Washoe County School District

Lena Juniper Elementary School

Classification: 4 Star School

2026-2027 School Improvement Plan

District Approval Date:
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Comprehensive Needs Assessment

Student Success

Areas of Strength

Math:

SBAC Math Proficiency: 48% (up from 42%).

SBAC Math Median SGP: 54% (decreased from 57%, but steady)

SBAC Math Keep Up: 70% (up from 63%)

SBAC Math AGP: 45% (up from 43%)

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SBAC Math EL ACP 25% (up from 15%)

SBAC Math IEP Catch Up 28% (up from 12%)

SBAC Math EL Catch Up 18% (up from 11%)

iReady Math End of Year Projected Profiiciency 50% (up from 48%)

iReady Math End of Year Typical Growth 58% (up from 57%)

ELA:

SBAC ELA Proficiency: 63% (up from 53%).

SBAC ELA Median SGP: 53% (up from 47%)

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Student Climate Survey (Adult): 91% of 5th grade students rated themselves positively up 13% from 24-25 school year.

Student Climate Survey (Self-Management of skills): 72% of 5th grade students rated themselves positively up 13% from 24-25 school year.

Student Climate Survey (Self-Management of skills): 72% of 5th grade students rated themselves positively up 13% from 24-25 school year.

Student Climate Survey (Student Respect): 81 % of 5th grade students rated themselves positively up 15% from 24-25 school year.

Areas for Growth

26-27 Goals:

Goal: Increase Math Proficiency and Growth as measured by SBAC.

- Math Increase:

SBAC Math Proficiency: 58% (from 48%).
SBAC Math Median SGP: 64% (from 54%)
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Goal: Increase ELA Proficiency and Growth as measured by SBAC.

- ELA Increase

SBAC ELA Proficiency: 73% (from 63%).

SBAC ELA Median SGP: 63% (from 53%)

SBAC ELA Keep Up: 80% (from 70%)

SBAC ELA AGP: 70% (from 60%)

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By the end of the 2026–2027 school year, students in grades 1–5 identified as English Learners will demonstrate a 20% increase in WIDA **Writing** performance, as measured by a comparison of baseline and end-of-year WIDA writing data. Progress will be supported through consistent, explicit instruction in academic writing, language functions, and grade-appropriate language structures, with student writing data reviewed throughout the year to monitor growth and adjust instruction. (increase from 292 to 312)

By the end of the 2026–2027 school year, students in grades 1–5 identified as English Learners will demonstrate a 20% increase in WIDA **Speaking** performance, as measured by a comparison of baseline and end-of-year WIDA writing data. Progress will be supported through consistent, explicit instruction in academic vocabulary, language functions, and grade-appropriate language structures, with student speaking data reviewed throughout the year to monitor growth and adjust instruction. (increase from

363 to 383)

Goal : Increase 5th grade students' favorable responses on Student Climate Survey

Bullying: Increase from 57% to 100%

Responsible Decision Making: Increase from 65 to 100

Self Awareness of Emotions: Increase from 62 to 100

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language comprehension, limited academic vocabulary, uncertainty about expectations. Limited academic language, difficulty interpreting word problems, and unfamiliarity with SBAC language structures.	• Teacher will model metacognition with a focus on vocabulary/ essential standards for reading/ writing. • Use **visuals and sentence frames**: Pictorials, visual vocabulary strategies specifically during Science and Math. • Celebrate progress with verbal praise and visuals • Pair with a peer buddy to review lesson goal and task completion. • Implement Accountable Talk strategies to model academic discourse. • Provide Pocket Talks for emergent language learners. • Use **structured oral language routines** before written explanations ("turn and talk" about how you solved). • Routinely have students on Lexia Learning site to improve EL language skills.

Student Group	Challenge	Solution
Foster/Homeless	Trauma, inconsistent schooling, low trust, emotional triggers. School mobility, inconsistent instruction, and emotional stress that impacts focus.	• Provide **stable, posted and predictable routines, including posted Learning Intentions, Success Criteria, and visual learning supports.** • Create **safe-adult check-ins** for attendance and SEL encouragement. • Use **trauma-informed language** (“You worked through something tough—great persistence”). • Ensure counseling small group as needed to support SEL/attendance needs. ◦ Assign a **trusted adult advocate** for ongoing academic and emotional check-ins. ◦ Incorporate **trauma-informed practices** and SEL lessons, focused on persistence and confidence, into counseling lessons. ◦ School-wide focus on "Managing Big Emotions" and Zones of Regulation.

Student Group	Challenge	Solution

Free and Reduced Lunch	Limited resources, stress outside school, motivation dips.
	
	Limited access to enrichment resources or consistent academic supports outside school.
		• Connect goals to **future aspirations** (“Finishing this helps you reach your dream job”).
		• Provide **non-material rewards** (leadership roles, shout-outs).
		• Model iReady goal-tracking with visual progress bars to build internal motivation.
		• Teach self-regulation strategies along with Zones of Regulation (checklists, self-talk prompts).
		  • Use **hands-on materials and digital tools** available at school to reduce resource gaps.
		  • Celebrate **growth data, not just proficiency**, to reinforce effort and persistence.
		  • Partner with University of Nevada for **family math nights** and resource support.

Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Possible stereotype threat, underrepresentation, lower sense of belonging Lower sense of belonging or representation in math fields, stereotype threat.	• Embed **culturally responsive role models** who show persistence and goal-setting success. • Use **affirming language** (“Your effort shows excellence and leadership”). • Facilitate **cooperative learning** where all voices are valued. ◦ Use **culturally relevant problem contexts** in word problems. ◦ Build **inclusive classroom norms** around risk-taking and valuing multiple solution paths. ◦ Have WCSD BCBA train staff on inclusive practices. ◦ Monitor equity in participation during math discourse using walk-thru data.

Student Group	Challenge	Solution

Students with IEPs	Processing, attention, or executive-function challenges.
	
	Gaps in foundational concepts, processing speed, or working memory; difficulty with complex item formats.
		• Provide **prompting and fading supports, using gradual release model during each lesson.** (verbal → visual → independent).
		• Use **reinforcement schedules** for iReady (and behaviors as necessary) task completion and goal reflection.
		• Collaborate with special-ed and gen-ed teachers to align IEP accommodations with the SEL targets.
		  • Align IEP math goals to **grade-level standards** with scaffolded supports (visual models, manipulatives) with a focus on NBT.1/ OA.1).
		  • Provide **frequent progress monitoring** tied to SBAC claims. (completed by gen ed/ SPED teachers)
		  • Use **graphic organizers, with a focus on 3 genres of Common Core Writing.**
		  • Allow **assistive technology tools** and SBAC-approved accommodations (read-aloud, text-to-speech, scribe, breaks).
		  • Co-plan with special educators to **reteach skills through multiple representations**.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Low student responses on Student Climate Survey in areas of : Bullying: 57% Responsible Decision Making: 65% Self Awareness of Emotions: 62% Math Scores on SBAC below 60%: SBAC Math Proficiency: 48% SBAC Math Median SGP: 54% SBAC Math AGP: 44% SBAC Math FRL AGP 45% SBAC Math IEP AGP 30% SBAC Math EL AGP 25% SBAC Math IEP Catch Up 38% SBAC Math EL Catch Up 18% ELA Scores on SBAC below 60%: SBAC ELA Proficiency: 63% SBAC ELA Median SGP: 53% SBAC ELA IEP AGP 35% SBAC ELA EL AGP 40% SBAC ELA IEP Catch Up 32% SBAC ELA EL Catch Up 55% By the end of the 2026-2027 school year, students in grades 1-5 identified as English Learners will demonstrate a 20 point increase in WIDA Writing performance (increase from 292 to 312), as measured by a comparison of baseline and end-of-year WIDA writing data. Progress will be supported through consistent, explicit instruction in academic writing, language functions, and grade-appropriate language structures, with student writing data reviewed throughout the year to monitor growth and adjust instruction. By the end of the 2026-2027 school year, students in grades 1-5 identified as English Learners will demonstrate a 20 point increase in WIDA Speaking performance (increase from 363 to 383), as measured by a comparison of baseline and end-of-year WIDA writing data. Progress will be supported through consistent, explicit instruction in academic vocabulary, language functions, and grade-appropriate language structures, with student speaking data reviewed throughout the year to monitor growth and adjust instruction.	Critical Root Causes School Climate: Students have inconsistent opportunities to explicitly learn, practice, and apply skills related to emotional awareness, responsible decision making, conflict resolution, and responding to bullying across school settings. Math Achievement: Formative assessment data is not yet consistently used to identify unfinished learning and provide timely, targeted reteaching. Students also need stronger conceptual understanding, mathematical reasoning, academic vocabulary, and opportunities to explain and apply their mathematical thinking. ELA Achievement: Although overall ELA proficiency is above 60%, achievement gaps remain for English Learners and students with IEPs. Students needing additional support do not consistently receive sufficiently targeted, timely instruction based on formative assessment data to accelerate learning and close achievement gaps. English Learner Achievement: Explicit instruction in academic vocabulary, language functions, and grade-appropriate language structures is not yet consistently embedded across content areas. English Learners need increased opportunities to engage in structured academic conversations, orally rehearse ideas, and produce extended speaking and writing responses. Schoolwide Instructional Practice: There is inconsistent implementation of a continuous instructional cycle in which teachers use clear learning intentions and success criteria, gather formative evidence of learning, provide explicit vocabulary and visual supports, differentiate/ reteach based on student need, and reassess to determine mastery.
2 ★	Student achievement and climate data indicate that students, particularly English Learners and students with IEPs, are not consistently demonstrating the academic growth, language development, and social-emotional skills necessary to meet grade-level expectations and close existing achievement gaps.	Instructional Consistency: Schoolwide systems and instructional practices are not yet consistently implemented to use student data to identify individual needs and provide timely, explicit, differentiated instruction, including academic language, formative assessment, targeted reteaching, and opportunities for students to demonstrate learning.

★ = Priority

Adult Learning Culture

Areas of Strength

Math:

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Student Climate Survey (Student Respect): 81 % of 5th grade students rated themselves positively up 15% from 24-25 school year.

Staff Climate Survey (Respect) 100% of staff rated our school positively, up 6% from 24-25 school year.

Staff Climate Survey (Social Emotional Learning) 96% of staff rated our school positively, up 6% from 24-25 school year.

Staff Climate Survey (Staff-Student Relationships) 98% of staff rated our school positively, up 7% from 24-25 school year.

