Washoe County School District

Kate Smith Elementary School

Classification: 2 Star School

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

2026-2027 School Improvement Plan

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Mission Statement

Mission

It is the mission of Kate Smith Elementary School to strive for academic and social excellence through collaboration (PLCs/Student voice/Community partnerships), compassion (PBIS/SEL), and STEM integration (Building foundational skills across disciplines) to continue to grow as a goal-oriented learning community.

Vision

Vision

Kate Smith Elementary School inspires lifelong learners by creating a positive and safe learning environment where students are confident, self-aware, and socially responsible. We foster collaboration and critical thinking through innovative problem solving, respectful communication, and resiliency. Kate Smith Elementary School welcomes all students, families, staff, and community members as essential partners of our community.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

i-Ready Data Reading

- Students performing at or above grade level increased from 10% at BOY to 42% at EOY.
- Students performing three or more grade levels below decreased from 18% to 8% schoolwide.
- Kindergarten students at or above grade level increased from 14% to 66%.
- First grade students at or above grade level increased from 6% to 37%.
- Second grade students performing two grade levels below decreased from 70% to 22%.
- Third grade students performing three or more grade levels below decreased from 35% to 16%.
- Fifth grade students performing three or more grade levels below decreased from 36% to 14%.

Math

- Students performing at or above grade level increased from 9% at BOY to 36% at EOY.
- Students performing three or more grade levels below decreased from 15% to 4% schoolwide.
- Kindergarten students at or above grade level increased from 14% to 41%.
- First grade eliminated students performing two or more grade levels below.
- Second grade students performing two grade levels below decreased from 52% to 13%.
- Third grade students performing three or more grade levels below decreased from 29% to 3%.
- Fourth grade students performing mid or above grade level increased from 0% to 24%.
- Fifth grade students at or above grade level increased from 12% to 40%.

Chronic Absenteeism

- Average Daily Attendance remains strong at 93.97%, demonstrating that the majority of students attend school consistently and that daily attendance systems are generally effective.
- 71.51% of students maintain satisfactory attendance, meaning most students are attending regularly and are not currently at risk for chronic absenteeism.
- The percentage of students identified as severely chronically absent remains low (1.61%), indicating that only a small group of students are experiencing the most significant attendance challenges.
- The school has implemented tiered MTSS attendance supports, including Tier 2 and Tier 3 interventions for students with the greatest attendance needs.
- Attendance monitoring systems are in place to identify students approaching chronic absenteeism, allowing the school to provide interventions before attendance concerns become severe.
- Stable ADA rates over multiple years suggest that schoolwide attendance routines and expectations remain consistent and effective for the majority of students.

EL Learners

* More students than projected graduated from EL services this year, indicating strong growth in language development. This growth was most pronounced in listening comprehension and writing.

SBAC

English Language Arts

- Fifth grade demonstrated the strongest ELA performance at 39% proficient, substantially higher than the school's overall rate of 21%.
- White students performed at 23%, slightly above the school average.
- Students experiencing chronic absenteeism increased from 20% (2025) to 36% (2026), indicating some students with

attendance challenges are still achieving proficiency.

Mathematics

- Fourth grade demonstrated the strongest mathematics performance at 20% proficient.
- White students performed at 31%, above the school average.
- Students with disabilities improved compared with prior years (9% proficient in 2026 versus 23% in 2025, though still below desired levels).

Science

- 13% of fifth-grade students met or exceeded standard, while another 37% were approaching proficiency (Level 2), suggesting many students are within reach of proficiency.
- Students demonstrated comparatively stronger performance on Systems and System Models, where 19% approached standard, compared with other reporting categories.

Areas for Growth

i-Ready Reading

- Only 39% of students are on or above grade level, indicating a continued need to strengthen foundational reading skills and comprehension.
- Students who begin below grade level are not yet accelerating fast enough; despite strong growth, proficiency remains low overall.
- English Learners continue to need more explicit support in reading and writing, as ACCESS literacy composites remain lower than listening and speaking.

Math

- 37% of students are on or above grade level, showing a need to deepen conceptual understanding and multi-step problem-solving skills.
- While 57% met typical growth, only 26% met stretch growth, signaling that students who are behind require more targeted acceleration to close gaps.
- Math SBAC proficiency remains below district averages, despite strong SGP, indicating a need to translate growth into mastery.

Chronic Absenteeism:

- While Average Daily Attendance has remained relatively stable, the percentage of students identified as chronically absent increased from the previous school year, indicating a growing need for targeted attendance interventions.
- Nearly 29% of students are either approaching chronic absenteeism or are currently chronically absent, demonstrating the need for earlier identification and intervention systems.
- Kindergarten and upper elementary grade levels demonstrate the highest attendance concerns, suggesting a need for additional grade-level supports, family outreach, and attendance awareness strategies.
- A group of students continue to demonstrate persistent chronic absenteeism across multiple school years, indicating the need for more individualized and intensive supports.
- The number of students missing significant instructional time remains concerning, including students who missed 21 or more days of school, placing them at increased academic and behavioral risk.

SBAC

English Language Arts

- Overall proficiency (21%) remains 27 percentage points below the district average.

- English Learners scored 3% proficient, compared with 13% districtwide.
- Students receiving Free and Reduced Lunch scored 21%, compared with 38% districtwide.
- Third grade demonstrated the greatest need, with only 3% meeting standard.

Mathematics

- Overall proficiency (20%) remains 23 percentage points below district performance.
- English Learners scored 8% proficient, compared with 15% districtwide.
- Students receiving Free and Reduced Lunch scored 20%, compared with 33% districtwide.
- Third-grade mathematics proficiency was only 9%, indicating foundational mathematics remains a significant area of need.

Science

Science represents the school's greatest academic challenge.

