Washoe County School District

Jesse Hall Elementary School School

Classification: 3 Star School

2026-2027 School Improvement Plan

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Mission Statement

Jesse Hall Elementary School is dedicated to excellence in learning and instruction. Through the cooperative efforts of the home, school and community, we strive to foster responsibility, independence, and self-esteem. This will enable each child to achieve his/her maximum academic and social potential.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

- **Families report very strong communication with the school**, with **97% favorable responses**, above both the elementary school average of 92% and the district average of 88%.
- **Families view the school as physically safe**, with a **98% favorable rating**, exceeding the elementary average of 94% and the district average of 91%.
- **Families express strong confidence in the quality of education**, with **94% favorable responses**; 96% reported that instruction is appropriate for grade level and 97% reported that teachers set high expectations for individual learning.
- **The school is viewed as a supportive and welcoming place**, with **94% favorable responses**, exceeding the elementary average by 5 percentage points and the district average by 10 percentage points.
- **Families report strong access to school staff**, including 99% favorable responses that teachers are available to discuss student learning needs and 99% reporting they have at least one staff member they can contact about their child's education.

Areas for Growth

- **Increase the percentage of students moving toward proficiency**, particularly students currently below proficiency. AGP Catch Up rates are **18% in ELA** and **11% in mathematics**, indicating a need for stronger acceleration and more students meeting their growth targets.
- **Improve fifth-grade mathematics achievement**, where proficiency is currently **39%**, making this a priority area for targeted instruction, intervention, and progress monitoring.
- **Improve science achievement**, with current proficiency at approximately **15%**, indicating a need for increased instructional focus, stronger alignment to grade-level standards, and intentional integration of science content and academic vocabulary.
- **Reduce variability in student outcomes across classrooms and grade levels.** Differences in classroom-level performance suggest a need to identify effective instructional practices within the school and build greater consistency through collaborative planning, data analysis, and shared instructional strategies.
- **Reduce chronic absenteeism**, currently approximately **11%**, to increase students' consistent access to core instruction, intervention, and opportunities for academic growth.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	**Language development needs may limit access to grade-level content and impact progress toward proficiency.**	EL staff and classroom teachers will collaborate to provide language supports, use **culturally responsive instructional practices**, monitor WIDA/i-Ready growth, and ensure EL students have access to grade-level instruction with appropriate scaffolds.

Student Group	Challenge	Solution
Foster/Homeless	**Housing instability and unmet basic needs may negatively impact attendance, engagement, and academic growth.**	Administration, counseling staff, and district support services will coordinate resources, monitor attendance, and provide academic and social-emotional supports that are responsive to individual student and family needs.
Free and Reduced Lunch	**Economic barriers may impact access to resources, attendance, and opportunities to support learning outside of school.**	Staff will connect families with available school and district resources, monitor student progress, and provide equitable access to targeted academic supports and enrichment opportunities.
Migrant/Title1-C Eligible	N/A	Continue to monitor enrollment and student data and provide culturally and linguistically responsive supports if needs are identified.
Racial/Ethnic Minorities	Differences in achievement, belonging, or access to supports may impact student outcomes.	Staff will use **culturally responsive and inclusive practices**, along with achievement, growth, attendance, and climate data, to identify disparities and provide targeted academic, SEL, and relationship-based supports that strengthen belonging and student voice.
Students with IEPs	**Students with disabilities may require additional explicit instruction and specially designed instruction to make adequate academic growth.**	General education and special education teachers will collaborate through PLCs and MTSS to provide appropriate SDI, monitor i-Ready and classroom growth data, and adjust supports based on student progress of goals and objectives

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	The percentage of students meeting Annual Typical Growth on i-Ready declined from 61% to 58% in mathematics and from 66% to 62% in reading. Although overall median growth remains above 100%, a significant percentage of students are not consistently meeting their individual annual growth targets.	Instructional responses to student growth data are not yet consistently implemented across classrooms. There is a need for more systematic use of i-Ready, common formative assessment, and PLC data to identify students who are off track, provide timely targeted support, and ensure consistent evidence-based and culturally responsive instructional practices across grade levels.