Areas for Growth

26-27 Goals:

Goal: Increase Math Proficiency and Growth as measured by SBAC.

- Math Increase:

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Goal: Increase EL WIDA/ACCESS Data:

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WIDA **Writing** performance, as measured by a comparison of baseline and end-of-year WIDA writing data. Progress will be supported through consistent, explicit instruction in academic writing, language functions, and grade-appropriate language structures, with student writing data reviewed throughout the year to monitor growth and adjust instruction. (increase from 292 to 312)

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Goal : Increase 5th grade students' favorable responses on Student Climate Survey

Bullying: Increase from 57% to 100%

Responsible Decision Making: Increase from 65 to 100

Self Awareness of Emotions: Increase from 62 to 100

Goal: Increase Staff's favorable responses on Staff Climate Survey

Parent Involvement: Increase from 75% to 85%

iReady: Increase from 62% to 72%

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Academic language barriers and unclear expectations for what "success" looks like.	• Use sentence stems to support conversations and speaking in complete sentences. • Provide picture supports through GLAD strategies, such as pictorials and narrative inputs. • Model, use Accountable Talk, providing Accountable Talk stems and gestures. • Check understanding with **choral responses, gestures, or partner rephrasing**.

Student Group	Challenge	Solution
Foster/Homeless	Gaps from mobility, low trust in adults, difficulty connecting learning to relevance.	• Open each lesson with Learning Intention, Success Criteria, vocabulary instruction. • Give concise directions and have students repeat back to check understanding. • Use positive behavior support for encouragement and specific praise. • Connect learning intentions to **personal purpose or real-life examples** for relevance.
Free and Reduced Lunch	Limited academic confidence or exposure to explicit success tracking.	• Make learning **visible and measurable** Learning Intention, Success Criteria and visual learning strategies, such as vocabulary models. • Emphasize growth goals, especially when speaking about iReady. • Share exemplars and non-exemplars side-by-side to show what “meeting” looks like. • Link **learning purposes to real-world contexts.** • Use consistent **feedback for formative assessment in a small group setting.**
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Lower sense of belonging or inconsistent expectations.	• Use **culturally relevant examples and visuals** to make connections to curriculum. • Highlight **student voice and diversity through share circles, SEL books, student discussions around Juniper PRIDE (perseverance, respect, integrity, diversity, excellence).** • Model metacognition and use vocabulary visual strategies to support understanding. • Use specific positive behavior supports. • Post sample problems/ solultions as a model for expectations and processes.
Students with IEPs	Processing, working memory, or attention needs.	• Differentiate Learning based on the Learning Progression of standard. • Provide visuals, manipulatives, and vocabulary charts • Revisit **success criteria frequently** and check for understanding one-on-one. • Use **visual Vocabulary Supports** • Give **specific, immediate feedback** linked to the success criteria (“You justified your answer with a model—great job meeting today’s goal!”).

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	1. Inconsistent Data-Driven Instruction Staff do not consistently use formative and summative data collaboratively to identify specific student needs, plan targeted instruction/reteaching, and determine whether interventions resulted in mastery. 2. Inconsistent Explicit Instruction There is variability across classrooms in the consistent use of explicit instruction, modeling, learning intentions/success criteria, vocabulary instruction, visual supports, and checks for understanding. 3. Inconsistent Academic Language Practices Staff do not consistently embed explicit academic vocabulary, language functions, sentence structures, structured student discourse, and writing opportunities across all content areas. 4. Inconsistent Collective Response to Student Needs PLC and professional learning structures do not yet consistently result in shared instructional responses when students, particularly EL and IEP students, are not demonstrating sufficient growth. 5.Teachers perceive inconsistent family engagement and support for student learning at home, limiting the connection between school-based learning expectations and home support. 6.Staff have inconsistent understanding, ownership, and implementation of i-Ready online instruction as a tool for supporting differentiated student learning and growth.	1. Inconsistent Data-Driven Instruction Staff lack, or are not following, a consistent schoolwide process and protected collaborative time to analyze formative data, identify specific skill gaps, plan targeted reteaching, and reassess student mastery. 2. Inconsistent Explicit Instruction Staff lack shared expectations, ongoing professional learning, modeling, and feedback around high-impact explicit instructional practices, including learning intentions/success criteria, vocabulary, visuals, modeling, and checks for understanding. 3. Inconsistent Academic Language Practices Staff lack consistent training, common strategies, and collaborative planning structures for intentionally embedding academic vocabulary, language functions, structured discourse, and writing across content areas. 4. Inconsistent Collective Response to Student Needs PLCs lack a consistent schoolwide inquiry cycle with clear protocols, shared accountability, and follow-up for determining which instructional responses are needed when students--especially EL and IEP students--are not making sufficient progress. 5.Families may not consistently receive clear, accessible, and actionable information about what students are learning and how they can support learning at home. 6.Staff lack a shared understanding of the purpose of i-Ready online instruction and how it connects to classroom instruction and student goals.

★ = Priority

Connectedness

Areas of Strength

93 % of students at Juniper ES were not deemed Chronically Absent for the 2025-26 School Year.