Compared with the district:

- Science proficiency is 13%, compared with 32% districtwide.
- 50% of students scored at Level 1, compared with 40% districtwide.
- Only 13% reached proficiency (Levels 3–4).
- English Learners demonstrated particularly low performance, with 92% scoring at Level 1.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English Language Learner (ELL) students at our school continue to demonstrate lower academic achievement and slower growth rates in reading and writing compared to their English-proficient peers. While progress was made in listening comprehension, expressive language skills continue to be below expected targets on formalized assessments. Targeted supports and instructional strategies are needed to accelerate language acquisition and close achievement gaps.	Teachers will implement targeted language development strategies through integrated ELD instruction, small group interventions, and scaffolded classroom supports. Professional learning communities will continue to focus on effective ELL practices and embed language scaffolds and supports into their learning intentions and success criteria. Teams will regularly monitor student progress to adjust instruction and ensure language growth and academic achievement. The school will send home information in multiple languages to increase engagement and family support. We will also conduct home visits and include interpreters so that all willing parties will be able to participate.
Foster/Homeless	Students in foster care may experience mobility, interrupted learning, and attendance challenges, limiting consistent access to core instruction and interventions.	The school will monitor attendance and academic progress, collaborate with caregivers and outside agencies, and provide individualized academic and social-emotional supports to ensure timely access to interventions and continuity of services. Parents and caregivers will be communicated with in a variety of ways: newsletters, Dojo, and ConnectEd messaging. Parent-teacher home visits will also be offered to foster a sense of belonging and

		community within the school. Staff will be trained in Trauma-informed practices.
Free and Reduced Lunch	As a school with 100% of students qualifying for free and reduced-price meals, many students experience barriers associated with poverty, including chronic absenteeism, limited access to academic resources outside of school, and interruptions to learning.	Kate Smith Elementary will provide strong Tier I instruction, targeted interventions, attendance supports, family outreach, home visits, and connections to community resources to ensure equitable access to learning opportunities. Because of our status as a school with 100% students receiving FRL, all supports within this plan refer to students receiving FRL.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Students from racial and ethnic minority groups may experience barriers related to language acquisition, mobility, chronic absenteeism, and limited access to enrichment opportunities, which can impact academic achievement.	Teachers will provide culturally responsive instruction and equitable access to grade-level content and interventions. The school will continue to strengthen family engagement, monitor subgroup data regularly, and provide targeted supports based on identified student needs. Staff will be trained on how to evaluate data through an equity lens.
Students with IEPs	Students with IEPs are performing below grade level in core academic areas and are not meeting expected growth targets. Increased support is needed to ensure access to grade-level content, individualized instruction, and progress toward IEP goals.	Teachers and Special Education Staff will provide differentiated instruction aligned to IEP goals, increase access to inclusive practices, and strengthen collaboration between general and special education staff. Staff will use data to monitor progress and adjust supports, ensuring students receive targeted interventions and accommodations to meet their academic and functional goals. Staff who requires assistance with providing differentiated instruction will be provided with training and support. Families will be kept informed about progress through progress reports, grades in IC, as well as communication with staff.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Although students at Kate Smith Elementary are demonstrating positive academic growth, overall achievement remains below grade-level expectations in reading, mathematics, and science. i-Ready data indicate that only 39% of students are on or above grade level in reading and 37% in mathematics, while SBAC proficiency remains significantly below district averages in English Language Arts (21% vs. 48%), Mathematics (20% vs. 43%), and Science (13% vs. 32%). Students who begin below grade level are making growth but are not accelerating at a rate sufficient to close achievement gaps. English Learners, students experiencing poverty, and students with disabilities continue to demonstrate the largest performance gaps, particularly in academic vocabulary, expressive language, reading, writing, and mathematical reasoning. Increasing rates of chronic absenteeism further reduce access to high-quality instruction and contribute to persistent achievement gaps.	* Absenteeism * Lack of rigorous Tier I instruction with over-reliance on interventions * Lack of fidelity to district-provided curriculum and pacing guides * Lack of appropriate supporting materials during interventions * Limited instruction in academic vocabulary, which may have impacted the students' ability to understand the complex language of standardized assessments.
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.	Kate Smith'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

Staff Climate and Culture Survey:
High Expectations for Student Success (100%)

Staff overwhelmingly believe that students can succeed and report consistently setting high expectations, motivating struggling learners, and supporting students to remain engaged in school. This reflects a strong culture of academic excellence and commitment to student achievement.

Outstanding Home-School Communication (100%)

Staff report exceptionally strong partnerships with families. Survey results indicate that parents are viewed as valued partners, the school is welcoming to families, and communication regarding student progress is consistent and effective.

Strong Staff-Student Relationships (96%)

Staff believe students are cared for, supported, and connected to trusted adults. Nearly all respondents indicated that students have adults they can turn to for help and that staff genuinely care about student well-being.

Positive Student Behavior and School Climate (95%)

Staff reported student behavior as a significant strength. Incidents of bullying, fighting, racial conflict, truancy, and disrespect toward staff are perceived as relatively uncommon when compared to district averages.

Fairness and Respect (91%)

The school showed growth in this area, with staff reporting that students are treated respectfully and that behavioral expectations are generally fair and understood. This category increased by eight percentage points from the previous survey.

Strong Family Engagement (77%)

Parent involvement exceeds both elementary and district averages. Staff report meeting with families, maintaining communication about student progress, and receiving support from many parents and guardians

Kate Smith will continue to have high expectations and will continue to work on the implementation of Clarity across all grade levels and in all subject areas, embedding in academic language and vocabulary into our scaffolded success criteria. We will also continue with our implementation of the plan, do, study, act in PLCs, ensuring that student data is analyzed and discussed on a weekly basis. Staff will continue with robust data collection and Tiered supports.

Areas for Growth

The results from our climate survey reflect a school with strong relationships, high expectations for students, and exceptional family partnerships. As we consider opportunities for continuous improvement, Teacher Clarity should serve as the central focus of our adult learning efforts. By strengthening teacher clarity through NEPF-aligned instructional

practices and robust Professional Learning Community (PLC) structures, we can address several areas identified in the survey while further improving student outcomes.

