Washoe County School District

Lincoln Park 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

We the staff, students, and community of Lincoln Park Elementary School will educate the whole child and build a lifelong love of learning. We can, and will ROAR.

Vision

Where Lions Grow with the Pride

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Comprehensive Needs Assessment

Student Success

Areas of Strength

ELA interventions are focused using intervention programs that are effective, and data driven.

Strategic and purposeful scheduling across grade levels.

Implementation of the ELD Site Facilitator and EL Teachers among all grade levels with effective co-planning opportunities.

Strong foundations for MTSS that focus on individual student academic needs.

Pacing and alignment within grade levels.

Systematic phonics instruction.

Areas for Growth

PLC Meetings among grade levels are established and work focuses on continuous cycles of instruction.

Create more cohesive Math interventions across all grade levels.

Schoolwide focus of EL Strategies within the classroom utilizing ELLevation and GLAD.

Implementation of structured Academic Conversations between students.

Focus on academic vocabulary across all grade levels.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Number of students at Lincoln Park requiring EL support contributes to decreased reading ability. The need for background knowledge and academic vocabulary instruction and supports for English Language learners.	Continued use of ELLevation and GLAD Strategies at Tier I instruction. Continued modeling and co-teaching at Tier I to ensure students are exposed to all grade level content.
Foster/Homeless	Consistency for foster/homeless students both at home and school.	Use of PBIS/SEL for all students and relationship building.

Student Group	Challenge	Solution
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Identifying cultural norms, building stable relationships.	Use of PBIS/SEL for all students and relationship building. Fidelity to Tier I Instructional curriculum provided by WCSD.
Students with IEPs	General Education and Special Education teachers focus on solid Tier I, Tier II and specially designed instruction to support rigorous instructional strategies.	The students on an IEP will receive Tier II instruction as well as Specially Designed Instruction within the resource room. Receiving Tier II instruction based on formative and common assessments will increase each student's ability to access and gain proficiency in Tier I instruction. Special Education teachers will attend weekly PLC and Planning meetings.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Overall, ELA proficiency has decreased from 22% to 21% from 2024 to 2025 on the SBAC assessment. Overall, Math proficiency has remained at 15% from 2024 to 2025 on the SBAC assessment.	Lack of effective Tier I instruction, that provides the opportunity to demonstrate mastery of grade level standards, will increase overall proficiency across 3rd through 5th grades. Engagement Strategies and Differentiation differ across grade levels. Lack of Academic Conversations between students. Lack of focus on academic vocabulary to support.
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

Most grade level teams at Lincoln Park Elementary School are aligned with pacing in ELA and Math for tier I instruction. Teachers are given the opportunity to collaborate with EL and SPED teachers to implement a variety of strategies into their teaching

Based on the 2025-2026 Staff Climate and Safety Survey, 100% of staff feel that the school is welcoming to parents and 91% feel that the school believes that parents are partners in the educational process. Additionally, 90% of staff feel that the school sets high expectations for student achievement and 93% of staff believe that the school works hard to motivate students who show low interest in school.

Areas for Growth

Due to the implementation of two new curriculums in ELA and Math, weekly PLC meetings were not as structured as previous years. Lincoln Park PLC meetings need to regain focus on instruction, student data, and appropriate next steps to address student strength and weaknesses to target instruction towards proficiency. Teachers at Lincoln Park could benefit from additional structure, guidance, and clarity around the PLC process.

Based on the 2025-2026 Staff Climate and Safety Survey, 34% of staff disagree that iReady Student Reports are useful in planning for differentiated instruction and 38% of staff do not utilize the Personalized Learning Summary and/or Diagnostic Report to develop lesson plans for small group/individual differentiation and support. Staff members at Lincoln Park will benefit from continued professional development surrounding this area of growth.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	The need for increased use of instructional strategies to address language development and access to Tier I content for English Language learners.	Continued use of the plan, do, study, act model at PLCs with a focus on student growth. Continued coteaching at Tier 1 to ensure students are exposed to all grade level content.
Foster/Homeless	Consistency for foster/homeless students both at home and school.	Use of PBIS/SEL for all students and relationship building. Once PLC a month will focus on the MTSS process and supporting teachers with goals and resources. Trauma aware practices should be used by all staff members.