★ = Priority

Adult Learning Culture

Areas of Strength

- Teachers are willing to share student data and discuss differences in classroom outcomes, which creates a starting point for identifying effective practices.
- Staff have experience using i-Ready and other student data sources during collaborative planning, although consistency in how data are used still varies.
- The school has begun developing common instructional expectations in mathematics, including prior work around shared vocabulary and strategies.
- Safe and Supportive School Environment
  Family perception data indicate that Jesse Hall Elementary provides a safe and supportive learning environment. 98% of families responded favorably regarding physical safety, exceeding the elementary school average of 94% and the WCSD average of 91%. Additionally, 94% of families rated Jesse Hall favorably as a supportive place, compared with 89% for elementary schools and 84% districtwide.
- Strong Family-School Communication and Accessibility
  Communication with families is a significant strength at Jesse Hall. The school received a 97% favorable rating for Communication with School, exceeding both the elementary school average of 92% and district average of 88%. Specifically, 96% of families reported being informed about their child's learning and progress, 99% reported that teachers are available to discuss learning needs, and 99% were satisfied with opportunities to be involved in the school.
- Family Confidence in the Quality of Instruction and Student Support
  Families demonstrate strong confidence in the academic experience provided at Jesse Hall. 94% rated the school favorably for Quality Education, compared with 93% for elementary schools and 88% districtwide. Within this area, 96% indicated their child receives grade-level appropriate instruction, 97% reported teachers maintain high expectations for individual learning, and 94% reported that their child receives the supports needed to be successful.
- **Staff Collaboration**

  Staff collaboration is a significant strength at Jesse Hall, with 99% favorable responses compared with 87% across elementary schools and 86% districtwide. Staff reported strong teamwork, administrative support, involvement in school decisions, recognition for their work, and comfort raising concerns.

  High Expectations and Student Relationships

  Staff demonstrate a strong belief in student success. Expectations of Success was 98% favorable, and Staff-Student Relationships were 97% favorable. Staff reported high expectations for student achievement and strong relationships in which students have adults they can turn to for support.

  Home-School Communication

  Home-School Communication was 100% favorable. Staff reported that families are viewed as partners in the educational process, the school is welcoming to parents, families are provided ways to support learning at home, and parents are regularly informed about student progress.

Areas for Growth

- Increase consistency in how PLCs/CTTs use student data to make instructional decisions, including identifying Tier 1 and Tier 2 responses, documenting actions, and revisiting student progress.
- Strengthen consistency of instructional practices across classrooms and grade levels, particularly in mathematics, where differences in vocabulary, strategies, and classroom outcomes remain evident.
- Clarify and strengthen MTSS team roles, expectations, and documentation practices so staff have a shared understanding of where Tier 1, Tier 2, and Tier 3 problem-solving occurs.
- Increase the use of progress-monitoring and fidelity data during collaborative team meetings so instructional and intervention decisions are based on evidence and adjusted when students are not responding as expected.

- Build staff capacity to select and implement evidence-based instructional and intervention practices, including common math fluency routines and targeted supports aligned to identified student needs
- Student Belonging and Connection to School
  Family perception data identify student belonging and school fit as an area for continued growth. Jesse Hall received a 70% favorable rating for School Fit, compared with 72% for elementary schools. More specifically, 68% of families reported that their child feels a strong sense of belonging at school, and 61% reported that their child is comfortable asking school adults for help. These results indicate an opportunity to strengthen students' sense of connection, belonging, and comfort accessing trusted adults.
- Student Learning Behaviors and Academic Engagement
  Families reported an overall favorable rating of 60% for Learning Behaviors, compared with 61% for elementary schools. Within this area, 49% of families reported that their child frequently reads for fun, while 65% reported strong motivation to learn and 63% reported that their child works well independently on learning activities at home. These results suggest an opportunity to further strengthen student engagement, academic independence, perseverance, and positive learning habits.
- Family Efficacy and Partnership in Supporting Student Success
  Family Efficacy received a 74% favorable rating, compared with 79% for elementary schools and 75% districtwide. In particular, only 53% of families reported confidence in connecting with other parents, while 74% reported confidence in ensuring the school meets their child's learning needs and 79% reported confidence supporting learning at home. These results identify an opportunity to strengthen family-to-family connections and provide families with additional tools and opportunities to actively support student learning.
- **Staff Wellness and Workload**

  Staff wellness and workload sustainability are areas for continued attention. While Jesse Hall's Work Stress score of 67% remains above the district and elementary averages of 61%, 44% of staff reported feeling burned out, and 39% indicated concerns about sustaining the current work pace through retirement.

  Consistency of SEL Practices

  Social Emotional Learning received an 82% favorable rating, slightly below the elementary average of 85% and district average of 84%. While staff strongly support students' social-emotional development, only 28% reported that an established written SEL curriculum is implemented across all grade levels, indicating an opportunity to strengthen consistency and clarity of schoolwide SEL practices.