Areas for Growth

25-26 Juniper Percent of Students Chronically Absent: Attendance 7%

- Continue to build relationships with families/ students.
- Assign one adult per chronically absent student.
- Celebrate attendance milestones.
- Review data weekly.
- Send attendance notes/ helpful tools to help parents.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	• Language barriers cause confusion about attendance expectations. • Families unfamiliar with U.S. attendance laws or absence reporting.	• Assign a **bilingual family liaison** to contact homes after two consecutive absences.
Foster/Homeless	• Frequent moves and unstable placements. • Emotional trauma, anxiety, or lack of consistent adult support. • Missed school transitions and lost records.	• Assign a **consistent adult mentor/check-in person** (counselor, office staff, or teacher).

Student Group	Challenge	Solution
Free and Reduced Lunch	• Transportation difficulties or housing instability. • Health issues, lack of clean clothing, or unmet basic needs. • Caretaking responsibilities for siblings.	• Connect families to **clothing closets, food pantries, or wraparound supports**. • Use **attendance rewards** that emphasize teamwork (class celebrations for 95%+ attendance).
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	• Experiences of bias or low sense of belonging at school. • Perceptions that school is not culturally inclusive or relevant. • Family mistrust due to historical inequities.	• Implement **positive phone calls home** highlighting effort and engagement—not only attendance problems. • Analyze attendance data by subgroup to identify and close **belonging or engagement gaps**.
Students with IEPs	• Medical or therapy appointments during the school day. • Fatigue or anxiety related to academic frustration.	• Offer **consistent routines** with visual schedules and transition supports. • Schedule **therapy or resource services** during non-core instructional times when possible.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	7% of students at Juniper Elementary school were deemed Chronically Absent for the 25-26 School Year.	Family Understanding of Attendance Impact: Families may not consistently understand how excused and unexcused absences, including frequent short-term absences, affect academic achievement and contribute to chronic absenteeism. 2. Barriers to Regular Attendance: Individual family barriers affecting attendance are not consistently identified and addressed through individualized supports and community resources.

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Priority Problem Statements

	Problem Statement	Critical Root Cause
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2 ★

1. Inconsistent Data-Driven Instruction Staff do not consistently use formative and summative data collaboratively to identify specific student needs, plan targeted instruction/reteaching, and determine whether interventions resulted in mastery. 2. Inconsistent Explicit Instruction There is variability across classrooms in the consistent use of explicit instruction, modeling, learning intentions/success criteria, vocabulary instruction, visual supports, and checks for understanding. 3. Inconsistent Academic Language Practices Staff do not consistently embed explicit academic vocabulary, language functions, sentence structures, structured student discourse, and writing opportunities across all content areas. 4. Inconsistent Collective Response to Student Needs PLC and professional learning structures do not yet consistently result in shared instructional responses when students, particularly EL and IEP students, are not demonstrating sufficient growth. 5.Teachers perceive inconsistent family engagement and support for student learning at home, limiting the connection between school-based learning expectations and home support. 6.Staff have inconsistent understanding, ownership, and implementation of i-Ready online instruction as a tool for supporting differentiated student learning and growth.

1. Inconsistent Data-Driven Instruction Staff lack, or are not following, a consistent schoolwide process and protected collaborative time to analyze formative data, identify specific skill gaps, plan targeted reteaching, and reassess student mastery. 2. Inconsistent Explicit Instruction Staff lack shared expectations, ongoing professional learning, modeling, and feedback around high-impact explicit instructional practices, including learning intentions/success criteria, vocabulary, visuals, modeling, and checks for understanding. 3. Inconsistent Academic Language Practices Staff lack consistent training, common strategies, and collaborative planning structures for intentionally embedding academic vocabulary, language functions, structured discourse, and writing across content areas. 4. Inconsistent Collective Response to Student Needs PLCs lack a consistent schoolwide inquiry cycle with clear protocols, shared accountability, and follow-up for determining which instructional responses are needed when students--especially EL and IEP students--are not making sufficient progress. 5.Families may not consistently receive clear, accessible, and actionable information about what students are learning and how they can support learning at home. 6.Staff lack a shared understanding of the purpose of i-Ready online instruction and how it connects to classroom instruction and student goals.

3 ★

7% of students at Juniper Elementary school were deemed Chronically Absent for the 25-26 School Year.

Family Understanding of Attendance Impact: Families may not consistently understand how excused and unexcused absences, including frequent short-term absences, affect academic achievement and contribute to chronic absenteeism. 2. Barriers to Regular Attendance: Individual family barriers affecting attendance are not consistently identified and addressed through individualized supports and community resources.

4 ★

Student achievement and climate data indicate that students, particularly English Learners and students with IEPs, are not consistently demonstrating the academic growth, language development, and social-emotional skills necessary to meet grade-level expectations and close existing achievement gaps.

Instructional Consistency: Schoolwide systems and instructional practices are not yet consistently implemented to use student data to identify individual needs and provide timely, explicit, differentiated instruction, including academic language, formative assessment, targeted reteaching, and opportunities for students to demonstrate learning.