One area identified for growth was **Staff Collaboration (76%)**, which was below both elementary and district averages. Staff responses suggest opportunities to strengthen shared instructional practices, collective problem-solving, and professional dialogue. A schoolwide commitment to Teacher Clarity provides a common instructional framework for collaboration. Through PLCs, teachers can work together to define clear learning intentions, develop success criteria, analyze evidence of student learning, and calibrate expectations across grade levels. This process creates greater consistency for students while increasing collective efficacy among staff.

The survey also highlighted **i-Ready (69%)** as an area for growth, particularly regarding the use of data to inform instruction and differentiation. To address this need, PLC structures provide dedicated opportunities for teachers to examine student data with administrators in real time. At least one administrator is present at all PLCs every week. These collaborative data conversations allow teams to move beyond simply reviewing scores and instead engage in meaningful problem-solving around student strengths, areas of need, instructional responses, and intervention planning. Teachers and administrators can work together to identify trends, celebrate growth, determine next instructional steps, and monitor the impact of those decisions over time. This approach strengthens staff capacity to use data as a tool for improving learning rather than as a compliance exercise.

Teacher Clarity also has the potential to positively influence **Work Stress (56%)**. When teachers have a clear understanding of instructional priorities and routinely collaborate around student evidence, decision-making becomes more focused and efficient. PLCs create a structure where problem-solving is shared rather than isolated. Teachers are able to learn from one another, access support from administrators, and develop collective solutions to instructional challenges. This can help reduce uncertainty, build confidence, and lessen the burden of addressing student needs independently.

Additionally, survey responses suggest opportunities to strengthen perceptions of support, recognition, and leadership responsiveness. Embedding administrators into PLC cycles demonstrates a commitment to supporting teachers' instructional work. When leaders participate in data analysis, provide coaching, celebrate successes, and collaboratively address challenges, staff are more likely to feel heard, supported, and valued. These interactions build trust while reinforcing a shared responsibility for student achievement.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English Language Learner (ELL) students at our school continue to demonstrate lower academic achievement and slower growth rates in reading and writing compared to their English-proficient peers. Targeted supports and instructional strategies are needed to accelerate language acquisition and close achievement gaps.	Implement targeted language development strategies through integrated ELD instruction, small group interventions, and scaffolded classroom supports. Provide professional learning for teachers on effective ELL practices, and regularly monitor student progress to adjust instruction and ensure language growth and academic achievement.

Foster/Homeless	Chronically absent homeless students experience fragmented instruction and lack consistent access to the scaffolded success criteria and academic language instruction their peers receive daily, creating compounding learning gaps. When they return to school, unclear learning targets and inaccessible academic vocabulary make re-entry overwhelming, perpetuating a cycle of disengagement and further absence.	Implement "Clarity Re-entry Protocols" where teachers provide returning homeless students with visual success criteria trackers, pre-taught academic vocabulary banks, and peer buddies who can explain current learning targets, ensuring these students can quickly orient to grade-level work. Pair this with flexible formative assessments that identify which success criteria students have mastered (regardless of attendance gaps) rather than penalizing time missed, and prioritize the most essential academic language and learning intentions to accelerate catch-up without overwhelming re-engagement.
Free and Reduced Lunch	All Kate Smith Elementary students face economic barriers that often correlate with limited exposure to academic language outside school, yet current instructional practices may inadvertently assume background knowledge and vocabulary students have not had equitable opportunities to develop. Without explicit, systematic teaching of Tier 2/3 vocabulary and transparent success criteria, economically disadvantaged students are left to decode hidden academic expectations that more privileged peers access through home enrichment.	Establish school-wide, non-negotiable instructional routines for explicit academic vocabulary instruction where every teacher pre-teaches Tier 2/3 words with student-friendly definitions, visual representations, and repeated meaningful practice before expecting students to use them independently. Ensure all success criteria are written in student-accessible language, co-constructed with students to build ownership, and accompanied by exemplars and sentence frames that make grade-level expectations transparent and achievable for students who lack academic language exposure outside school.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Students from racial and ethnic minority backgrounds may experience success criteria and academic language instruction that does not reflect or build upon their cultural and linguistic assets, positioning them as deficient rather than capable. Implicit biases about which students can meet grade-level expectations may result in watered-down success criteria or lower cognitive demand, denying minority students access to	Build staff capacity through equity-focused professional learning to examine how unconscious bias may lower expectations embedded in success criteria, and commit to maintaining grade-level rigor while providing culturally responsive scaffolds that honor students' linguistic and cultural backgrounds as assets. Implement regular "student voice audits" where minority students are asked to articulate learning intentions and self-assess against success criteria, using their responses to identify where clarity is breaking

	rigorous, clearly articulated learning targets.	down and to ensure all students—regardless of race or ethnicity—experience transparent, high-expectation learning targets with the supports needed to achieve them.
Students with IEPs	Students with IEPs are performing below grade level in core academic areas and are not meeting expected growth targets. Increased support is needed to ensure access to grade-level content, individualized instruction, and progress toward IEP goals.	Provide differentiated instruction aligned to IEP goals, increase access to inclusive practices, and strengthen collaboration between general and special education staff. Use data to monitor progress and adjust supports, ensuring students receive targeted interventions and accommodations to meet their academic and functional goals.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	A significant number of students at Kate Smith Elementary are not yet meeting grade-level expectations in reading, mathematics, and science, as evidenced by low proficiency rates on SBAC, i-Ready, and NGSS assessments. Although students are demonstrating strong academic growth, particularly those starting below grade level, the rate of stretch growth is not sufficient to close existing achievement gaps. These gaps are further impacted by inconsistent foundational literacy and math skills, lower EL literacy proficiency, and continued chronic absenteeism.	Despite strong instructional effort and clear evidence of growth, Tier 1 instruction is not yet consistently providing all students--particularly those beginning below grade level and English Learners--with enough explicit, systematic, and language-rich opportunities to build foundational literacy and math skills. As a result, students are not mastering the essential standards at the depth required for proficiency. In addition, chronic absenteeism reduces learning time for a subset of students, further limiting their access to high-quality core instruction and slowing the rate at which achievement gaps can be closed. Additionally, transiency is also a problem that contributes.
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.	Kate Smith's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

Connectedness

Areas of Strength

- Families report exceptionally strong relationships with staff, with 94% favorable ratings in the Relationships/Respect domain. Families overwhelmingly agree that staff care about their children, treat them fairly, and that every child has at least one adult they can go to for support.