  Family Engagement in Learning

  Parent Involvement was 76% favorable, above both the elementary and district averages. However, only 47% of staff reported that most or nearly all families had asked about ways to support their child's learning at home. This provides an opportunity to deepen family engagement from participation in school activities toward greater involvement in students' academic learning.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Teachers may vary in their confidence and consistency when providing language supports within core instruction.	Use PLC/CTT time to review EL student data, plan culturally and linguistically responsive supports, and collaborate with EL staff on scaffolds and instructional strategies.
Foster/Homeless	Attendance, mobility, and changing student needs may make it difficult for teams to consistently monitor progress and coordinate support.	Use CTT/MTSS structures to regularly review academic, attendance, and social-emotional data and coordinate supports with counseling and district intervention staff.

Student Group	Challenge	Solution
Free and Reduced Lunch	Students experiencing economic barriers may require additional academic or engagement supports that are not always identified consistently.	Use multiple data sources during CTT meetings to identify needs early and ensure equitable access to intervention, enrichment, and school resources.
Migrant/Title1-C Eligible	No specific schoolwide need has been identified at this time.	Continue monitoring student enrollment and outcomes and provide culturally and linguistically responsive supports if needs are identified.
Racial/Ethnic Minorities	Differences in student outcomes or experiences may not always be visible when teams only review overall class or grade-level data.	Disaggregate achievement, growth, attendance, and climate data during PLC/CTT and leadership discussions to identify disparities and plan culturally responsive instructional and relationship-based supports.
Students with IEPs	Collaboration between general education and special education staff may vary across teams, affecting consistency of SDI and access to grade-level instruction.	Strengthen collaboration through CTT/ MTSS meetings so general and special education staff jointly review progress, plan accommodations and SDI, and adjust supports based on student response.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	Collaborative team practices for reviewing student data, identifying instructional responses, and monitoring Tier 1 and Tier 2 supports are not yet consistently implemented across grade levels.	Schoolwide expectations for MTSS team structures, data-review protocols, documentation, and follow-up have not been sufficiently standardized, resulting in variability in how teams identify student needs and respond instructionally.

★ = Priority

Connectedness

Areas of Strength

PTA Leadership is strong and willing to help make connections our families.

- **Families report strong communication with the school**, with **97% favorable responses**, exceeding both the elementary school average and district average.
- **Families view Jesse Hall as a safe and supportive school environment**, with **98% favorable for physical safety** and **94% favorable for supportive place**.
- **Families report strong access to staff and opportunities for involvement**, including very high favorable responses for teacher availability and school involvement opportunities.
- **Family participation in school events is strong**, with high turnout across conferences, family nights, PTA events, and school celebrations. Last year's SPP documented 95%+ participation in parent-teacher conferences and strong attendance at multiple schoolwide events.
- **Students and families generally experience strong relationships with school staff**, including high favorable responses around trusted adults, fairness, and staff availability.

Areas for Growth

- **Reduce chronic absenteeism**, currently at approximately **11%**, by strengthening early identification, family outreach, and targeted attendance supports for students approaching or exceeding the chronic absence threshold.
- **Increase students' sense of belonging and comfort seeking help from adults.** School Fit was **70% favorable**, and only **61% of families reported that their child was highly comfortable asking school adults for help**.
- **Strengthen family efficacy**, particularly families' confidence in supporting learning at home. Family Efficacy was **74% favorable**, below the elementary school average of 79%.
- **Improve consistency in students' experience of relationships, fairness, and support across classrooms and settings**, using climate and attendance data to identify students who may be less connected to school.
- **Use the school's strong communication systems more intentionally to support attendance and engagement**, including earlier outreach, clear attendance expectations, and individualized problem-solving with families.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language barriers may limit family access to school communication, attendance expectations, and available supports.	Provide clear, culturally and linguistically responsive communication, translation/ interpretation when needed, and direct family outreach regarding attendance, school events, and student supports.
Foster/Homeless	Housing instability, transportation, and unmet basic needs may negatively impact regular attendance and school connectedness.	Coordinate with the school counselor and district support services to address barriers, monitor attendance closely, and connect students and families with needed resources.