★ = 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 Mathematics**
- [x] **Criterion-Referenced Test in Science**
- [x] **Curriculum Based Measures**
- [x] **Early childhood literacy and math data**
- [x] **Early reading assessment results**
- [x] **Local benchmark, common assessments, diagnostic assessments, or interim assessments data**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **WIDA ACCESS for ELLs**
- [x] **WIDA Alternate ACCESS (WAA)**
- [x] **Other**

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Lesson Plans**
- [x] **Master schedule**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **School leadership data**
- [x] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**
- [x] **Teacher evaluation**
- [x] **Teacher retention**

- [x] **Walk-through data**

Connectedness

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

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

By the end of the 2026-2027 school year, 90% of classrooms will consistently begin Tier 1 instruction with clearly communicated learning intentions and success criteria and explicitly teach essential academic vocabulary using visual supports, as measured through classroom walkthrough data.

Formative Measures: Formative Measures: PLC data, PLC long term focus plan lesson plans, formative assessment data, walkthrough data, iReady Growth Measures, school-wide data (beginning, middle, end)

Improvement Strategy 1

PLC's: Walkthrough Data

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	* Curriculum: o Follow updated WCSD pacing guides. o Use Reveal Math, supplementing with other resources. o Use edited PowerPoint to ensure use of ETP questions.	Teachers/ Admin	Weekly	
2	* LI/ SC Posted o Success criteria #2 FOCUS: Students explaining/discussing academic vocab of lesson.	Teachers/ Admin	Weekly	
3	* Visible Learning o School-wide vocabulary strategy Using Vocabulary strategies at beginning of each lesson to review vocabulary * As a staff we will try a new one each month. o Posted vocabulary o Sample problems	Teachers/ Admin	Weekly	

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Student Success 1, 2

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Low student responses on Student Climate Survey in areas of : Bullying: 57% Responsible Decision Making: 65% Self Awareness of Emotions: 62% Math Scores on SBAC below 60%: SBAC Math Proficiency: 48% SBAC Math Median SGP: 54% SBAC Math AGP: 44% SBAC Math FRL AGP 45% SBAC Math IEP AGP 30% SBAC Math EL AGP 25% SBAC Math IEP Catch Up 38% SBAC Math EL Catch Up 18% ELA Scores on SBAC below 60%: SBAC ELA Proficiency: 63% SBAC ELA Median SGP: 53% SBAC ELA IEP AGP 35% SBAC ELA EL AGP 40% SBAC ELA IEP Catch Up 32% SBAC ELA EL Catch Up 55% By the end of the 2026-2027 school year, students in grades 1-5 identified as English Learners will demonstrate a 20 point increase in WIDA Writing performance (increase from 292 to 312), as measured by a comparison of baseline and end-of-year WIDA writing data. Progress will be supported through consistent, explicit instruction in academic writing, language functions, and grade-appropriate language structures, with student writing data reviewed throughout the year to monitor growth and adjust instruction.	Critical Root Causes School Climate: Students have inconsistent opportunities to explicitly learn, practice, and apply skills related to emotional awareness, responsible decision making, conflict resolution, and responding to bullying across school settings. Math Achievement: Formative assessment data is not yet consistently used to identify unfinished learning and provide timely, targeted reteaching. Students also need stronger conceptual understanding, mathematical reasoning, academic vocabulary, and opportunities to explain and apply their mathematical thinking. ELA Achievement: Although overall ELA proficiency is above 60%, achievement gaps remain for English Learners and students with IEPs. Students needing additional support do not consistently receive sufficiently targeted, timely instruction based on formative assessment data to accelerate learning and close achievement gaps. English Learner Achievement: Explicit instruction in academic vocabulary, language functions, and grade-appropriate language structures is not yet consistently embedded across content areas. English Learners need increased opportunities to engage in structured academic conversations, orally rehearse ideas, and produce extended speaking and writing responses. Schoolwide Instructional Practice: There is inconsistent implementation of a continuous instructional cycle in which teachers use clear learning intentions and success criteria, gather formative

	By the end of the 2026-2027 school year, students in grades 1-5 identified as English Learners will demonstrate a 20 point increase in WIDA Speaking performance (increase from 363 to 383), as measured by a comparison of baseline and end-of-year WIDA writing data. Progress will be supported through consistent, explicit instruction in academic vocabulary, language functions, and grade-appropriate language structures, with student speaking data reviewed throughout the year to monitor growth and adjust instruction.	evidence of learning, provide explicit vocabulary and visual supports, differentiate/reteach based on student need, and reassess to determine mastery.
2	Student achievement and climate data indicate that students, particularly English Learners and students with IEPs, are not consistently demonstrating the academic growth, language development, and social-emotional skills necessary to meet grade-level expectations and close existing achievement gaps.	Instructional Consistency: Schoolwide systems and instructional practices are not yet consistently implemented to use student data to identify individual needs and provide timely, explicit, differentiated instruction, including academic language, formative assessment, targeted reteaching, and opportunities for students to demonstrate learning.

SMART Goal 2

By the end of the 2026-2027 school year, positive student responses on the Student Climate Survey will increase from 57% to 70% for bullying, 65% to 75% for responsible decision making, and 62% to 75% for self-awareness of emotions through targeted classroom counseling lessons, small-group counseling, and schoolwide instruction in social-emotional skills.

