Washoe County School District



Katherine Dunn 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

Motivated by the belief in the value of education in a diverse culture, the Mission Statement of Katherine Dunn Elementary School is to develop proficient readers, writers, and problem solvers who practice divergent thinking.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

Students have benefited from consistent use of i-Ready in both reading and math. The majority of students were able to complete 35 minutes a week of lessons in both reading and math. Areas of need were targeted and intervention was provided to support students with these skills. Students were also successful using EL strategies throughout the school year. This promoted language and vocabulary development as well as speaking skills. Students also engaged in Building a Thinking Classroom in math which helped promote collaboration and problem solving.

Areas for Growth

Students demonstrated significant growth in both i-Ready Math and Reading assessments.

Reading Proficiency Improvements:

- **Kindergarten:** Increased from 29% to 85%
- **1st Grade:** Increased from 8% to 58%
- **2nd Grade:** Increased from 21% to 49%
- **3rd Grade:** Increased from 48% to 69%
- **4th Grade:** Increased from 16% to 69%
- **5th Grade:** Increased from 33% to 46%

Math Proficiency Improvements:

- **Kindergarten:** Increased from 11% to 65%
- **1st Grade:** Increased from 3% to 49%
- **2nd Grade:** Increased from 12% to 38%
- **3rd Grade:** Increased from 13% to 47%
- **4th Grade:** Increased from 11% to 38%
- **5th Grade:** Increased from 23% to 46%

ACCESS scores also showed improvement. However, since WIDA updated the version of the WIDA ACCESS test, we are unable to have growth data for this year.

9 students were exited from EL services.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Support with the English Language	Improved EL strategies within the classroom and language components in learning intentions
Foster/Homeless	Absenteeism	Supports in place for students who miss multiple days in a row due to housing concerns
Free and Reduced Lunch	Chronic Absenteeism	Plan in place to catch students up if they miss content
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Not achieving at the same academic levels as their peers	Regular monitoring of academic progress through data teams and small-group interventions and tutoring opportunities.
Students with IEPs	Difficult when disabilities affect ACCESS scores	Continued visual supports

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	While EL students made growth this year, it is still a challenge for EL students in the speaking and listening domains.	Students do not receive enough practice throughout the year in this area. The focus has been reading and writing. There needs to be balanced instruction in all four domains in small group and whole group instruction.
2 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

Adult Learning Culture

Areas of Strength

Grade level teams collaborate weekly and go in depth with student data. Teachers develop future lesson plans based on current student data, areas of struggle, and areas of acceleration. Differentiation is developed based on the data and teacher discussions on observations within the classroom.

Based on the staff climate survey results, the following areas received 80% or higher of favorable ratings -

Expectations of Success - 100%

Fairness and Respect - 96%

Home-School Communication - 99%

Safety- 93%

Social Emotional Learning - 84%

Staff Collaboration - 96%

Staff-Student Relationships - 99%

Student Behaviors - 94%

Areas for Growth

Teachers have been engaging successfully in grade level PLCs. Teachers are able to work together to determine areas of needs based on common assessments. Teachers also work on vertical alignment to with other grade levels to ensure common language and areas in which students struggle and are successful.

Based on the staff climate survey results, the following areas received lower than 80% of favorable ratings -

i-Ready - 78% - concerns mainly with lesson provided to students.

Parent Involvement - 71% - concerns mainly with parents reaching out on ways to help their child at home and supporting teaching efforts.

Quality of WCSD - 49% - concerns mainly with feeling valued by the district.

Work Stress - 69% - concerns mainly with feeling burnt out.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Incorporating speaking and listening components	Make this a priority using EL strategies
Foster/Homeless	Academic supports	Targeting areas of struggle and provide small group instruction

Student Group	Challenge	Solution
Free and Reduced Lunch	Absenteeism	Determining whether academic struggles are related to absenteeism. If so, plan in place to catch up students.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Concerns with making adequate academic gains	Determine area of need and provide targeted supports
Students with IEPs	Progress is slow and frustrating for students	Continued support and added minutes in the IEP if needed.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	Students are not consistently aware of the success criteria of each lesson.	Teachers are not explicit in what success criteria looks like based on learning intentions.