Student Group	Challenge	Solution
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Identifying cultural norms, building stable relationships	Integrating the use of PBIS/SEL and restorative practices for all students. Building meaningful relationships to engage students during Tier I instruction.
Students with IEPs	General Education and Special Education teachers focus on solid Tier I, Tier II and specially designed instruction.	The students on an IEP will receive Tier II instruction as well as Specially Designed Instruction within the resource room. Receiving Tier II instruction based on formative and common assessments will increase each student's ability to access and gain proficiency in Tier I instruction. SpEd teachers will begin to implement parallel teaching within the general education setting.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	At Lincoln Park, 61% of students met typical growth and 29% of those students met their stretch growth from the 2025 BOY to the 2026 EOY iReady Reading diagnostic. At Lincoln Park, 55% of students met typical growth and 24% of those students met their stretch growth from the 2025 BOY to the 2026 EOY iReady Math diagnostic.	Need for intentional, data-driven PLC and Planning continues to be a challenge across all grade levels. Inconsistent use of the plan, do, study, act model at PLCs impacts overall instruction and student achievement.

★ = Priority

Connectedness

Areas of Strength

Lincoln Park Elementary School continues to implement changes to correct chronic absenteeism. The attendance team is making daily phone calls to families regarding absences and working to better explain the district's attendance policies. Additionally, we have worked to implement more Tier I interventions to encourage and reward consistent attendance. We also have new Tier II and Tier III processes, attending parent teacher conferences, home visits, contacting families every day, for addressing chronically absent students.

Areas for Growth

Lincoln Park Elementary School has, historically, struggled with chronic absenteeism. This was an area of weakness during the 2025-2026 school year where chronic absenteeism rose from 20% to 21%. A variety of factors contributed to this change including transiency, parent communication and a lack of interventions focusing on chronic absenteeism.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	The need for increased use of instructional strategies to address language development and access to Tier I content for English Language learners.	Continued focus on student engagement and growth. Increased focused to ensure students are exposed to all grade level content.
Foster/Homeless	Consistency for foster/homeless students both at home and school.	Use of PBIS/SEL for all students and relationship building. Once PLC a month will focus on the MTSS process and supporting teachers with goals and resources. Trauma aware practices should be used by all staff members.
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Identifying cultural norms, building stable relationships. Continued focus on Subgroup population in regard to district and state proficiency outcomes.	Integrating the use of PBIS/SEL and restorative practices for all students. Building meaningful relationships to engage students during Tier I instruction.
Students with IEPs	General Education and Special Education teachers focus on solid Tier I, Tier II and specially designed instruction to support rigorous instructional strategies that aligns to grade level content and standards.	The students on an IEP will receive Tier II instruction as well as Specially Designed Instruction within the resource room. Receiving Tier II instruction based on formative and common assessments will increase each student's ability to access and gain proficiency in Tier I instruction. SpEd teachers will begin to implement parallel teaching within the general education setting. Provide teachers with additional support to ensure the student have resources to support learning outside of the school day.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Overall Chronic Absenteeism for students Kindergarten through 5th grade increased from 15.65% to 17.56% for the 2025-2026 school year. The grade cohorts with the highest chronic absence rates were Kindergarten at 20.97% and fourth grade at 23.08%, the highest of all subgroups. Student engagement during the 2025-2026 school year was affected due to lack of exposure to Tier I due to absences.	Lack of Tier I practices for attendance. Lack of strong Tier II and Tier III attendance interventions.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	At Lincoln Park, 61% of students met typical growth and 29% of those students met their stretch growth from the 2025 BOY to the 2026 EOY iReady Reading diagnostic. At Lincoln Park, 55% of students met typical growth and 24% of those students met their stretch growth from the 2025 BOY to the 2026 EOY iReady Math diagnostic.	Need for intentional, data-driven PLC and Planning continues to be a challenge across all grade levels. Inconsistent use of the plan, do, study, act model at PLCs impacts overall instruction and student achievement.
2 ★	Overall Chronic Absenteeism for students Kindergarten through 5th grade increased from 15.65% to 17.56% for the 2025-2026 school year. The grade cohorts with the highest chronic absence rates were Kindergarten at 20.97% and fourth grade at 23.08%, the highest of all subgroups. Student engagement during the 2025-2026 school year was affected due to lack of exposure to Tier I due to absences.	Lack of Tier I practices for attendance. Lack of strong Tier II and Tier III attendance interventions.
3 ★	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.
4 ★	Overall, ELA proficiency has decreased from 22% to 21% from 2024 to 2025 on the SBAC assessment. Overall, Math proficiency has remained at 15% from 2024 to 2025 on the SBAC assessment.	Lack of effective Tier I instruction, that provides the opportunity to demonstrate mastery of grade level standards, will increase overall proficiency across 3rd through 5th grades. Engagement Strategies and Differentiation differ across grade levels. Lack of Academic Conversations between students. Lack of focus on academic vocabulary to support.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **MyPath**
- [x] **Nevada State Performance Framework (NSPF)**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**