Formative Measures: Student Voice Schedule, Intermittent students surveys, behavior data, teacher feedback

Improvement Strategy 1

SEL and MTSS

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	* Schedule set to review school-Wide expectations o Student rules/ procedures First Week, Week of Oct. 19th, Week of Jan. 4th, Week of April 5th o School Plan for Reviewing: Rules & Procedures/ Matrix/ Tier 1 Instruction Expectations/ PRIDE posters	Kim Polson, Principal Frank Rivas, Dean Classroom Teachers	Quarterly Check	
2	* Morning School-wide SEL activities: o Monday: Morning Meeting on teams o Tuesday: SEL read aloud/ discussion o Wednesday: Share Circle o Thursday: Counselor Meeting on teams o Friday: Juniper song/ announcements on teams	Kim Polson, Principal Frank Rivas, Dean Classroom Teachers	Daily	
3	* Student voice: o Rivas/Polson/Parnell/ Natalia will schedule class meetings to solicit student voice 2 x a year: Week of Oct. 19th, Week of March 15th	Kim Polson, Principal Frank Rivas, Dean Counselor, CIS Rep	B-Annually	
4	* PRIDE SCHEDULE o Focus book in library, song in music, art activity for boards, awards, counseling lessons, share circle, Tuesday read-aloud book. New PRIDE focus every 4 weeks Materials will be provided week before	Kim Polson, Principal Frank Rivas, Dean Classroom Teachers	Implement new focus every 4 weeks as scheduled	

Position Responsible: Kim Polson, Principal Frank Rivas, Dean Classroom Teachers

Evidence Level

Level 1: Strong:
SEL / MTSS

Problem Statements: Student Success 1, 2

Status Checks

November **February** **May**

SMART Goal 2 Problem Statements Identifying Student Success

Problem Statement Root Cause

Low student responses on Student Climate Survey in areas of :
Bullying: 57%
Responsible Decision Making: 65%
Self Awareness of Emotions: 62%

Math Scores on SBAC below 60%:
SBAC Math Proficiency: 48%
SBAC Math Median SGP: 54%
SBAC Math AGP: 44%
SBAC Math FRL AGP 45%
SBAC Math IEP AGP 30%
SBAC Math EL AGP 25%
SBAC Math IEP Catch Up 38%
SBAC Math EL Catch Up 18%

ELA Scores on SBAC below 60%:
SBAC ELA Proficiency: 63%
SBAC ELA Median SGP: 53%
SBAC ELA IEP AGP 35%
SBAC ELA EL AGP 40%
SBAC ELA IEP Catch Up 32%
SBAC ELA EL Catch Up 55%

Critical Root Causes

School Climate:
Students have inconsistent opportunities to explicitly learn, practice, and apply skills related to emotional awareness, responsible decision making, conflict resolution, and responding to bullying across school settings.

Math Achievement:
Formative assessment data is not yet consistently used to identify unfinished learning and provide timely, targeted reteaching. Students also need stronger conceptual understanding, mathematical reasoning, academic vocabulary, and opportunities to explain and apply their mathematical thinking.

ELA Achievement:
Although overall ELA proficiency is above 60%, achievement gaps remain for English Learners and students with IEPs. Students needing additional support do not consistently receive sufficiently targeted, timely instruction based on formative assessment data to accelerate learning and close achievement gaps.

English Learner Achievement:
Explicit instruction in academic vocabulary, language functions, and grade-appropriate language structures is not yet consistently embedded across content areas. English Learners need increased opportunities to engage in structured academic conversations, orally rehearse ideas, and produce extended speaking and writing responses.

Schoolwide Instructional Practice:
There is inconsistent implementation of a continuous instructional cycle in which teachers use clear learning intentions and success criteria, gather formative evidence of learning, provide explicit vocabulary and visual supports, differentiate/reteach based on student need, and reassess to determine mastery.

1

By the end of the 2026-2027 school year, students in grades 1-5 identified as English Learners will demonstrate a 20 point increase in WIDA Writing performance (increase from 292 to 312), as measured by a comparison of baseline and end-of-year WIDA writing data. Progress will be supported through consistent, explicit instruction in academic writing, language functions, and grade-appropriate language structures, with student writing data reviewed throughout the year to monitor growth and adjust instruction.

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2	Student achievement and climate data indicate that students, particularly English Learners and students with IEPs, are not consistently demonstrating the academic growth, language development, and social-emotional skills necessary to meet grade-level expectations and close existing achievement gaps.	Instructional Consistency: Schoolwide systems and instructional practices are not yet consistently implemented to use student data to identify individual needs and provide timely, explicit, differentiated instruction, including academic language, formative assessment, targeted reteaching, and opportunities for students to demonstrate learning.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

By the end of the 2026-2027 school year, 90% of classrooms will consistently begin Tier 1 instruction with a clear learning intention and success criteria and provide explicit instruction in essential academic vocabulary supported by visuals, as measured through classroom walkthrough data collected throughout the school year.

