Washoe County School District

Lois Allen Elementary School

Classification: 1 Star School

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

2026-2027 School Improvement Plan

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Comprehensive Needs Assessment

Student Success

Areas of Strength

K-5, students are showing proficiency and growth in both reading and math based on i-Ready diagnostic assessment results. 25% of students met their annual Stretch Growth for Reading and 24% of students met their annual Stretch Growth for Math. For K-5 students, on i-Ready MyPath lessons, 83% of students scored 70-100% on lessons in Reading and 98% of students scored 70-100% on lessons in Math.

Areas for Growth

Based on iReady data, some students K-5 are demonstrating growth in both Reading and Math. School-wide, 57% of students demonstrated typical growth in Reading and 49% in Math. 25% of students demonstrated stretch growth in Reading and 24% in Math.

Based on Spring 2025–26 i-Ready diagnostic data, 62% of students in grades K–5 are performing below grade level in Reading and 67% in Math, with 26% and 21% of students two or more grade levels behind in Reading and Math, respectively.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Lack of access to consistent best practices for language acquisition in Tier 1 instruction	Weekly PLCs will now include an EL Teacher and the ELD Site Facilitator to help discuss language acquisition instructional strategies and what proficiency looks like and sounds like; monthly professional learning for the whole staff on language components of learning intentions and success criteria to increase clarity
Foster/Homeless/CIT	Attendance	Parent contact to determine needs; assistance from the CIT Department to get students transportation to/from school; relationship building with the PIA and SSW

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	Limited availability of mentors who share similar racial or ethnic backgrounds	Coordination with community resources: Operation Revival mentoring group; building belonging with staff of similar backgrounds
Students with IEPs	Consistent staffing	Strategies teachers and assistants have been hired; check-ins with small group instruction based on student needs as written in the IEP's goals and objectives; focus on early intervention in kindergarten and first grades

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	During the 2025-26 school year, only 25% of students met stretch growth in Reading, and 24% met stretch growth in Math on the end of year i-Ready diagnostic.	As a school per the iReady Reading EOY diagnostic, only 34% of the students were at or above grade level in vocabulary and 36% at or above grade level in comprehension. As a school per the iReady Math EOY diagnostic, only 41% of the students were at or above grade level in number and operations placement and 41% at or above grade level in algebra and algebraic thinking placement.
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

During the 2025-2026 school year, all grade levels participated in weekly PLCs led by the principal and instructional coach. Professional learning took place weekly, with monthly topics including EL ELA Language Strategies and Reveal Math implementation. Staff participated monthly in one of four major committees: Leadership, Attendance, PBIS, and MTSS.

Per the 2025-2026 Staff Climate survey, our areas of strength are i-Ready and quality of WCSD, while our area for growth is work stress. The ratings stayed very similar to the previous year with the biggest changes in

- parent involvement--up 12% and similar to elementary and higher than district averages,
- work stress--down 10% and below elementary and district averages,
- social emotional learning--up 8% to align with elementary and district averages, and
- i-Ready--down 4% and still above elementary and district averages.

More specifically, parent involvement questions showed more staff felt parents supported teaching efforts and have asked about ways they can support learning at home, up 20% and 19%, respectively. In regard to work stress, 56% of staff feel burnt out, which is 17 percentage points lower than the previous year. In social emotional learning, an increase of 29 percentage points was observed regarding whether the school follows and established written social and emotional learning curriculum. i-Ready questions showed fewer staff felt the i-Ready reports were useful in planning for differentiated instruction, and fewer staff were satisfied with the lesson materials provided by i-Ready. 100% of staff reported that students used i-Ready for 31-60 minutes per week in both reading and math.

Areas for Growth

During the 2025-2026 school year, not all grade levels participated in collaborative planning. Not all staff were trained in and/or used GLAD strategies to support language acquisition. Reveal trainings were focused on initial implementation and needed focused instruction on student discourse and mathematical representations. Major committees redesigned and implemented new PBIS and MTSS systems (interventions, progress monitoring, and data review/tier and phase movement) and generated ideas for increasing student attendance, which laid the foundation for continued use and staff ownership of the systems.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Embedding language learning best practices into instruction	Monthly professional learning for the whole staff on ELA EL strategies; walkthroughs after the PL to document evidence of use of the presented EL ELA strategy; and discussion of strategies during PLCs, at which an EL Teacher or Facilitator is present, discussion of what proficiency looks like and sounds like