Adult Learning Culture

- [x] **Class size averages by grade and subject**
- [x] **Lesson Plans**
- [x] **Master schedule**
- [x] **Professional Development Agendas**
- [x] **Staff surveys and/or other feedback**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Demographic data**
- [x] **Enrollment**
- [x] **Enrollment trends**
- [x] **Home Visits**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

AB 335 EL Goal: By the end of the 2026-27 school year, 100% of English Learner students at Lincoln Park Elementary School will demonstrate measurable growth on the ACCESS assessment, with differentiated growth targets based on current proficiency levels: students who scored 2.9 or below on the 2025-26 ACCESS assessment will increase their overall proficiency by at least 1.0 levels, and students who scored 3.0 or higher will increase their overall proficiency by at least 0.5 level in speaking, listening, reading, writing, and composite scores.

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

Improvement Strategy 1

MTSS

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Participate in WIDA Overview professional learning on Language Acquisition. GLAD Training Participate in GLAD refresher for previously trained staff and GLAD Research and Theory with 5-day for new staff. GLAD strategies documented on PLC note taker. Learning Walks around ELLevation Strategies or GLAD. Coaching support around strategies. Deep data dive to identify skills focus for each student. 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. Goal session with each student. Language focus on artifacts when in PLC to check on targeted student progress Build intentional daily opportunities for structured academic talk to strengthen speaking and listening domains. Implement consistent discourse routings such as Think-Pair-Share, structured debates, or reciprocal teaching, require accountable talk with sentence stems and increase teacher modeling of academic conversation. Explicitly teach sentence level to paragraph level writing skills through carefully sequenced activities such as sentence expansion, sentence combining, and structured paragraph writing. Utilize sentence stems, because-but-so strategies and paragraph structures to support students in producing increasingly complex written responses. Writing instruction will be implemented across all content areas to reinforce vocabulary, grammar, and syntax development. Explicitly teach academic vocabulary using morphological awareness (prefix, roots, suffixes) and repeated exposure across contexts. Teach word parts, reinforce vocabulary across science, math, and social studies, and implement structured vocabulary routines.	Classroom Teachers, EL Teacher, ELD Site Facilitator, Instructional coach, Dean of Students, Principal.	SY 2026-2027	

Position Responsible: Classroom Teachers, EL Teacher, ELD Site Facilitator, Instructional coach, Dean of Students, Principal.