Student Group	Challenge	Solution
Free and Reduced Lunch	Economic barriers may affect transportation, attendance, participation in school activities, and access to resources.	Identify barriers early through attendance monitoring and family outreach, connect families with available resources, and ensure equitable access to school activities and supports.
Migrant/Title1-C Eligible	No specific schoolwide challenge has been identified at this time.	Continue to monitor enrollment, attendance, and connectedness data and provide culturally and linguistically responsive supports as needs are identified.
Racial/Ethnic Minorities	Students and families may experience differences in belonging, trust, or connection to the school community.	Use attendance and climate data to identify disparities and strengthen culturally responsive relationship-building, student voice, and inclusive family engagement practices.
Students with IEPs	Disability-related needs may impact attendance, engagement, or a student's sense of belonging at school.	Collaborate with families, special education staff, counselors, and classroom teachers to identify barriers, monitor attendance and engagement, and provide individualized supports that increase access and connection to school.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Students who miss school frequently lose valuable instructional time, which can negatively affect academic achievement, engagement, and their connection to the school community. Students who are chronically absent may experience gaps in foundational skills and have difficulty maintaining consistent progress with grade-level learning.	Chronic absenteeism is a lack of consistent, proactive systems for identifying attendance barriers and engaging students and families early. As a result, some barriers to regular attendance are not identified or addressed before absences accumulate and students become chronically absent.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	The percentage of students meeting Annual Typical Growth on i-Ready declined from 61% to 58% in mathematics and from 66% to 62% in reading. Although overall median growth remains above 100%, a significant percentage of students are not consistently meeting their individual annual growth targets.	Instructional responses to student growth data are not yet consistently implemented across classrooms. There is a need for more systematic use of i-Ready, common formative assessment, and PLC data to identify students who are off track, provide timely targeted support, and ensure consistent evidence-based and culturally responsive instructional practices across grade levels.
2 ★	Collaborative team practices for reviewing student data, identifying instructional responses, and monitoring Tier 1 and Tier 2 supports are not yet consistently implemented across grade levels.	Schoolwide expectations for MTSS team structures, data-review protocols, documentation, and follow-up have not been sufficiently standardized, resulting in variability in how teams identify student needs and respond instructionally.
3 ★	Students who miss school frequently lose valuable instructional time, which can negatively affect academic achievement, engagement, and their connection to the school community. Students who are chronically absent may experience gaps in foundational skills and have difficulty maintaining consistent progress with grade-level learning.	Chronic absenteeism is a lack of consistent, proactive systems for identifying attendance barriers and engaging students and families early. As a result, some barriers to regular attendance are not identified or addressed before absences accumulate and students become chronically absent.

★ = 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] **Early reading assessment results**
- [x] **I-Ready**
- [x] **Local benchmark, common assessments, diagnostic assessments, or interim assessments data**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **Nevada State Performance Framework (NSPF)**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **WIDA ACCESS for ELLs**
- [x] **Other**

Adult Learning Culture

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

Connectedness

- [x] **Attendance**

- [x] **Community surveys and/or other feedback**
- [x] **Demographic data**
- [x] **PBIS/MTSS data**
- [x] **School safety data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

By Spring 2027, Jesse Hall Elementary School will increase the percentage of students meeting their Annual Typical Growth target on the i-Ready Diagnostic by 5 percentage points, from 58% to 63% in mathematics and from 62% to 67% in reading, as measured by the end-of-year i-Ready Diagnostic.

Formative Measures: Review i-Ready Diagnostic growth reports after each diagnostic window to monitor the percentage of students on track to meet Annual Typical Growth in reading and mathematics.
Monitor progress toward Typical Growth by grade level, classroom, and student group during PLCs to identify students who are off track and adjust instruction or intervention.
Review i-Ready Personalized Instruction/My Path usage and lesson pass rates monthly to ensure students are consistently accessing appropriate instructional pathways.
Use common formative assessments and grade-level data during PLCs to determine whether i-Ready growth is translating into mastery of grade-level standards.
Conduct quarterly MTSS progress reviews for students not on pace to meet Typical Growth and document changes to Tier 1, Tier 2, or intervention supports.