★ = Priority

Connectedness

Areas of Strength

The following areas had the highest positive response increases on the Student Climate Survey, 10 percent improvement or higher -

Doing schoolwork even if they do not want to - 17% increase

Feeling safe while at school. - 19% increase

Most of what they are learning is interesting. - 11% increase

Happy to be at this school. - 10% increase

Students at school treat teachers and staff with respect. - 11% increase

People of different cultural backgrounds get along well at this school. - 15% increase

Students respect one another. 19% increase

Students feel it is important to follow the rules. 25% increase

Areas for Growth

Based on Student Climate Surveys, the following areas have positive responses percentages -

Adult Respect - 74%, Adult Support - 73%, Bullying - 59%, Participation - 76%, Relationship Skills - 74%, Responsible Decision Making - 55%, Self Awareness of Emotions - 64%, Self Awareness of Self Concept - 81%, Self Management of Goals - 44%, Social Awareness - 69%, Safety - 85%, Student Engagement - 64%, Student Respect - 69%, Student Voice - 88%, adn Victimization - 58%.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language Barrier	Building community with students from similar backgrounds
Foster/Homeless	Academic concerns	Working with families to ensure that students have what they need in order to be successful
Free and Reduced Lunch	Absenteeism	Measures in place to encourage the feeling of being included and academically supported
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Feeling connected	Ensuring that academics connect with all cultures within the school
Students with IEPs	Academic Barriers	Building community with trusted adults and peers

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Based on the Student Climate Survey, students have difficulty finishing tasks that are hard for them due to frustration and focus.	Students struggle with stamina when it comes to long assignments and tend to not put forth their best efforts. Students struggle with perseverance when assignments are difficult.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	While EL students made growth this year, it is still a challenge for EL students in the speaking and listening domains.	Students do not receive enough practice throughout the year in this area. The focus has been reading and writing. There needs to be balanced instruction in all four domains in small group and whole group instruction.
2 ★	Students are not consistently aware of the success criteria of each lesson.	Teachers are not explicit in what success criteria looks like based on learning intentions.
3 ★	Based on the Student Climate Survey, students have difficulty finishing tasks that are hard for them due to frustration and focus.	Students struggle with stamina when it comes to long assignments and tend to not put forth their best efforts. Students struggle with perseverance when assignments are difficult.
4 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- ☑ **Curriculum Based Measures**
- ☑ **MAP Growth Assessment**
- ☑ **Student Climate Survey, Student Voice**
- ☑ **WIDA ACCESS for ELLs**

Adult Learning Culture

- ☑ **Staff surveys and/or other feedback**
- ☑ **Student Climate Survey**

Connectedness

- ☑ **Attendance**
- ☑ **PBIS/MTSS data**
- ☑ **Social Emotional Learning Data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

AB 335 EL Goal: By the end of the school year 2026-27, 80% of 3rd - 5th grade EL students at Dunn Elementary will increase their language proficiency by one achievement level as measured by the state's yearly ELPA, ACCESS

Formative Measures: i-Ready Diagnostics,Personalized Learning, Literacy Tasks

Improvement Strategy 1

ELLevations
The use of learning walks to support implementation of language strategies

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Classroom teachers collaborate with EL teacher and ELF to support language acquisition within the classroom	Gen Ed Teachers ELF EL Teacher Admin	SY 2026-27	
2	Weekly learning walks around ELLevation Strategies and GLAD	Gen Ed Teachers ELF EL Teacher Admin	SY 2026-27	

Position Responsible: Gen Ed Teachers, ELF, EL teacher, Admin

Resources Needed: N/A

Evidence Level

Level 2: Moderate:
ELLevations

Problem Statements: Student Success 2

Status Checks

In progress

November **February** **May**

Improvement Strategy 2

PLCs
ELF with a focus around building staff capacity

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Infusion of ELF into PLCs	Gen Ed Teachers ELF EL teacher Admin	SY 2026-27	
2	Co-teaching cycles with ELF implemented based on student/staff needs	Gen Ed Teachers ELF EL teacher Admin	SY 2026-27	

Position Responsible: Gen Ed Teachers ELF EL teacher Admin

Resources Needed: N/A

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Student Success 2

Status Checks

In progress

November **February** **May**

Improvement Strategy 3

PLCs
Deep data dive to identify skills focus for each student

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Strategic placement of ELs on trajectory to exit with teachers who are highly trained in the skill/ domain that matches needed language skill for exiting	Gen Ed Teachers ELF EL Teacher Admin	SY 2026-27	
2	Language focus on artifacts when in PLC to check on targeted student progress	Gen Ed Teachers ELF EL Teacher Admin	SY 2026-27	

Position Responsible: Gen Ed Teachers ELF EL Teacher Admin

Evidence Level

Level 2: Moderate:
PLC

Problem Statements: Student Success 2

Status Checks

In progress

November **February** **May**

SMART Goal 1 Problem Statements Identifying Student Success

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

SMART Goal 2

At least 10 students will exit from EL and 55% of EL students will make adequate growth on the WIDA assessment.