Evidence Level

Level 3: Promising:
MTSS

Problem Statements: Student Success 1, 2

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

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Overall, ELA proficiency has decreased from 22% to 21% from 2024 to 2025 on the SBAC assessment. Overall, Math proficiency has remained at 15% from 2024 to 2025 on the SBAC assessment.	Lack of effective Tier I instruction, that provides the opportunity to demonstrate mastery of grade level standards, will increase overall proficiency across 3rd through 5th grades. Engagement Strategies and Differentiation differ across grade levels. Lack of Academic Conversations between students. Lack of focus on academic vocabulary to support.
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

Increase percentage of K-5 students, scoring one grade level or more below, making stretch growth on end of year i-Ready ELA diagnostic by 7 percentage points increasing from 29% to 36%.
Increase percentage of K-5 students, scoring one grade level or more below, making stretch growth on end of year i-Ready Math diagnostic by 7 percentage points increasing from 24% to 31%.

Formative Measures:
Walkthrough data, i-Ready ELA domain data (esp. phonemic awareness, phonics, etc.), i-Ready ELA growth measures, Walkthrough data, i-Ready math domain data, i-Ready math growth measures, and student work.

Improvement Strategy 1

iReady

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct weekly reviews of student usage and lesson passage with the goal of students passing 3 or more reading and 3 or more math lessons each week. Develop master schedule with specific time allocated for students to complete iReady Personalized Path lessons. Create an incentive program/system to support students in meeting weekly lesson passage goals. Implement a high-quality literacy coaching cycle leveraging, Instructional Coaches, English Learner Facilitators, and other instructional leaders at the site to support strong consistent science of reading practices in every classroom. Analyze data to identify student strengths and skill deficits to provide targeted small group instruction focused on specific foundational reading skills and comprehension needs. Build procedural fluency through deliberate practices that provides regular opportunities for students to develop fluency with grade-level math facts, computation strategies, and algorithms through distributed practice, retrieval practice, and cumulative review. Fluency instruction will emphasize accuracy, efficiency, and understanding. Build a high-quality MTSS structure for ELA math that includes universal screening three times per year, scheduled data review meetings that connect iReady diagnostic results to Tier 1 instructional adjustments and Tier 2/3 intervention placement, and a defined process for reviewing intervention progress and adjusting student supports or instruction in response.	Classroom Teachers, EL Teacher, Instructional coach, Dean of Students, Principal.	SY 2026-27	

Position Responsible: Classroom Teachers, EL Teacher, ELD Site Facilitator, Instructional coach, Dean of Students, Principal.

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 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
1	Overall, ELA proficiency has decreased from 22% to 21% from 2024 to 2025 on the SBAC assessment. Overall, Math proficiency has remained at 15% from 2024 to 2025 on the SBAC assessment.	Lack of effective Tier I instruction, that provides the opportunity to demonstrate mastery of grade level standards, will increase overall proficiency across 3rd through 5th grades. Engagement Strategies and Differentiation differ across grade levels. Lack of Academic Conversations between students. Lack of focus on academic vocabulary to support.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

Classroom walkthroughs and lesson plan review will indicate that 100% of teachers consistently implement clear learning intentions and aligned success criteria in daily instruction.

Formative Measures: Student work samples, formative assessment data, PLC notes, walkthrough data.

Improvement Strategy 1

Master Schedule & PLC Structures

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Create a master schedule that ensures protected weekly PLC time focused on instructional planning. Structure PLC agendas to prioritize the development of daily learning intentions and success criteria and alignment to grade-level standards and rigor Ensure administrators and instructional coaches regularly attend PLCs to support implementation. Establish clear look-fors for learning intentions and success criteria in lesson design and delivery. Within PLC meeting, teachers will collaborate to define clear learning intentions for daily lessons across all subject areas, aligned with curriculum standards and student needs. Lesson plans will identify formative assessments that will be used to inform and adjust instruction.	Classroom Teachers, EL Teacher, ELD Site Facilitator, Instructional coach, Dean of Students, Principal.	SY 2026-27	

Position Responsible: Classroom Teachers, EL Teacher, ELD Site Facilitator, Instructional coach, Dean of Students, Principal.