Improvement Strategy 1

i-Ready
Implement a schoolwide mathematics instructional and data cycle that includes explicit, systematic math fluency instruction, analysis of i-Ready and common assessment data, and targeted intervention for students not on track to meet Annual Typical Growth.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement daily, brief math fluency practice focused on accuracy, efficiency, flexibility, and strategy development. Establish schoolwide expectations for fluency routines and mathematical language so students experience greater consistency across classrooms and grade levels. Use grade-level fluency assessments to identify specific prerequisite skill gaps and monitor progress throughout the year. Use PLCs to analyze fluency, i-Ready, and common assessment data together to determine whether foundational skill growth is translating into stronger grade-level mathematics performance. Provide targeted intervention for students whose fluency gaps are interfering with access to grade-level content.	Principal, Dean, Leadership Team	SY 2026-2027	✓

Position Responsible: Principal, Dean, Leadership Team

Resources Needed: i-Ready Math diagnostic and growth reports
Schoolwide math fluency materials/routines
Common grade-level fluency assessments and progress-monitoring tools
PLC time for teachers to review fluency, i-Ready, and common assessment data
Professional learning on effective math fluency instruction and consistent mathematical strategies/ vocabulary
Intervention staff or additional instructional support for students with significant foundational skill gaps
Classroom materials/manipulatives that support conceptual understanding and progression from concrete to abstract

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1

Status Checks

November	February	May

Improvement Strategy 2

PLC
Implement a schoolwide ELA instructional and data cycle focused on explicit grade-level reading instruction, targeted support for students below proficiency, and consistent use of formative data to increase the percentage of students meeting Typical Growth and moving toward grade-level proficiency.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide explicit, systematic instruction in foundational reading skills, vocabulary, fluency, and comprehension based on student need. Use i-Ready reading data, common assessments, and classroom performance during PLCs to identify students who are not on track to meet Typical Growth. Provide targeted Tier 1 and Tier 2 supports for students below grade level, with frequent progress monitoring. Increase opportunities for students to engage with grade-level complex text, supported by intentional vocabulary and comprehension instruction. Monitor whether students identified for Catch Up are making sufficient progress toward proficiency and adjust supports when growth is inadequate. Establish consistent schoolwide reading routines and instructional expectations across grade levels to reduce variability in student experience.	Principal, Dean, Leadership Team	SY 2026-2027	

Position Responsible: Principal, Dean, Leadership Team

Resources Needed: i-Ready Reading diagnostic and growth reports
Grade-level reading materials, including access to complex text
Common formative assessments and reading progress-monitoring tools
PLC time to analyze reading, vocabulary, comprehension, and growth data
Professional learning in explicit reading instruction, vocabulary, comprehension, and differentiation
Tier 2/intervention resources for students below proficiency
Support from intervention, special education, and EL staff to provide targeted instruction for identified students
Additional decodable, fluency, and vocabulary resources as needed based on student data

Evidence Level

Level 2: Moderate:
PLC

Problem Statements: Student Success 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	The percentage of students meeting Annual Typical Growth on i-Ready declined from 61% to 58% in mathematics and from 66% to 62% in reading. Although overall median growth remains above 100%, a significant percentage of students are not consistently meeting their individual annual growth targets.	Instructional responses to student growth data are not yet consistently implemented across classrooms. There is a need for more systematic use of i-Ready, common formative assessment, and PLC data to identify students who are off track, provide timely targeted support, and ensure consistent evidence-based and culturally responsive instructional practices across grade levels.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

By May 2027, 70% of grade-level Collaborative Teacher Teams will meet at least 4 of 5 agreed-upon MTSS implementation criteria during quarterly reviews: (1) review common student data, (2) identify Tier 1 or Tier 2 instructional responses, (3) document actions and responsible staff, (4) establish a progress-monitoring measure, and (5) set and revisit a follow-up date.

Formative Measures: CTT/PLC Artifact Review: Review grade-level team agendas, notes, and documentation monthly to verify that teams are analyzing student data, identifying Tier 1/Tier 2 responses, assigning responsibilities, and establishing follow-up dates.
MTSS Documentation Checks: Monitor whether Tier 1, Tier 2, intervention, progress-monitoring, and fidelity decisions are documented and revisited consistently across grade levels.
Quarterly Implementation Review: Use a schoolwide MTSS/CTT implementation rubric or checklist each quarter to measure the percentage of teams meeting agreed-upon expectations for data review, decision-making, documentation, and follow-up.
Student Progress Data: Review i-Ready, common formative assessment, intervention, and attendance data to determine whether CTT decisions are resulting in measurable student progress and to identify where instructional responses need to be adjusted.