- Relationship-building practices are deeply embedded schoolwide, including daily interactions, proactive communication, and intentional check-ins through advisory structures, which foster belonging and consistent adult-student connections.
- Staff use trauma-informed practices to support emotional safety, student regulation, and positive interactions. This contributes to the school's strong climate ratings and families' perception that their children feel supported and understood.
- PBIS is implemented schoolwide, creating consistent expectations and predictable routines. Families rate behavior expectations as fair and consistent (90–95% favorable), reinforcing trust and a sense of security for students.

- SEL strategies are integrated across classrooms, helping students understand emotions, build coping skills, and develop positive peer relationships. Families recognize these efforts through strong scores in Supportive Place (93%) and School Fit, where students' sense of belonging is highlighted.

- Physical and emotional safety are major strengths, with 100% of families reporting their child feels safe inside the building and on school grounds, reflecting effective supervision, clear routines, and a culture of care.

- The school is viewed as a highly welcoming environment, with 93% of families stating that staff make them feel welcome and that the school works collaboratively with them to set goals and support their children's needs.

- Communication with families remains strong, with 88% favorable ratings, demonstrating that teachers and staff keep families informed, are available when needed, and provide consistent opportunities for involvement.

Areas for Growth

At Kate Smith, an area that we could focus on would be chronic absenteeism, which grew from 14% to ___% despite efforts to improve attendance. The school excels in relationship building, fostering strong connections between staff and students. The implementation of trauma-informed practices and school-wide Positive Behavioral Interventions and Supports (PBIS) contributes to a supportive and inclusive environment, though students at Kate Smith would benefit from greater alignment between grade

levels. Additionally, the integration of Social-Emotional Learning (SEL) strategies across the school enhances students' emotional well-being and overall school climate, further supporting academic and personal growth.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English Language Learner (ELL) students at our school continue to demonstrate lower academic achievement and slower growth rates in reading and writing compared to their English-proficient peers. Targeted supports and instructional strategies are needed to accelerate language acquisition and close achievement gaps.	Implement targeted language development strategies through integrated ELD instruction, small group interventions, and scaffolded classroom supports. Provide professional learning for teachers on effective ELL practices, and regularly monitor student progress to adjust instruction and ensure language growth and academic achievement.
Foster/Homeless	N/Despite Kate Smith's exceptional relational strengths (94% family satisfaction) and trauma-informed practices, foster and homeless students experience chronic absenteeism at disproportionate rates due to housing instability, frequent school transitions, lack of consistent transportation, and competing survival needs that override school attendance. The strong connectedness and belonging students feel *when present* does not extend beyond school walls to address the systemic barriers—unstable morning routines, lack of school supplies or appropriate clothing, caseworker appointments, family crises, and the emotional toll of displacement—that prevent these students from accessing the safe, supportive environment staff have created. Additionally, inconsistent PBIS and SEL alignment across grade levels may be particularly destabilizing for foster/homeless youth who already experience frequent disruption, as they lack the predictability and routine that anchors attendance for students with stable home environments.	Assign dedicated staff liaisons to every foster and homeless student who serve as consistent relational anchors across housing transitions, proactively coordinate wrap-around supports (transportation vouchers, bus passes, morning pick-up protocols, emergency clothing/ supply closets, breakfast access, flexible scheduling for caseworker appointments), and conduct daily morning wellness checks via text or call when students are absent to communicate "we notice you're missing and we're here to help" rather than punitive messaging. Formalize "soft landing" re-entry protocols that allow homeless students to arrive late without penalty, provide catch-up support during lunch or advisory periods tied to clear success criteria so they can rejoin grade-level work quickly, and train all staff in trauma-informed responses to attendance lapses that prioritize relationship repair and barrier removal over consequences. Strengthen vertical PK-5 alignment of PBIS expectations and SEL routines to create the predictable, stable structures foster/homeless youth need as anchors amid external chaos, and establish a "school as sanctuary" mindset where attendance is framed as accessing safety, meals, and trusted adults rather than academic compliance. Partner with community agencies (shelters, foster care liaisons,

		McKinney-Vento coordinators) to share real-time attendance data and co-develop individualized attendance plans that address housing, transportation, and basic needs as prerequisites to consistent school attendance.
Free and Reduced Lunch	While all Kate Smith families report strong relationships with staff and feel welcomed and supported, the 100% FRL population faces economic realities—parents working multiple jobs with inflexible schedules, lack of reliable transportation, younger siblings needing care, housing insecurity, and limited access to healthcare—that create attendance barriers no amount of in-school connectedness can overcome alone. The school's relational capital has not yet been systematically leveraged to co-create solutions that address these economic obstacles, and families may hesitate to disclose financial hardships or ask for help despite trusting staff, fearing stigma or believing the school cannot assist with problems they perceive as "outside school's responsibility." Chronic absenteeism growth from 14% to nearly 15% suggests that while students feel they belong *at* school, daily attendance is deprioritized when families face economic crises, medical needs, or logistical challenges that make getting to school feel impossible.	Leverage Kate Smith's 94% relational trust to implement **equity-focused, asset-based attendance conversations** where staff are trained to ask families, "What's getting in the way of your child being here every day, and how can we problem-solve together?" using a strengths-based framework that normalizes economic barriers and positions the school as a partner in addressing them. Expand wrap-around supports that remove economic obstacles to attendance: provide free breakfast *before* school starts (not just during), establish a transportation assistance fund or carpool coordination system for families without reliable vehicles, offer flexible family engagement opportunities (evening events with meals, weekend academic supports, virtual options) that honor parents' work schedules, and create an emergency fund for attendance-related needs (bus fare, gas cards, alarm clocks, winter coats). Formalize peer and community connections that make attendance a collective responsibility: student attendance buddies who check in on absent peers, class-based attendance celebrations that build positive peer pressure, and partnerships with local businesses or service organizations to provide incentives (donated supplies, community recognition) for improved attendance. Use the strong communication structures (88% favorable) to shift messaging from compliance-based ("your child has missed X days") to opportunity-focused ("here's what your child is missing and here's how we can help them be here"), and train staff to recognize that for families in poverty, attendance barriers are often urgent, solvable problems (no clean clothes, missed the bus, baby sibling sick) rather than lack of