Student Group	Challenge	Solution
Foster/Homeless/CIT	Overcoming lost instructional minutes due to lack of attendance	Weekly PLC meetings to monitor teachers' formative data collection in both math and ELA; creation of IAT to address students with immediate needs in the areas of academics, behavior, and attendance; received a half-time SSW to support with family-school connection and share resources with staff
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	Data review and root cause analysis	Examination of data during PLCs and professional learning days with attention to sub-populations and discussion of next steps
Students with IEPs	Purposeful planning with grade-level teachers and one another	Schedule of grade-level teacher planning times; monthly SpEd teacher meetings to align as a team; timing of and engagement in PLCs to address student instructional needs

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	Teachers need collaborative planning time outside of PLC. Targeted training in GLAD trained and are able to implement student discourse and mathematical representations in Reveal.	Lack of time in master schedule for teacher teams to meet outside of PLC with the entire grade-level team. Lack of student background knowledge and vocabulary.

★ = Priority

Connectedness

Areas of Strength

The Attendance Committee met monthly to review data and generate ideas to address Chronic Absenteeism. In-house 20-day monitors with daily check-ins resulted in improved student attendance rates.

Areas for Growth

The number of students who are chronically absent school-wide was 24.52% during the 2025-2026 school year, up from 19.12% previously. Transiency increased from 22.45% to 26.35% this current year. The kindergarten sub-population continues to show elevated rates of chronically absent students, and first grade also showed consistent cronic absenteeism from last year's kindergarten cohort.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Building belonging despite the language barrier	English/Spanish bilingual office clerks (2), secretary, kindergarten assistants (2), pre-k assistants (3), and staff members (5) to support with translation and interpretation; English/ Tagalog bilingual staff members (3); use of ClassDojo to allow translation; flyers provided in English and Spanish; newly introduced Parent Teacher Home Visit program
Foster/Homeless/CIT	People and time for transportation	Assistance from the Attendance Office and CIT to get student to/from school; bi-weekly attendance meetings with Dean, Counselor and PIA; parent contact to determine needs
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.

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Limited availability of mentors who share similar racial or ethnic backgrounds	Coordination with community resources: Operation Revival mentoring group; building belonging with staff of similar backgrounds
Students with IEPs	Navigating challenges relating to disabilities	Case managers work together to provide parent support and outreach; attendance is monitored by our PIA, who communicates with families to understand barriers in attendance

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	25% of students in Kinder through 5th grade were chronically absent.	Inconsistent and uneven academic engagement strategies used throughout the school and lack of school-parent relationships.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	During the 2025-26 school year, only 25% of students met stretch growth in Reading, and 24% met stretch growth in Math on the end of year i-Ready diagnostic.	As a school per the iReady Reading EOY diagnostic, only 34% of the students were at or above grade level in vocabulary and 36% at or above grade level in comprehension. As a school per the iReady Math EOY diagnostic, only 41% of the students were at or above grade level in number and operations placement and 41% at or above grade level in algebra and algebraic thinking placement.
2 ★	Teachers need collaborative planning time outside of PLC. Targeted training in GLAD trained and are able to implement student discourse and mathematical representations in Reveal.	Lack of time in master schedule for teacher teams to meet outside of PLC with the entire grade-level team. Lack of student background knowledge and vocabulary.
3 ★	25% of students in Kinder through 5th grade were chronically absent.	Inconsistent and uneven academic engagement strategies used throughout the school and lack of school-parent relationships.
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

- [x] **Curriculum Based Measures**
- [x] **End-of-Unit Assessments**
- [x] **I-Ready**
- [x] **Local benchmark, common assessments, diagnostic assessments, or interim assessments data**
- [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**
- [x] **WIDA ACCESS for ELLs**
- [x] **Other**

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Coaching Logs**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Lesson Plans**
- [x] **Master schedule**
- [x] **Professional Development Agendas**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **School department and/or faculty meeting discussions and data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher evaluation**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Community surveys and/or other feedback**
- [x] **Home Visits**
- [x] **PBIS/MTSS data**
- [x] **School safety data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

AB 335 EL Goal: By the end of the 2026-27 school year, 85% of English Learner students (17 out of 19 students) at Allen Elementary School who are projected to meet English learner exit criteria based on their 2025-26 ACCESS assessment scores will successfully achieve reclassification (exit status) by meeting or exceeding the required proficiency levels in speaking, listening, reading, writing, and composite domains.