Formative Measures: WIDA
i-Ready Reading and Math
Common Assessments that focus on speaking and listening
Teacher observation with anecdotal notes based on targeted
School Wide Chronic Absenteeism below 10%

Improvement Strategy 1

i-Ready/Tier 1 Small Group Instruction

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will focus on speaking and listening during Tier 1 and small group instruction. Teachers will continue implementation of Building a Thinking Classroom to help develop these skills. Teachers will focus on speaking and listening during Tier 1 and small group instruction. Teachers will continue implementation of Building a Thinking Classroom to help develop these skills.	Grade level teachers EL teacher and EL assistant Special Education teachers Admin	By end of the school year	

Position Responsible: Grade level teachers EL teacher and EL assistant Special Education teachers Admin

Resources Needed: N/A

Evidence Level

Level 3: Promising:
i-Ready

Level 4: Demonstrate Rationale:
Tier I - Small Group Instruction

Problem Statements: Student Success 1

Status Checks

In progress

November **February** **May**

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	While EL students made growth this year, it is still a challenge for EL students in the speaking and listening domains.	Students do not receive enough practice throughout the year in this area. The focus has been reading and writing. There needs to be balanced instruction in all four domains in small group and whole group instruction.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

By the end of the 26/27 school year, 100% of PreK-5th grade teachers will have a clear understanding of effective Tier 1 instruction, including the use of appropriate assessments, rubrics, success criteria and language objectives. Sub populations will be a focus during PLCs.

Formative Measures: i-Ready intervention with a focus on students who are two grade levels behind
Building a Thinking Classroom implementation
WIDA results used for lesson planning
Teacher Clarity Playbook implementation

Improvement Strategy 1

PLC's
Teachers will ensure that each lesson includes an objective with success criteria that will be stated to students throughout the lesson.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will ensure that each lesson includes an objective with success criteria that will be stated to students throughout the lesson. Rubrics will be developed and shared with students for writing and speaking assignments.	Grade level teachers EL teacher and EL assistant Special Education teachers Admin	By end of the school year	

Position Responsible: Grade level teachers EL teacher and EL assistant Special Education teachers Admin

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Adult Learning Culture 1

Status Checks

November	February	May
Implemented	Implemented	Implemented

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Students are not consistently aware of the success criteria of each lesson.	Teachers are not explicit in what success criteria looks like based on learning intentions.

Inquiry Area 3 Connectedness

SMART Goal 1

Increase 5th grade students' favorable responses to "Getting through something even when I feel frustrated" from 32% to 37% and "Finishing tasks even when they are hard" from 31% to 36%.

Formative Measures: Student Climate Survey
Student surveys within the classroom

Improvement Strategy 1

SEL
Teachers will target lengthy or difficult assignments and work with students on perseverance, analyzing problems, and stamina. Counselors will provide guidance lessons targeting these skills as well.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will target lengthy or difficult assignments and work with students on perseverance, analyzing problems, and stamina. Counselors will provide guidance lessons targeting these skills as well.	Grade level teachers EL teacher and EL assistant Special Education teachers Counselors Admin	By end of the school year	

Position Responsible: Grade level teachers EL teacher and EL assistant Special Education teachers Counselors Admin

Resources Needed: N/A

Evidence Level

Level 3: Promising:
SEL

Problem Statements: Connectedness 1

Status Checks

In progress

November	February	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Based on the Student Climate Survey, students have difficulty finishing tasks that are hard for them due to frustration and focus.	Students struggle with stamina when it comes to long assignments and tend to not put forth their best efforts. Students struggle with perseverance when assignments are difficult.

Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

1.1 Comprehensive Needs Assessment

For Title I Elements, please see attached Addendum.

Community Outreach Activities

Activity	Date	Lesson Learned
Back to School Ice Cream Social	8/7/26	Positive response from parents regarding the ease of finding the classrooms on the first day of school and being informed of expectations
Fall Carnival	10/20/26	
Dads and Donuts	11/18/26	
Winter Craft Night	12/8/26	
Loteria	3/9/27	
Moms and Muffins	5/12/27	