		caring, requiring immediate, practical school-based solutions.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Racial and ethnic minority students and families at Kate Smith experience strong individual relationships with staff (94% favorable) and perceive the school as safe and welcoming; however, **systemic and historical barriers to attendance**—including distrust of institutions, experiences with discriminatory discipline practices in prior settings, cultural mismatches between school and home expectations, language barriers that limit communication about attendance concerns, and disproportionate exposure to poverty-related obstacles (housing instability, lack of healthcare, food insecurity)—may undermine consistent attendance despite positive school climate. The growth in chronic absenteeism suggests that while minority families trust individual teachers, the school has not yet fully addressed how systemic inequities and implicit biases may shape attendance patterns, such as whether attendance outreach is culturally responsive, whether minoritized families feel equally empowered to voice barriers, or whether disciplinary consequences (despite PBIS implementation) disproportionately discourage attendance for students of color. Additionally, if SEL and PBIS practices lack cultural responsiveness or fail to reflect students' racial and ethnic identities as assets, minority students may not experience the same depth of	Build staff capacity through **equity audits and culturally responsive attendance practices** that examine whether outreach efforts, communication methods, and barrier-removal strategies are equally effective across racial and ethnic groups, ensuring that the 94% relational trust minoritized families report translates into attendance partnerships where families feel safe disclosing obstacles without fear of judgment or punitive responses. Conduct attendance conversations in families' home languages using culturally humble approaches that honor diverse family structures, communication preferences, and cultural values around education, and train staff to recognize how systemic inequities (lack of healthcare access, housing discrimination, food insecurity) disproportionately create attendance barriers for minority families that require school-based advocacy and resource coordination, not just relationship-building. Formalize **student identity affirmation practices** within SEL and PBIS structures—such as culturally responsive literature, multilingual signage, celebration of students' racial and ethnic identities, and staff reflection on implicit biases—to deepen the sense of belonging that drives daily attendance, ensuring minority students see themselves reflected in the school community and experience school as a place that values their whole identity. Establish a family liaison or community navigator role (ideally filled by someone from the community who shares students' racial, ethnic, or linguistic background) who conducts proactive outreach to chronically absent minority families, builds trust through cultural connection, links families to community resources, and serves as a bridge between home and school that addresses

	belonging that drives daily attendance, even within a generally supportive climate.	both logistical barriers and any systemic mistrust. Use disaggregated attendance data in PLCs and PDSA cycles to monitor whether chronic absenteeism rates differ by race/ethnicity, investigate root causes through student and family voice (surveys, focus groups, listening sessions with minority families), and hold the school accountable for eliminating disparities by celebrating progress and adjusting practices when minoritized students' attendance does not improve at the same rate as their peers.
Students with IEPs	Students with IEPs are performing below grade level in core academic areas and are not meeting expected growth targets. Increased support is needed to ensure access to grade-level content, individualized instruction, and progress toward IEP goals	Provide differentiated instruction aligned to IEP goals, increase access to inclusive practices, and strengthen collaboration between general and special education staff. Use data to monitor progress and adjust supports, ensuring students receive targeted interventions and accommodations to meet their academic and functional goals.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Kate Smith Elementary has made gains in student connectedness through trauma-informed practices, PBIS implementation, and SEL routines, leading to increased engagement, belonging, and school fit. However, families reported lower levels of confidence in helping their children persevere through problems and in helping children complete work at home without distractions and accept feedback, indicating that parents notice their children struggling with executive functioning. This also suggests that some students do not yet feel fully aligned to the school's learning environment or connected deeply enough to staff or peers to sustain strong motivation, independence, and attendance. Kate Smith's chronic absenteeism rate rose to 15.05%. This continued absenteeism limits consistent access to schoolwide relationship-building structures and reduces student participation in connectedness activities.	* Absenteeism * Transiency * Staff turnover after the school year started led to inconsistent implementation of structures and supports that had been in place. * Low family participation in engagement activities; families suggest that they need different times for family events. * Lack of onboarding of new staff to systems that were in place. * Some students do not feel fully aligned to the school's learning environment.
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.	Kate Smith's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Although students at Kate Smith Elementary are demonstrating positive academic growth, overall achievement remains below grade-level expectations in reading, mathematics, and science. i-Ready data indicate that only 39% of students are on or above grade level in reading and 37% in mathematics, while SBAC proficiency remains significantly below district averages in English Language Arts (21% vs. 48%), Mathematics (20% vs. 43%), and Science (13% vs. 32%). Students who begin below grade level are making growth but are not accelerating at a rate sufficient to close achievement gaps. English Learners, students experiencing poverty, and students with disabilities continue to demonstrate the largest performance gaps, particularly in academic vocabulary, expressive language, reading, writing, and mathematical reasoning. Increasing rates of chronic absenteeism further reduce access to high-quality instruction and contribute to persistent achievement gaps.	* Absenteeism * Lack of rigorous Tier I instruction with over-reliance on interventions * Lack of fidelity to district-provided curriculum and pacing guides * Lack of appropriate supporting materials during interventions * Limited instruction in academic vocabulary, which may have impacted the students' ability to understand the complex language of standardized assessments.
2 ★	A significant number of students at Kate Smith Elementary are not yet meeting grade-level expectations in reading, mathematics, and science, as evidenced by low proficiency rates on SBAC, i-Ready, and NGSS assessments. Although students are demonstrating strong academic growth, particularly those starting below grade level, the rate of stretch growth is not sufficient to close existing achievement gaps. These gaps are further impacted by inconsistent foundational literacy and math skills, lower EL literacy proficiency, and continued chronic absenteeism.	Despite strong instructional effort and clear evidence of growth, Tier 1 instruction is not yet consistently providing all students--particularly those beginning below grade level and English Learners--with enough explicit, systematic, and language-rich opportunities to build foundational literacy and math skills. As a result, students are not mastering the essential standards at the depth required for proficiency. In addition, chronic absenteeism reduces learning time for a subset of students, further limiting their access to high-quality core instruction and slowing the rate at which achievement gaps can be closed. Additionally, transiency is also a problem that contributes.

