholar engagement, and school connectedness. These measures will include regular classroom walkthrough data and instructional observation feedback focused on Tier I implementation, teacher clarity, and evidence-based literacy practices. In addition, PLC data reviews will track scholar performance on common formative assessments, unit assessments, and interim benchmark data to determine the impact of instructional practices on academic achievement. Scholar engagement will be monitored through attendance data, behavior referrals, and restorative practice logs, as well as scholar survey data related to school connectedness and learning climate. Together, these measures will provide ongoing, actionable information to guide professional learning, refine instructional practices, and support continuous improvement in scholar outcomes.

Improvement Strategy 1

PLC: Grace Warner Elementary will implement a cohesive, schoolwide improvement strategy focused on strengthening Tier I instruction, increasing the consistency of evidence-based literacy practices, and improving scholar engagement and connectedness through collaborative PLC cycles and data-driven decision-making. Instructional leaders will use walkthrough data, observation feedback, and coaching cycles to ensure fidelity of implementation while supporting teacher clarity and high-impact instructional practices. Academic, behavioral, and attendance data will be integrated to identify needs early, guide targeted interventions, and evaluate the impact of instructional practices on scholar achievement, behavior, and attendance.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Grace Warner Elementary will establish a school-based Instructional Leadership Team to monitor and support the implementation of high-quality Tier I instruction, with a focus on increasing instructional consistency, coherence, and fidelity across all classrooms. This team will review walkthrough data, instructional observation feedback, PLC evidence, and scholar outcome	Grace Warner Faculty	SY 2026 - 2027	

data on a regular cycle to identify trends in instructional practice and guide schoolwide professional learning priorities.

Teachers will engage in ongoing collaborative Professional Learning Communities (PLCs) focused on analyzing common formative assessment data, unit assessments, and interim benchmark results to evaluate the impact of instructional practices on scholar achievement. PLCs will also use this data to identify instructional gaps, plan targeted reteaching strategies, and ensure alignment to standards, curriculum, and Teacher Clarity practices.

Instructional leaders will conduct regular classroom walkthroughs and observations focused on Tier I implementation, including evidence-based literacy practices, explicit instruction, and student engagement strategies. Feedback from walkthroughs will be used to provide targeted coaching, reinforce effective instructional practices, and support consistent implementation across grade levels.

Professional learning will be intentionally designed and delivered to strengthen teacher capacity in evidence-based instructional practices, including literacy instruction aligned to the Science of Reading, Teacher Clarity strategies, and high-impact engagement techniques. These learning opportunities will be reinforced through coaching cycles and collaborative planning structures.

Attendance, behavior, and engagement data will be reviewed regularly through leadership and PLC meetings to identify patterns, monitor the effectiveness of schoolwide systems, and guide the implementation of tiered interventions. This will include monitoring chronic absenteeism data, behavior referral trends, and restorative practice implementation to ensure alignment between instructional quality, scholar engagement, and attendance systems.

Scholars' perceptions of school connectedness and learning climate will be collected through periodic surveys and used alongside academic and behavioral data to inform schoolwide improvement efforts. Instructional leaders will use this combined data to ensure that professional learning, instructional practices, and engagement strategies are consistently aligned to improve outcomes.

Together, these action steps will create a coherent, data-driven system focused on strengthening Tier I instruction, increasing scholar engagement, and improving academic achievement, behavior outcomes, and

	attendance across Grace Warner Elementary.			

Position Responsible: Grace Warner Faculty

Resources Needed: Standard 1: Planning and preparation - organization around leadership agendas, collaboration with EL district support, and intentionality around observations and classroom visits.

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	This is a challenge because achieving consistent implementation of the four components of Teacher Clarity requires significant effort, coordination, and adherence to best practices from all teachers. Variability in teaching practices and levels of experience impacts the uniform application, making it difficult to ensure that all students receive consistently high-quality instruction.	Varying levels of teacher experience and expertise, inconsistent professional development, and a lack of standardized approaches to implementing the four components of Teacher Clarity. Additionally, planning and collaboration, along with diverse student needs, further complicates the consistent application of these instructional practices.

Inquiry Area 3

Connectedness

SMART Goal 1

Grace Warner Elementary's inquiry work will focus on increasing consistency, coherence, and fidelity across instructional, engagement, and attendance systems to ensure sustained improvement in scholar outcomes. While foundational structures such as PLC collaboration, Teacher Clarity practices, Science of Reading implementation, MTSS frameworks, and attendance monitoring systems are in place, continued refinement is needed to ensure 100% of faculty is implementing these practices with fidelity and are consistently reflected in daily instruction and decision-making. This inquiry will examine the extent to which strengthening alignment between planning, instruction, and assessment improves the quality and consistency of Tier I instruction, resulting in more rigorous and predictable learning experiences for scholars. In addition, the school will collect and monitor baseline data to determine potential areas of growth and how more systematic use of data within MTSS--along with timely, actionable progress monitoring and documented intervention cycles--impacts academic and behavioral outcomes for scholars. The inquiry will also explore how strengthening attendance systems, including consistent data review, structured intervention tracking, and coordinated family engagement, influences daily attendance and scholar engagement. Ultimately, this work will focus on how integrating instructional quality, engagement strategies, and attendance systems into a cohesive and aligned framework improves academic achievement, behavior outcomes, and attendance for all scholars at Grace Warner Elementary.

