Washoe County School District

Mamie Towles Elementary School

Classification: 5 Star School

2026-2027 School Improvement Plan

District Approval Date:
October 16, 2026

Generated by Plan4Learning.com
October 16, 2026 at 09:57 AM

Table of Contents

Comprehensive Needs Assessment 4

Student Success 5

Adult Learning Culture 9

Connectedness 13

Priority Problem Statements 17

Data Documentation for CNA 19

Student Success 20

Adult Learning Culture 20

Connectedness 20

Inquiry Areas 21

Inquiry Area 1 : Student Success 22

Inquiry Area 2 : Adult Learning Culture 24

Inquiry Area 3 : Connectedness 26

Community Outreach Activities 28

Comprehensive Needs Assessment

Student Success

Areas of Strength

Updated 8/18/26

2025-2026 Results

Reading:

- 30% of students met their typical reading growth expectations.
- 40% of students met their stretch reading growth expectations.
- Students scoring two, three, or more below grade levels decreased from 16% (40 students) to 5% (12 students) from BYO to EOY assessment results.
- Students scoring one year below grade level decreased from 52% (135 students) to 19% (50 students) from BYO to EOY assessment results.
- Overall students reading "early on grade level" increased from 19% (49 students) to 27% (70 students) from BYO to EOY assessment results.
- Overall students reading "mid or above grade level" increased from 15% (38 students) to 49% (139 students) from BYO to EOY assessment results.

2025-2026 Results

Math:

- 34% of students met their typical math growth expectations.
- 32% of students met their stretch math growth expectations.
    - Students scoring two, three, or more below grade levels below decreased from 17% (45 students) to 4% (11 students) from BYO to EOY assessment results.
- Students scoring one year below grade level decreased from 60% (157 students) to 25% (66 students) from BYO to EOY assessment results.
- Overall students' math "early on grade level" increased from 13% (34 students) to 25% (66 students) from BYO to EOY assessment results.
- Overall students' math "mid or above grade level" increased from 10% (25 students) to 45% (118 students) from BYO to EOY assessment results.

Areas for Growth

- Separating math and reading for battle of the classes made the teachers focus on which area needed more attention.
- This allowed us to identify students who were our "bubble" students that needed the extra support or push to reach grade level
- We were able to see where students starting point was at and assign lesson, turn off domains. This allowed teacher to have

it more "tailor" made for the student.
- Seeing the alignment from projected proficiency to actual proficiency.
- Most teachers have had one year to teach Reveal math, and the district is providing additional PD that allows teacher to be able to dive deeper into the program.
- We learned that our students K-5 need better foundation skills in math fluency.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	• May struggle with language-heavy word problems or academic math vocabulary. • May not fully engage with iReady or Reveal without language scaffolds.	• Incorporate structured academic language supports (sentence stems, bilingual resources, visual supports). • Offer small-group or push-in support with an ELD focus during math. Use math vocabulary walls and targeted instruction on key terms. • Translate family resources to increase home support and understanding.
Foster/Homeless	• Attendance inconsistency can lead to gaps in understanding and missed iReady diagnostics or instruction.	• Provide consistent access to school-based devices and time during the day for iReady usage. • Partner with community services to support stable attendance and basic needs. • Ensure staff are aware of which students are in transition and plan interventions accordingly (e.g., prioritized check-ins, catch-up sessions).
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	• May struggle with the language. • Unable to relate or not represented.	• Incorporate structured academic language supports (sentence stems, bilingual resources, visual supports). • Incorporate supplemental resources to represent their culture.
Students with IEPs	• If student pathways are not monitored, they may not receive sufficient support if i-Ready or Reveal. • Risk of falling behind peers if instruction isn't aligned with individualized goals.	• Ensure iReady diagnostic accommodations are in place and followed. • Use co-teaching models or paraprofessional support during core math instruction. • Align Reveal and iReady lessons with IEP goals and provide scaffolded support for conceptual understanding.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Despite overall gains in reading proficiency, 5% of students (13 total) continue to perform two or more grade levels below in reading, and 4% of students (11 total) are still two or more grade levels below in math. Despite overall gains in reading proficiency 10% of students did not reach their typical growth. Despite overall gains in math proficiency 13% of students did not reach their typical growth.	Reading: Students significantly below grade level may have large foundational skill deficits (e.g., phonemic awareness, decoding) that require more time and targeted instruction than was available through core instruction and general interventions. Math: Students performing two or more grade levels below in math may be due to limited access to targeted, data-informed interventions, progress monitoring materials, and differentiated instruction focused on addressing foundational skill gaps.