3 ★

Kate Smith Elementary has made gains in student connectedness through trauma-informed practices, PBIS implementation, and SEL routines, leading to increased engagement, belonging, and school fit. However, families reported lower levels of confidence in helping their children persevere through problems and in helping children complete work at home without distractions and accept feedback, indicating that parents notice their children struggling with executive functioning. This also suggests that some students do not yet feel fully aligned to the school's learning environment or connected deeply enough to staff or peers to sustain strong motivation, independence, and attendance. Kate Smith's chronic absenteeism rate rose to 15.05%. This continued absenteeism limits consistent access to schoolwide relationship-building structures and reduces student participation in connectedness activities.

* Absenteeism * Transiency * Staff turnover after the school year started led to inconsistent implementation of structures and supports that had been in place. * Low family participation in engagement activities; families suggest that they need different times for family events. * Lack of onboarding of new staff to systems that were in place. * Some students do not feel fully aligned to the school's learning environment.

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.

Kate Smith'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] **Criterion-Referenced Test in Science**
- [x] **Curriculum Based Measures**
- [x] **Early childhood literacy and math data**
- [x] **Early reading assessment results**
- [x] **End-of-Unit Assessments**
- [x] **Grades**
- [x] **I-Ready**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **Nevada State Performance Framework (NSPF)**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **Tier I Instructional Materials Assessments**
- [x] **WIDA ACCESS for ELLs**
- [x] **WIDA Alternate ACCESS (WAA)**
- [x] **WIDA Screener**
- [x] **Other**

Adult Learning Culture

- [x] **Action research results**
- [x] **Administrator evaluation**
- [x] **Communications data**
- [x] **Equity data**
- [x] **Lesson Plans**
- [x] **Master schedule**

- [x] **Professional learning communities (PLC) data/agenda/notes**
- [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**
- [x] **Walk-through data**
- [x] **Other**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Community surveys and/or other feedback**
- [x] **Demographic data**
- [x] **Enrollment**
- [x] **Enrollment trends**
- [x] **Home Visits**
- [x] **PBIS/MTSS data**
- [x] **School safety data**
- [x] **Social Emotional Learning Data**
- [x] **Volunteer opportunities, attendance, and participation**
- [x] **Other**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

By June 2027, 80% of English Learners at Kate Smith Elementary School will demonstrate growth in expressive language, as measured by an increase of at least 0.5 proficiency levels in one or more expressive language domains (Speaking and Writing) on the WIDA ACCESS assessment.

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

Improvement Strategy 1

Kate Smith Elementary School will strengthen Tier I language supports through the implementation of teacher clarity practices and structured language development opportunities. Teachers will intentionally embed language and vocabulary objectives into daily instruction, provide scaffolded opportunities for students to speak and write using academic language, and utilize data to monitor English Learners' progress in expressive language development.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will embed language intentions and explicit vocabulary instruction into daily ELA and content-area lessons, using ELLevations strategies to provide scaffolded supports.	Classroom teacher, admin	ongoing 26-27 school year	
2	PLC teams will analyze WIDA, Benchmark, and classroom formative assessment data to identify expressive language needs and plan targeted scaffolds and instructional responses for English Learners.	PLC teams, admin, classroom teacher	Bi-weekly	

Position Responsible: Classroom teacher, admin

Resources Needed: Classroom walkthrough data
Student speaking and writing samples
Benchmark weekly assessments
i-Ready Diagnostics and Tools for Instruction
PLC meeting notes and data cycles
WIDA ACCESS growth data

Evidence Level

Level 2: Moderate:
PLC's

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

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
2	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	Kate Smith's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
2	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	Kate Smith's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
2	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	Kate Smith's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

SMART Goal 2

By June of 2027, 70% of students in grades K-5 will meet their typical growth target in reading and math on the third iReady Diagnostic. 65% of students below grade level will meet their stretch growth target on

the third diagnostic.

Formative Measures: iReady data.