Formative Measures: Formative Measures: PLC data, PLC long term focus plan lesson plans, formative assessment data, walkthrough data, iReady Growth Measures, school-wide data (beginning, middle, end)

Improvement Strategy 1

PLC's

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	1. During weekly whole staff PLC meeting teachers will collaborate to review assessment data for focus instructional areas. 2. Admin. shared weekly schedule/expectations 3. Develop a schedule for weekly meetings for leadership to recap observations from PLC meetings and classroom walkthroughs to intervene and provide support in a timely manner.	Kim Polson, Principal Frank Rivas, Dean Classroom Teachers		

Position Responsible: Kim Polson, Principal Frank Rivas, Dean Classroom Teachers

Evidence Level

Level 2: Moderate:
PLC

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	1. Inconsistent Data-Driven Instruction Staff do not consistently use formative and summative data collaboratively to identify specific student needs, plan targeted instruction/reteaching, and determine whether interventions resulted in mastery. 2. Inconsistent Explicit Instruction There is variability across classrooms in the consistent use of explicit instruction, modeling, learning intentions/success criteria, vocabulary instruction, visual supports, and checks for understanding. 3. Inconsistent Academic Language Practices Staff do not consistently embed explicit academic vocabulary, language functions, sentence structures, structured student discourse, and writing opportunities across all content areas. 4. Inconsistent Collective Response to Student Needs PLC and professional learning structures do not yet consistently result in shared instructional responses when students, particularly EL and IEP students, are not demonstrating sufficient growth. 5.Teachers perceive inconsistent family engagement and support for student learning at home, limiting the connection between school-based learning expectations and home support. 6.Staff have inconsistent understanding, ownership, and implementation of i-Ready online instruction as a tool for supporting differentiated student learning and growth.	1. Inconsistent Data-Driven Instruction Staff lack, or are not following, a consistent schoolwide process and protected collaborative time to analyze formative data, identify specific skill gaps, plan targeted reteaching, and reassess student mastery. 2. Inconsistent Explicit Instruction Staff lack shared expectations, ongoing professional learning, modeling, and feedback around high-impact explicit instructional practices, including learning intentions/success criteria, vocabulary, visuals, modeling, and checks for understanding. 3. Inconsistent Academic Language Practices Staff lack consistent training, common strategies, and collaborative planning structures for intentionally embedding academic vocabulary, language functions, structured discourse, and writing across content areas. 4. Inconsistent Collective Response to Student Needs PLCs lack a consistent schoolwide inquiry cycle with clear protocols, shared accountability, and follow-up for determining which instructional responses are needed when students--especially EL and IEP students--are not making sufficient progress. 5.Families may not consistently receive clear, accessible, and actionable information about what students are learning and how they can support learning at home. 6.Staff lack a shared understanding of the purpose of i-Ready online instruction and how it connects to classroom instruction and student goals.

SMART Goal 2

By the end of the 2026-2027 school year, 90% of teachers will consistently implement and monitor i-Ready Online Instruction to support differentiated student learning, as measured through i-Ready usage data, PLC data reviews, and staff surveys demonstrating increased understanding and ownership of i-Ready as a tool for improving student growth.

Formative Measures: iReady Usage Data, Teacher Implementation Checklist, PLC Data Review, Teacher Survey, Student Growth Data

Improvement Strategy 1

School-Wide iReady Schedule

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will plan four-30 minute iReady blocks to ensure minutes are met. During this time teachers will circulate room, monitoring progress and goal-setting for lesson completion.	Classroom Teachers	Daily/ Weekly	
2	Admin. will monitor reports: Lesson Completion. Admin. will share progress with teachers.	Admin.	Every four weeks	
3	Before each diagnostic assessment teachers will goal set with students, creating ownership of progress with the students	Teachers	Beginning/ Mid/ End of Year	

Position Responsible: Admin./ Teachers

Resources Needed: iReady Reports, Student Goal Setting Sheet

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1 - Adult Learning Culture 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

November **February** **May**

SMART Goal 2 Problem Statements Identifying Student Success

Problem Statement	Root Cause
Low student responses on Student Climate Survey in areas of : Bullying: 57% Responsible Decision Making: 65% Self Awareness of Emotions: 62%	Critical Root Causes School Climate: Students have inconsistent opportunities to explicitly learn, practice, and apply

Math Scores on SBAC below 60%:
SBAC Math Proficiency: 48%
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skills related to emotional awareness, responsible decision making, conflict resolution, and responding to bullying across school settings.

Math Achievement:
Formative assessment data is not yet consistently used to identify unfinished learning and provide timely, targeted reteaching. Students also need stronger conceptual understanding, mathematical reasoning, academic vocabulary, and opportunities to explain and apply their mathematical thinking.

ELA Achievement:
Although overall ELA proficiency is above 60%, achievement gaps remain for English Learners and students with IEPs. Students needing additional support do not consistently receive sufficiently targeted, timely instruction based on formative assessment data to accelerate learning and close achievement gaps.

English Learner Achievement:
Explicit instruction in academic vocabulary, language functions, and grade-appropriate language structures is not yet consistently embedded across content areas. English Learners need increased opportunities to engage in structured academic conversations, orally rehearse ideas, and produce extended speaking and writing responses.

Schoolwide Instructional Practice:
There is inconsistent implementation of a continuous instructional cycle in which teachers use clear learning intentions and success criteria, gather formative evidence of learning, provide explicit vocabulary and visual supports, differentiate/reteach based on student need, and reassess to determine mastery.