Evidence Level

Level 2: Moderate:
Professional Learning Communities (PLC)

Problem Statements: Adult Learning Culture 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.6

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	At Lincoln Park, 61% of students met typical growth and 29% of those students met their stretch growth from the 2025 BOY to the 2026 EOY iReady Reading diagnostic. At Lincoln Park, 55% of students met typical growth and 24% of those students met their stretch growth from the 2025 BOY to the 2026 EOY iReady Math diagnostic.	Need for intentional, data-driven PLC and Planning continues to be a challenge across all grade levels. Inconsistent use of the plan, do, study, act model at PLCs impacts overall instruction and student achievement.

Inquiry Area 3

Connectedness

SMART Goal 1

The percentage of students identified as chronically absent in the 25-26 school year will reduce their absentee rate by 10% by the end of the current school year.

Formative Measures: Attendance dashboards, intervention logs, meeting notes, communication records, individualized attendance plans for students identified as chronically absent, attendance monitor completion, home visit data

Improvement Strategy 1

Family Engagement
Monitoring & Early Intervention System

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Develop a comprehensive outreach campaign to inform families about the importance of regular attendance and the potential consequences of chronic absenteeism. Utilize various communication channels such as email, newsletters, phone calls and social media platforms to reach out to parents. Establish a data-driven early warning system using attendance thresholds (e.g., 2-3 consecutive absences, above 10% absenteeism, unverified absences). Conduct bi-weekly attendance team meetings to review data and identify students for intervention. Organize workshops and information sessions specifically designed for parents/guardians to educate them on the importance of attendance and provide strategies for improving their child' attendance. Develop and implement individualized attendance plans for students identified through data reviews. Create and implement a system of incentives and recognition for students and families who demonstrate improved attendance. Create a referral process for teachers to flag attendance concerns early. Establish clear staff protocols for timely communication with families (e.g., same-day absence contact, escalation procedures).	Teachers, Counselor, FACE Liaison, Dean of Students, Principal.	SY 2026-27	

Position Responsible: Teachers, Counselor, FACE Liaison, Dean of Students, Principal.

Evidence Level

Level 3: Promising:
Family Engagement

Problem Statements: Connectedness 1

Schoolwide and Targeted Assistance Title I Element: 4.1, 4.2

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Overall Chronic Absenteeism for students Kindergarten through 5th grade increased from 15.65% to 17.56% for the 2025-2026 school year. The grade cohorts with the highest chronic absence rates were Kindergarten at 20.97% and fourth grade at 23.08%, the highest of all subgroups. Student engagement during the 2025-2026 school year was affected due to lack of exposure to Tier I due to absences.	Lack of Tier I practices for attendance. Lack of strong Tier II and Tier III attendance interventions.

Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

1.1 Comprehensive Needs Assessment

FOR ALL TITLE I ELEMENTS, PLEASE SEE ATTACHED ADENDUM.

Community Outreach Activities

Activity	Date	Lesson Learned
Back to School BBQ	8/7/2026	Welcomed families to the new school year. Students were able to meet their teachers, see their classroom and get valuable information for the school year.
Morning Cup of Coffee	8/26/2026	Met with families to present the annual Title I presentation and discuss the upcoming school year expectations and events.
Afternoon Cup of Tea	9/30/2026	The focus of this family meeting is to introduce the IC parent portal and help families gain access to their student(s) grades and learn how to input attendance when applicable.
Fall Festival	10/15/2026	Students and families are welcome to join a night of fun, games and food. This brings our school community together as a whole.
Book Fair	10/23/2026-10/29/2026	Parent can come with their student to purchase books for their home libraries.