Improvement Strategy 1

Kate Smith Elementary will strengthen Tier I instruction through the implementation of Teacher Clarity practices, Science of Reading strategies, Benchmark ELA, and Reveal Math, while using i-Ready data to guide instruction, intervention, and student goal setting. PLC teams will regularly analyze student performance data to identify learning needs and provide targeted supports through the MTSS process.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Use i-Ready Diagnostic and progress monitoring data during PLCs to identify students needing support and adjust instruction and interventions based on student needs.	Grade level teams	May 2027	
2	Provide targeted Tier II and Tier III small-group interventions in reading and mathematics, with regular progress monitoring to evaluate effectiveness.	Grade level teams, supported by the MTSS team.		
3	Implement targeted supports for English Learners, students qualifying for FRL, students experiencing homelessness, Children in Transition (CIT), and students in foster care through MTSS, family outreach, attendance monitoring, and access to academic and social-emotional resources.	EL teacher, grade level teams, counselor, ELF, administration, attendance clerk, PBIS team		

Evidence Level

Level 2: Moderate:
PLC's

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

Status Checks

November	February	May

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Although students at Kate Smith Elementary are demonstrating positive academic growth, overall achievement remains below grade-level expectations in reading, mathematics, and science. i-Ready data indicate that only 39% of students are on or above grade level in reading and 37% in mathematics, while SBAC proficiency remains significantly below district averages in English Language Arts (21% vs. 48%), Mathematics (20% vs. 43%), and Science (13% vs. 32%). Students who begin below grade level are making growth but are not accelerating at a rate sufficient to close achievement gaps. English Learners, students experiencing poverty, and students with disabilities continue to demonstrate the largest performance gaps, particularly in academic vocabulary, expressive language, reading, writing, and mathematical reasoning. Increasing rates of chronic absenteeism further reduce access to high-quality instruction and contribute to persistent achievement gaps.	* Absenteeism * Lack of rigorous Tier I instruction with over-reliance on interventions * Lack of fidelity to district-provided curriculum and pacing guides * Lack of appropriate supporting materials during interventions * Limited instruction in academic vocabulary, which may have impacted the students' ability to understand the complex language of standardized assessments.
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.	Kate Smith's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

SMART Goal 2 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
2	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	Kate Smith's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

SMART Goal 2 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
2	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	Kate Smith's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

By June 2027, classroom walk-throughs using the NEPF instructional standards will indicate that 100% of teachers consistently implement instructional practices that engage students in rigorous learning, academic discourse, reflection, and self-monitoring of their progress toward learning goals

Formative Measures: Walkthrough forms, PLC Data, Common Formative Assessment Data

Improvement Strategy 1

Kate Smith will implement a schoolwide Teacher Clarity initiative focused on the four components of Teacher Clarity: clarity of organization, clarity of explanation, clarity of examples and guided practice, and clarity of assessment of student learning. Professional learning, coaching, PLC collaboration, and classroom walkthrough feedback will be aligned to these components, with a particular emphasis on integrating Teacher Clarity practices into ELA instruction through the Science of Reading. Teachers will regularly analyze student work and assessment data to refine instructional practices and ensure learning intentions, success criteria, and evidence of learning are consistently visible and used throughout instruction.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide ongoing professional learning on Teacher Clarity and Science of Reading practices through staff meetings, PLCs, and instructional coaching cycles.	Admin	Ongoing	
2	Conduct regular classroom walkthroughs and coaching conversations focused on the four components of Teacher Clarity, providing timely feedback and support.	Admin	Ongoing	
3	Utilize PLCs to collaboratively plan lessons, develop learning intentions and success criteria, analyze student work, and monitor implementation of Teacher Clarity practices in ELA.	Classroom teachers/ MTSS coach	Ongoing	

Position Responsible: Admin, classroom teacher, MTSS coach

Resources Needed: Clarity PD, updated walkthrough forms

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	A significant number of students at Kate Smith Elementary are not yet meeting grade-level expectations in reading, mathematics, and science, as evidenced by low proficiency rates on SBAC, i-Ready, and NGSS assessments. Although students are demonstrating strong academic growth, particularly those starting below grade level, the rate of stretch growth is not sufficient to close existing achievement gaps. These gaps are further impacted by inconsistent foundational literacy and math skills, lower EL literacy proficiency, and continued chronic absenteeism.	Despite strong instructional effort and clear evidence of growth, Tier 1 instruction is not yet consistently providing all students--particularly those beginning below grade level and English Learners--with enough explicit, systematic, and language-rich opportunities to build foundational literacy and math skills. As a result, students are not mastering the essential standards at the depth required for proficiency. In addition, chronic absenteeism reduces learning time for a subset of students, further limiting their access to high-quality core instruction and slowing the rate at which achievement gaps can be closed. Additionally, transiency is also a problem that contributes.

Inquiry Area 3

Connectedness

SMART Goal 1

The percentage of students identified as chronically absent in the 26-27 school year will decrease by 3% when compared to the 25-26 school year.

Formative Measures: BIG reports, family engagement training, second cup of coffee attendance, WATCH DOGs, PTHV program for community outreach

Improvement Strategy 1

At Kate Smith, we believe that students are more likely to attend school when they feel connected and when families feel valued and supported. To reduce chronic absenteeism, we will focus on building strong relationships with families through Parent Teacher Home Visits, ongoing communication, and proactive outreach. During the summer, we will identify students who were chronically absent during the 2025-2026 school year and personally reach out to families to better understand any barriers that may impact attendance before the new school year begins.

Throughout the year, we will regularly review attendance data, celebrate improved attendance, and connect families with school and community resources when challenges arise. By taking a relationship-centered approach and working alongside families to remove barriers, we aim to increase student engagement, strengthen school connectedness, and reduce chronic absenteeism by 3% by June 2027.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Identify students who were chronically absent during the previous school year and conduct summer outreach to families to identify barriers to attendance and connect them with available supports and resources.	Admin, counselor, attendance clerk	September 2026	
2	Implement Parent Teacher Home Visits and other relationship-building strategies to strengthen family partnerships, increase student connectedness, and support regular attendance.	Admin, counselor, attendance clerk, teacher	July 2026 and ongoing	
3	Review attendance data monthly through MTSS and attendance team meetings, monitor at-risk students, and implement targeted interventions, celebrations, and family outreach to improve attendance.	Admin, counselor, attendance clerk	monthly	

Position Responsible: Admin, counselor, attendance clerk, classroom teacher

Resources Needed: BIG reports, attendance reports, information gathered from PTHV