★ = Priority

Adult Learning Culture

Areas of Strength

Area of Strength (Adult Learning Culture):
Teachers have demonstrated a strong commitment to professional growth by actively implementing strategies from the Teacher Clarity Playbook, with a focus on clearly communicating learning intentions and success criteria. Teachers engaged in professional development in the Science of Reading and Reveal Math throughout the school year .

- Teachers focused more on the accuracy of i-Ready lesson vs the number of lessons passed.
- Staff sharing new learning with grade level and whole staff.
- Teachers built time into each day for students to spend 45 minutes per week on the i-Ready program for.
- Teachers spent time during PLCs reviewing standards and defining nouns, verbs, vocabulary, common assessments, and reviewing student data.
- PLC time focused on looking at math unit assessments and backwards planning.

Staff Climate Survey Strength:

- High expectations for all students
- Communication/partnership with families
- Safety

Areas for Growth

Teachers have demonstrated a strong commitment to professional growth through the implementation of strategies from the Teacher Clarity Playbook. As we continue to build upon this work, ongoing support will help ensure the consistent and intentional use of learning intentions and success criteria across content areas and instructional settings. Refining these practices will strengthen student understanding, engagement, and ownership of learning. As a next step, we will deepen our work with the Teacher Clarity and student success making learning more visible, meaningful, and measurable for both students and teachers, while supporting a shared understanding of what success looks like throughout the learning process.

- Student metacognition and assessments
- Student success criteria needs to be updated daily to match the lesson and what students will be able to do that day at the end of the lesson.

Staff Climate Survey Growth:

- SEL lessons
- Staff at school are recognized & appreciated
- i-Ready support decreased overall from the prior school year

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	• Learning intentions and success criteria may be communicated using language that is too complex or abstract for students to fully understand. • Students may not fully understand what success "looks like" if it is not modeled or made visual.	• Teachers communicate learning intentions into clear, student-friendly language using simplified wording and visual supports. • Provide sentence frames and bilingual scaffolds as part of daily objectives.
Foster/Homeless	• When attendance is inconsistent, students may experience confusion if learning intentions are not consistently revisited and reinforced.	• Encourage teachers to display and reference learning goals daily in consistent locations. • Use quick, formative checks aligned to the success criteria to gauge understanding after absences.
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	N/A
Racial/Ethnic Minorities	• Some students might be unaware of where they are at on the success criteria. • Students do not consistently demonstrate confidence in discussing their learning, reflecting on their progress, or explaining how they met success criteria.	• Student self-assessment and reflection opportunities • Allow frequent time for structured peer conversations, collaborative learning tasks, and teacher feedback. • Providing opportunities for students to strengthen metacognitive skills, and deepen their understanding of success criteria

Student Group	Challenge	Solution
Students with IEPs	• Students may become discouraged if success criteria are presented at grade level without scaffolds. • General education teachers may struggle to effectively align IEP goals with grade-level success criteria in a way that supports meaningful access and progress for students with disabilities.	• Provide scaffolded success criteria that break down grade-level expectations into manageable steps, using clear language, visuals, and examples. • Provide sentence frames and scaffolds as part of daily objectives. • Provide teachers with collaborative planning time and support from special education staff to help align IEP goals with grade-level success criteria.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	During the initial year of implementing strategies from the *Teacher Clarity Playbook*, teachers have shown strong commitment to professional growth and have begun embedding learning intentions and success criteria into instruction. However, full implementation is still in progress, and there is a need for greater consistency and depth in applying these strategies across all classrooms to ensure that learning is clearly visible, measurable, and student owned. Teachers have shown success with making sure all math and ELA lessons have Learning Intentions and Success Criteria. However, the success criteria was not being changed daily to match each lesson. Some classrooms provided more opportunities student ownership of their learning, while others struggled to provide the same opportunities.	Teachers are continuing to develop a shared understanding of how to effectively align and implement learning intentions and success criteria to support student ownership, metacognition, and visible evidence of learning. Inconsistent clarity regarding the purpose and development of success criteria, combined with competing instructional demands, has limited opportunities for students to actively monitor, reflect on, and communicate their learning progress.