Formative Measures: Grace Warner Elementary will use multiple formative measures to monitor progress toward this inquiry goal, focusing on the consistency, coherence, and fidelity of instructional, engagement, and attendance systems. Instructional quality will be measured through regular classroom walkthrough data, instructional observation feedback, and PLC evidence reviews focused on Tier I implementation, Teacher Clarity practices, and evidence-based literacy instruction. Scholar learning outcomes will be monitored through common formative assessments, unit assessments, and interim benchmark data to evaluate the impact of instructional practices on achievement. MTSS implementation will be measured through intervention documentation audits, progress monitoring data, and team-based data meetings to assess the consistency and effectiveness of academic and behavioral supports. Attendance systems will be monitored using chronic absenteeism data, weekly attendance trend reports, and documentation of tiered attendance interventions, including family outreach and support strategies. In addition, scholar engagement and school connectedness will be measured through behavior referral data, restorative practice logs, and periodic scholar perception surveys. Together, these formative measures will provide ongoing, actionable evidence to determine the extent to which aligned systems are improving instructional consistency and ultimately increasing academic achievement, positive behavior outcomes, and attendance for all scholars.

Improvement Strategy 1

MTSS: Grace Warner Elementary will implement a coordinated, schoolwide attendance and engagement improvement system focused on reducing chronic absenteeism through early identification, consistent monitoring, and tiered interventions. School teams will regularly analyze attendance, behavior, and engagement data within PLCs and MTSS structures to identify patterns, remove barriers, and implement timely, targeted supports for scholars and families. Instructional quality, restorative practices, and family engagement strategies will be intentionally aligned to strengthen scholar connectedness and improve daily attendance outcomes.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Grace Warner Elementary will establish a coordinated attendance leadership team to monitor chronic absenteeism data, identify trends early, and ensure consistent implementation of tiered attendance interventions. This team will review weekly attendance reports and collaborate with grade-level teams to implement targeted supports, including family outreach, attendance conferences, and problem-solving interventions for scholars with emerging or persistent attendance concerns. Professional Learning Communities (PLCs) will regularly analyze attendance, behavior, and engagement data alongside academic performance to identify patterns and inform instructional and support strategies. Teachers will use this data to strengthen scholar connectedness through intentional relationship-building practices, restorative strategies, and consistent communication with families regarding attendance expectations and supports. School staff will implement a tiered system of attendance supports that includes proactive communication with families, early intervention for at-risk scholars, and coordinated support plans for scholars experiencing chronic absenteeism. Attendance interventions will be documented and monitored for effectiveness, with adjustments made based on ongoing data review. Instructional leaders will conduct walkthroughs and provide feedback focused on scholar engagement and classroom connectedness, ensuring that Tier I instruction incorporates strategies that promote belonging, participation, and positive relationships. In addition, scholar perception data and behavior information will be used to evaluate the effectiveness of engagement strategies and inform continuous improvement efforts.	Grace Warner Faculty	SY 2026 - 2027	

Position Responsible: Grace Warner Faculty

Evidence Level

Level 3: Promising:
MTSS

Problem Statements: Connectedness 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Chronic absenteeism was at 24% for the 25-26 school year. This level of absenteeism significantly impacted students' academic performance, engagement, and overall school success. Addressing this issue requires targeted interventions and support to improve attendance and foster a stronger connection between students and the families.	Chronic absenteeism at Warner Elementary is influenced by multiple interconnected factors, including barriers to access such as transportation challenges, family mobility, housing instability, and other contextual circumstances affecting consistent school attendance. In addition, variations in school engagement and the need for more consistent, proactive communication systems may contribute to attendance patterns. Addressing these factors requires a coordinated, data-driven approach focused on removing barriers, strengthening family partnerships, and improving schoolwide systems of engagement and support.

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.

Community Outreach Activities

Activity	Date	Lesson Learned
Welcome Back - Meet and Greet	August 6, 2026	
Back to School Night/Title Presentation	August 18, 2026	
Trunk and Treat	October 20, 2026	
Conference Week	October 23rd - 29th, 2026	
Food Drive with Roy Gomm Elementary School	November 23, 2026	
5th Grade Promotion Ceremony and BBQ with community partners	June 4, 2027	