Evidence Level

Level 1: Strong:
Family Engagement

Problem Statements: Connectedness 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Kate Smith Elementary has made gains in student connectedness through trauma-informed practices, PBIS implementation, and SEL routines, leading to increased engagement, belonging, and school fit. However, families reported lower levels of confidence in helping their children persevere through problems and in helping children complete work at home without distractions and accept feedback, indicating that parents notice their children struggling with executive functioning. This also suggests that some students do not yet feel fully aligned to the school's learning environment or connected deeply enough to staff or peers to sustain strong motivation, independence, and attendance. Kate Smith's chronic absenteeism rate rose to 15.05%. This continued absenteeism limits consistent access to schoolwide relationship-building structures and reduces student participation in connectedness activities.	* Absenteeism * Transiency * Staff turnover after the school year started led to inconsistent implementation of structures and supports that had been in place. * Low family participation in engagement activities; families suggest that they need different times for family events. * Lack of onboarding of new staff to systems that were in place. * Some students do not feel fully aligned to the school's learning environment.

Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

1.1 Comprehensive Needs Assessment

People involved in the plan development:

1. Jennifer Hodges, Principal

2. Sarah Collins, Dean of Students

3. Morgan Martinez, teacher

4. Brenda Malnack, teacher

5. Yesenia Lopez, teacher

6. Morgan Malnack, teacher

7. Emily Vermillion, clerk

8. Sarah Henton, parent

The team met as a group on June 9 to discuss the plan. The parent participated via phone call.

2.1 School Performance Plan (SPP) developed with appropriate stakeholders

The School Performance Plan is developed collaboratively with staff, families, and community members through our Site-Based Committee and Second Cup of Coffee meetings, where participants review data, discuss priorities, and provide feedback on proposed goals and strategies. Additional input is gathered from families during Back-to-School Night and other family engagement events throughout the year, ensuring that stakeholder voices are considered in the continuous improvement process.

2.2 Regular monitoring and revision

The School Performance Plan is monitored bi-monthly during MTSS and Leadership Team meetings, where teams review implementation of strategies, analyze student data, and identify next steps for strengthening Tier I instruction and supports for students receiving interventions. The leadership team also meets weekly to review attendance and behavior data, address barriers to engagement, and adjust supports to re-engage students and families as needed.

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

The School Performance Plan is posted on the school website and shared with families at Back-to-School night and through the school newsletter and other communication platforms. Information about the plan is provided in English and Spanish, and school staff are available to assist families with translation or to explain the plan in a format that is understandable and accessible to all stakeholders.

2.4 Opportunities for all children to meet State standards

Kate Smith Elementary ensures that all children have equitable opportunities to meet state standards through the following initiatives:

1. **Student Success – i-Ready Data-Driven Instruction**
   Teachers use i-Ready data to guide instruction, track growth, and set student goals. Students receive targeted support and enrichment through differentiated, standards-aligned lessons.

2. **Adult Learning Culture – Professional Learning Communities (PLCs)**
   Weekly PLCs focus on the four components of *Teacher Clarity* to strengthen Tier 1 instruction, ensure consistent implementation of standards, and improve academic outcomes for all learners.

3. **Connectedness – Family Engagement and Attendance**
   The school partners with families to reduce chronic absenteeism through effective communication and the newly implemented Parent-Teacher Home Visit process. We also seek to increase student belonging through PBIS and SEL strategies and strengthen communication to support student success.

These initiatives, grounded in evidence-based practices, align with the school's mission to provide high-quality instruction, inclusive supports, and strong partnerships that promote academic growth for every student.

2.5 Increased learning time and well-rounded education

Title I funds support initiatives that increase learning time and provide a well-rounded education for all students. These include targeted reading and math interventions through i-Ready, collaborative Professional Learning Communities (PLCs) focused on data-driven Tier 1 instruction, and family engagement activities that strengthen home-school partnerships. Additionally, schoolwide Social-Emotional Learning (SEL) and PBIS initiatives promote positive behavior, attendance, and a safe, inclusive environment that supports both academic and social growth.

2.6 Address needs of all students, particularly at-risk

Title I funds at Kate Smith Elementary support initiatives designed to meet the needs of all students, particularly those most at risk of not meeting state standards. Targeted reading and math interventions using i-Ready, small-group instruction, after schooi tutoring and continuous progress monitoring provide focused academic support. Weekly Professional Learning Communities (PLCs) strengthen Tier 1 instruction and ensure equitable access to rigorous, standards-aligned curriculum, and support the use of ELLevation strategies in the classroom. In addition, family engagement efforts, attendance supports, and schoolwide SEL and PBIS practices promote a positive, inclusive environment that fosters both academic success and social-emotional growth for every student.

3.1 Annually evaluate the schoolwide plan

The School Performance Plan is evaluated through ongoing data analysis and progress monitoring during monthly leadership meetings on a bimonthly basis. Schoolwide goals and strategies are reviewed using i-Ready, attendance, and climate data, and adjustments are made each quarter to ensure continuous improvement and alignment with student needs.

4.1 Develop and distribute Parent Involvement and Family Engagement Policy

The Parent Involvement and Family Engagement Policy is developed collaboratively with families, staff, and the School Leadership Team during annual Title I meetings. Feedback from parents is gathered through surveys and family events, and the finalized policy is distributed to all families in multiple languages through the school website and the newsletter.

4.2 Offer flexible number of parent involvement meetings

Kate Smith Elementary provides a flexible number of parent involvement opportunities by offering multiple events at various times and days to accommodate family schedules. Morning meetings such as *Second Cup of Coffee*, afternoon classroom events, and evening family nights ensure that all families have opportunities to participate and engage in their child's education.

Community Outreach Activities

Activity	Date	Lesson Learned
Meet the Teacher Night	8/6/2026	The majority of our parents attended and participated in the event.
Back to School/Title 1/Community Resources event	9/22/2026	
Cardboard Carnival	10/20/2026	