Formative Measures: Language walkthrough data, i-Ready Diagnostics, Tools for Instruction, Personalized Learning, Reveal exit tickets and unit assessments

Improvement Strategy 1

MTSS
ACCESS Proficiency

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	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	ELD SF and IC	By June 2027	
2	Learning Walks around ELLevation Strategies or GLAD: Coaching support around strategies	ELD SF, IC, Site Mentors, Dean, and Principal	Over the course of the 26-27 school year	
3	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.	IC and Teachers	Over the course of the 26-27 school year	
4	Create a "watch list" cohort of students projected to exit based on 2025-2026 ACCESS scores and provide targeted acceleration instruction. Provide focused short cycled interventions on exit criteria gaps.	ELD SF, EL Teachers, IC, and Teachers	List by August 2026; Over the course of the 26-27 school year	

Position Responsible: ELD SF, IC, Site Mentors, Classroom Teachers, EL Teachers, Dean, Principal

Resources Needed: District GLAD Training, PLC Agenda, Learning Walk Form, The Writing Revolution, ACCESS Data Sheet, Intervention Data

Evidence Level

Level 3: Promising:
MTSS

Problem Statements: Student Success 2

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
2	State assessment performance data reveals a persistent achievement gap between students identified as English Learners and other identified student groups at the school, district, and state levels.	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 the 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 (currently 67%).

Formative Measures: Walkthrough data, i-Ready math domain data, i-Ready math growth measures, and student work

Improvement Strategy 1

i-Ready Math

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Build a high-quality MTSS structure for 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.	MTSS Committee, IC, Teachers, and Principal	Over the course of the 26-27 school year	
2	Implement a system of walk-through practices to observe quality implementation of Reveal Math curriculum that tracks consistency of 5-part lesson model implementation across all math instructional blocks with monthly summaries shared back with teachers during PLCs.	Leadership Committee, Capacity Builder, IC, Teachers, and Principal	Over the course of the 26-27 school year	
3	Establish weekly grade-level PLC focused on reviewing the rigor of math instruction, with structured protocols for examining common student work, Reveal Math Exit tickets, and calibrating instructional adjustments across foundational math domains (numbers and operations, algebra and algebraic thinking, measurement and data, and geometry).	IC, Capacity Builder, Teachers, and Principal	Over the course of the 26-27 school year	
4	Calibrate the school's walk-through tool with administrators, coaches, and teacher-leaders by norming on what each Reveal Math component (Launch, Explore & Develop, Practice & Reflect, Daily Assessment, Differentiate) looks and sounds like in K-5 classrooms before launching the first observation cycle, with calibration sessions repeated each semester.	Leadership Committee, IC, ELD SF, Site Mentors, Teachers, Dean, and Principal	Over the course of the 26-27 school year	
5	Implement a system of ongoing monthly K-5 mathematics professional learning centered on Reveal Math instructional practices, vertical alignment, mathematical discourse, and representation to strengthen instructional coherence and increase student opportunities to explain, justify, and represent mathematical thinking.	Capacity Builder, IC, and Principal	Over the course of the 26-27 school year	

Position Responsible: Leadership Committee, MTSS Committee, IC, ELD SF, Capacity Builder, Site Mentors, Teachers, Dean, and Principal

Resources Needed: MTSS Handbook, PLC Agendas, Walkthrough Form, and Professional Learning Plan

1003a: Before/After School Tutoring Hours (Intervention)

Certified Hourly Teachers to provide academic intervention after school.

ESSA Evidence Level 3

Evidence Level

Level 3: Promising:
MTSS/iReady

Problem Statements: Student Success 1

Status Checks

November	February	May

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	During the 2025-26 school year, only 25% of students met stretch growth in Reading, and 24% met stretch growth in Math on the end of year i-Ready diagnostic.	As a school per the iReady Reading EOY diagnostic, only 34% of the students were at or above grade level in vocabulary and 36% at or above grade level in comprehension. As a school per the iReady Math EOY diagnostic, only 41% of the students were at or above grade level in number and operations placement and 41% at or above grade level in algebra and algebraic thinking placement.