SMART Goal 2 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	1. Inconsistent Data-Driven Instruction Staff do not consistently use formative and summative data collaboratively to identify specific student needs, plan targeted instruction/reteaching, and determine whether interventions resulted in mastery. 2. Inconsistent Explicit Instruction There is variability across classrooms in the consistent use of explicit instruction, modeling, learning intentions/success criteria, vocabulary instruction, visual supports, and checks for understanding. 3. Inconsistent Academic Language Practices Staff do not consistently embed explicit academic vocabulary, language functions, sentence structures, structured student discourse, and writing opportunities across all content areas. 4. Inconsistent Collective Response to Student Needs PLC and professional learning structures do not yet consistently result in shared instructional responses when students, particularly EL and IEP students, are not demonstrating sufficient growth. 5.Teachers perceive inconsistent family engagement and support for student learning at home, limiting the connection between school-based learning expectations and home support. 6.Staff have inconsistent understanding, ownership, and implementation of i-Ready online instruction as a tool for supporting differentiated student learning and growth.	1. Inconsistent Data-Driven Instruction Staff lack, or are not following, a consistent schoolwide process and protected collaborative time to analyze formative data, identify specific skill gaps, plan targeted reteaching, and reassess student mastery. 2. Inconsistent Explicit Instruction Staff lack shared expectations, ongoing professional learning, modeling, and feedback around high-impact explicit instructional practices, including learning intentions/success criteria, vocabulary, visuals, modeling, and checks for understanding. 3. Inconsistent Academic Language Practices Staff lack consistent training, common strategies, and collaborative planning structures for intentionally embedding academic vocabulary, language functions, structured discourse, and writing across content areas. 4. Inconsistent Collective Response to Student Needs PLCs lack a consistent schoolwide inquiry cycle with clear protocols, shared accountability, and follow-up for determining which instructional responses are needed when students--especially EL and IEP students--are not making sufficient progress. 5.Families may not consistently receive clear, accessible, and actionable information about what students are learning and how they can support learning at home. 6.Staff lack a shared understanding of the purpose of i-Ready online instruction and how it connects to classroom instruction and student goals.

Inquiry Area 3 Connectedness

SMART Goal 1

The percentage of students identified as chronically absent in the 26-27 school year will decrease by 2% when compared to the percent identified as chronically absent for the 25-26school year.

Formative Measures: Contracts/agreements, attendance reports, attendance review data, outreach communication, process/protocols

Improvement Strategy 1

MTSS

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	1. Use historical attendance data to identify students who are at risk of chronic absenteeism. 2. Conduct weekly reviews of attendance data to identify students with 2-3 consecutive absences, with 10% or more days absent, with more than one unverified absence. 3. Form attendance team to coordinate efforts to develop individualized attendance contracts/ agreements with students identified through the weekly attendance reviews. 4. Establish process/protocol for teachers to communicate with attendance team regarding student absences. 5. Establish protocols/process for communicating with families regarding student absences in a timely manner.	Kim Polson, Principal Jennifer Harvey, Counselor Frank Rivas, Dean Classroom Teachers		

Position Responsible: Kim Polson, Principal Jennifer Harvey, Counselor Frank Rivas, Dean Classroom Teachers

Evidence Level

Level 2: Moderate:
MTSS

Problem Statements: Connectedness 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	7% of students at Juniper Elementary school were deemed Chronically Absent for the 25-26 School Year.	Family Understanding of Attendance Impact: Families may not consistently understand how excused and unexcused absences, including frequent short-term absences, affect academic achievement and contribute to chronic absenteeism. 2. Barriers to Regular Attendance: Individual family barriers affecting attendance are not consistently identified and addressed through individualized supports and community resources.

SMART Goal 2

By the end of the 2026-2027 school year, the percentage of teachers reporting that families actively support student learning at home will increase by 20 percentage points, as measured by the annual staff climate survey, through consistent schoolwide family communication, family learning opportunities, and resources that provide families with clear, practical strategies for supporting learning at home.

Formative Measures: Parent/ Teacher Surveys, Parent Night Participation, Documentation around Parent-Teacher Conferences, Positive Home Communication Logs, DOJO interaction records

Improvement Strategy 1

Family Engagement: Parent Involvement through Intentional Structures/ Activities

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	o 1 positive parent communication for each student every 9 weeks Communication log	Teachers	Every 9 Weeks	
2	o Data sheets given to parents Conferences, Week of Jan. 4th, End of Year grade level decides what specific data to share	Teachers/ Admin.	Beginning, Middle, End of Year	
3	Three Parent Nights to share learning Strategies: Math Night, Science Night, Reading Night	All Staff		

Position Responsible: Teachers/ Admin.

Resources Needed: School-Wide Communication Logs, Grade Level Parent Data Reporting Sheet

Evidence Level

Level 1: Strong:
Family Engagement

Problem Statements: Connectedness 1

Schoolwide and Targeted Assistance Title I Element: 4.2

Status Checks

November **February** **May**

SMART Goal 2 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	7% of students at Juniper Elementary school were deemed Chronically Absent for the 25-26 School Year.	Family Understanding of Attendance Impact: Families may not consistently understand how excused and unexcused absences, including frequent short-term absences, affect academic achievement and contribute to chronic absenteeism. 2. Barriers to Regular Attendance: Individual family barriers affecting attendance are not consistently identified and addressed through individualized supports and community resources.

Community Outreach Activities

Activity	Date	Lesson Learned
Science/ Reading/ Math Nights	TBD	
Parent Teacher Conferences	October 23-30	
Back to School Nights	August 20th/ 27th	Providing expectations for what all teachers will share during Back to School Nights creates consistency and clarity for parents and staff.
Muffins for Moms	TBD	
Donuts for Dads	TBD	