Improvement Strategy 1

MTSS
Develop and implement a consistent Collaborative Teacher Team structure aligned to WCSD MTSS expectations, including common agendas, data-review protocols, documentation tools, and scheduled follow-up for Tier 1, Tier 2, and extension decisions.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement the schoolwide MTSS/CTT meeting schedule so Collaborative Teacher Teams meet on the established cadence throughout the 2026-27 school year, with protected time for Tier 1, Tier 2, extension, and progress-monitoring discussions. WCSD expects CTTs to review student data and progress at least twice monthly. Develop and use a common CTT agenda and documentation template that includes student data review, identified instructional response, responsible staff member, progress-monitoring measure, and follow-up date. Provide staff training and ongoing support on the MTSS problem-solving cycle and CTT expectations, including how to distinguish Tier 1, Tier 2, and Tier 3 responsibilities and how to select evidence-based instructional responses. Conduct quarterly implementation reviews using the agreed-upon MTSS criteria to determine whether teams are consistently using the process and to identify areas needing additional clarification, coaching, or support. Use CTT student-progress data to adjust supports, including changes to core instruction, targeted intervention, extension, and referral to IAT when appropriate.	Principal, Dean, Teachers	SY 2026-2027	

Position Responsible: Principal, Dean, Teachers

Resources Needed: Protected CTT/PLC meeting time and the established schoolwide MTSS meeting schedule so teams can consistently review Tier 1, Tier 2, extension, and progress-monitoring data. WCSD specifically emphasizes having team roles, meeting structures/calendars, and data-review expectations clearly established.
Common CTT agenda, documentation template, and MTSS implementation checklist/rubric to create consistency in data review, decision-making, documentation, and follow-up across grade levels.
Access to student data systems and progress-monitoring tools, including i-Ready, common formative assessments, attendance data, intervention data, and other relevant academic/behavioral data used by teams.
Professional learning and coaching on MTSS problem-solving, Tier 1/Tier 2 supports, evidence-based interventions, and progress monitoring so staff have a shared understanding of expectations and how to implement the process. The WCSD materials identify approved evidence-based curricula/strategies and team data-review structures as foundational components.
Administrative and specialist support, including intervention staff, special education, counseling, EL support, and school psychology, to help teams match supports to student needs and connect CTT work to IAT when appropriate.
WCSD MTSS guidance materials and templates, including the Tight/Loose expectations, team-role guidance, referral processes, and district MTSS resources.

Evidence Level

Level 2: Moderate:
MTSS

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	Collaborative team practices for reviewing student data, identifying instructional responses, and monitoring Tier 1 and Tier 2 supports are not yet consistently implemented across grade levels.	Schoolwide expectations for MTSS team structures, data-review protocols, documentation, and follow-up have not been sufficiently standardized, resulting in variability in how teams identify student needs and respond instructionally.

Inquiry Area 3

Connectedness

SMART Goal 1

By the end of the 2026-2027 school year, Jesse Hall Elementary School will reduce the schoolwide chronic absenteeism rate from 11% to 9% or lower, as measured by district attendance data.

Formative Measures: Attendance rates, outreach logs, event participation, home visit records, individualized attendance plans.

Improvement Strategy 1

Family Engagement

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	* Implement a multi-tiered family outreach system (calls, texts, email, home visits) with clear expectations for frequency and documentation. * Establish a schoolwide recognition system to celebrate improved and consistent attendance (students and families). * Schedule regular mentor check-ins (weekly or bi-weekly) to monitor attendance, set goals, and address barriers. * Create opportunities to recognize and celebrate attendance improvement and positive engagement.	Administration, Counselor,	SY 2026-2027	

Position Responsible: Administration, Event Coordinator

Evidence Level

Level 3: Promising:
Family Engagement

Problem Statements: Connectedness 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Students who miss school frequently lose valuable instructional time, which can negatively affect academic achievement, engagement, and their connection to the school community. Students who are chronically absent may experience gaps in foundational skills and have difficulty maintaining consistent progress with grade-level learning.	Chronic absenteeism is a lack of consistent, proactive systems for identifying attendance barriers and engaging students and families early. As a result, some barriers to regular attendance are not identified or addressed before absences accumulate and students become chronically absent.

Community Outreach Activities

Activity	Date	Lesson Learned
Meet the Teacher Afternoon	August 6th, 2026	
Back to School Night K-1-2	September 1, 2026	
Back to School Night 3-4-5	September 8, 2026	
Hall-o-ween Carnival	October 29, 2026	
Friendship Feast	November 20, 2026	
Gingerbread House	December 9, 2026	
Science Night	February 2, 2026	
Egg Drop	March 19, 2026	
Apple of My Eye Dance	April 16, 2026	
Muffins with Mom	May 7, 2026	