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: Lesson plans, posted learning targets, walkthrough data, PLC artifacts

Improvement Strategy 1

PLC
LISC (Teacher Clarity)

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Develop a shared definition and non-negotiables for high-quality learning intentions and success criteria across all content areas.	IC, ELD SF, Dean, and Principal	By August 2026	
2	Ensure all lessons include: A standards-aligned learning intention (what students are learning) Clear, measurable success criteria (how students demonstrate learning)	IC, ELD SF, Dean, and Principal	By September 2026	
3	Provide professional learning on: Writing rigorous, standards-aligned learning intentions Designing success criteria that are observable and measurable	IC, ELD SF, Dean, and Principal	Over the course of the 26-27 school year	
4	Incorporate explicit modeling and examples of strong and weak learning intentions and success criteria during PLCs.	IC, ELD SF, Dean, and Principal	Over the course of the 26-27 school year	
5	Require teachers to post, reference, and revisit learning intentions and success criteria throughout the lesson.	IC, ELD SF, Dean, Principal, and Teachers	Over the course of the 26-27 school year	

Position Responsible: IC, ELD SF, Dean, Principal, and Teachers

Resources Needed: Lesson Plans, Professional Learning Plan, Walkthrough Form, PLC Agenda, Observation Data

Evidence Level

Level 2: Moderate:
Professional Learning Communities (PLCs)

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	Teachers need collaborative planning time outside of PLC. Targeted training in GLAD trained and are able to implement student discourse and mathematical representations in Reveal.	Lack of time in master schedule for teacher teams to meet outside of PLC with the entire grade-level team. Lack of student background knowledge and vocabulary.

Inquiry Area 3

Connectedness

SMART Goal 1

Students identified as chronically absent in the prior school year will reduce their absentee rate by 3% by the end of the current school year.

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

Improvement Strategy 1

Family Outreach and Engagement

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement a multi-tiered family outreach system (calls, texts, email, home visits) with clear expectations for frequency and documentation.	Attendance Committee, PIA, Counselor, PTHV Coordinator, Teachers, and Office Staff	Over the course of the 26-27 school year	
2	Conduct targeted home visits for students with chronic or escalating absenteeism.	PTHV Coordinator, PIA, Counselor, and Teachers	Over the course of the 26-27 school year	
3	Create meaningful family engagement opportunities (volunteering, school events) to strengthen school-home connections.	Family Engagement Committee, PIA, Counselor, and Dean	Over the course of the 26-27 school year	

Position Responsible: Attendance Committee, Family Engagement Committee, PIA, Counselor, PTHV Coordinator, Dean, Teachers, and Office Staff

Resources Needed: BIG Reports, Attendance Committee Notes, Scheduled Time for Family Contact, Parent Contact Scripts and Form, PTHV Documentation, Family Engagement Committee Notes

Evidence Level

Level 3: Promising:
Family Engagement

Problem Statements: Connectedness 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	25% of students in Kinder through 5th grade were chronically absent.	Inconsistent and uneven academic engagement strategies used throughout the school and lack of school-parent relationships.

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
Pop Back to School Event	8/7/26	• Many more families attended this year • Opening the school and letting families visit classrooms helped ease anxiety for both students and families, contributing to a smoother and more confident start to the school year
Back to School Night	9/1/26	• Address all families in cafeteria to introduce staff and talk attendance (first time, usually open house style)
Fall Festival	10/20/26	
First Grade Music Performance	11/9/26	• First grade-level music performances since COVID
Gingerbread House Creation	12/1/26	
Second Grade Music Performance	12/9/26	• First grade-level music performances since COVID
Fifth Grade Music Performance	1/25/27	• First grade-level music performances since COVID
Sweetheart Dance	2/12/27	
Third Grade Music Program	3/9/27	• First grade-level music performances since COVID
(Math) Game Night	4/13/27	• In collaboration with Parent University and Nevada Math
Fourth Grade Music Program	4/23/27	• First grade-level music performances since COVID
Multi-Cultural Night	5/25/27	
Fifth Grade Egg Drop and Picnic Lunch	6/2/27	
High School Grad Walk	6/2/27	• Second annual • Notification went out to all high schools (last year only sent to Hug)
Pre-K Promotion	6/1/27	
Kindergarten Promotion and Music Program	6/3/27	