★ = Priority

Connectedness

Areas of Strength

- Teachers and administrators consistently use ClassDojo to maintain strong communication with families, sharing student achievements, classroom learning experiences, and important school events.
- Teachers enthusiastically embrace opportunities to participate in home visits and strengthen relationships with students and families.
- Staff members demonstrate a strong commitment to family engagement by attending and supporting evening and weekend student events.
- A majority of staff members have completed Home Visit (HV) training, reflecting a shared dedication to building meaningful family partnerships.
- Academic and family engagement nights achieved exceptional success, with strong attendance demonstrated through sign-in data.
- Proactively engage in targeted outreach with families of students who demonstrate patterns of frequent absences, strengthening home-school connections and supporting improved student engagement and attendance.
- Chronic absenteeism decreased by 4% from 13% down to 9%

Areas for Growth

- A review of last year's connectedness goal indicated a need for more intentional efforts focused on students most at risk, particularly those experiencing chronic absenteeism.
- The school has an opportunity to expand its family engagement efforts through a dedicated social media presence that provides timely information, celebrates successes, and builds excitement within the school community.
- As families increasingly rely on social media for communication and information, strengthening the school's digital outreach could enhance engagement and connections with stakeholders.
- Some family and student engagement events were repetitive in nature, highlighting a need to diversify activities and create new opportunities that appeal to a broader range of interests and needs.
- Future connectedness initiatives could benefit from more targeted, innovative engagement strategies designed to increase participation and strengthen relationships with all families, especially those who may be less connected to the school community.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	• New ELL families may not fully understand school attendance expectations due to language barriers. • Important information may not be accessible if not translated or interpreted effectively.	• Use bilingual family liaisons or interpreters during early check-ins. • Establish regular check-ins.
Foster/Homeless	• Families experiencing housing instability often struggle with transportation, paperwork, and consistent communication. • May not receive onboarding materials due to address changes or other logistical issues.	• Connect families immediately with the McKinney-Vento liaison and counselor upon enrollment. • Ensure transportation options and attendance waivers are discussed upfront. • Offer flexible communication methods (texts, phone, in-person) and provide immediate access to support services.
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. • Students who have experienced academic struggles or social-emotional challenges may be more likely to avoid school.	• The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students. • Celebrate attendance and engagement: Recognize improvements in attendance, participation, and school connectedness to reinforce positive habits and encourage students.
Migrant/Title1-C Eligible	N/A	N/A

Student Group	Challenge	Solution
Racial/Ethnic Minorities	• Work schedules, multiple jobs, or nontraditional work hours may limit families' availability to attend school events or participate in teacher-family connection opportunities. • Families new to the community or country may need additional support navigating school processes, resources, and engagement opportunities. • Students who have experienced academic struggles or social-emotional challenges may be more likely to avoid school.	• Celebrate attendance and engagement: Recognize improvements in attendance, participation, and school connectedness to reinforce positive habits and encourage students. • Offer flexible options for parents with different work schedules to participate in school events, celebrations. Scheduling a mixture of day and evening events allowing for parents to attend at least one school event during the school year.
Students with IEPs	• Families may be unsure how absences impact services.	• Provide early outreach from case managers to build trust and open communication lines.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Last year, our school did not fully meet the connectedness goal. We didn't meet the Home Visit Goal, however the efforts implemented were successful and effective in reducing chronic absenteeism. This indicates a need for continued targeted strategies to strengthen student engagement and address barriers to consistent attendance.	Opportunities to strengthen student-school connections and family-school partnerships have not been consistently embedded across all settings. As a result, some students and families may not feel fully connected to the school community or aware of available supports that promote regular attendance and engagement.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Despite overall gains in reading proficiency, 5% of students (13 total) continue to perform two or more grade levels below in reading, and 4% of students (11 total) are still two or more grade levels below in math. Despite overall gains in reading proficiency 10% of students did not reach their typical growth. Despite overall gains in math proficiency 13% of students did not reach their typical growth.	Reading: Students significantly below grade level may have large foundational skill deficits (e.g., phonemic awareness, decoding) that require more time and targeted instruction than was available through core instruction and general interventions. Math: Students performing two or more grade levels below in math may be due to limited access to targeted, data-informed interventions, progress monitoring materials, and differentiated instruction focused on addressing foundational skill gaps.
2 ★	During the initial year of implementing strategies from the *Teacher Clarity Playbook*, teachers have shown strong commitment to professional growth and have begun embedding learning intentions and success criteria into instruction. However, full implementation is still in progress, and there is a need for greater consistency and depth in applying these strategies across all classrooms to ensure that learning is clearly visible, measurable, and student owned. Teachers have shown success with making sure all math and ELA lessons have Learning Intentions and Success Criteria. However, the success criteria was not being changed daily to match each lesson. Some classrooms provided more opportunities student ownership of their learning, while others struggled to provide the same opportunities.	Teachers are continuing to develop a shared understanding of how to effectively align and implement learning intentions and success criteria to support student ownership, metacognition, and visible evidence of learning. Inconsistent clarity regarding the purpose and development of success criteria, combined with competing instructional demands, has limited opportunities for students to actively monitor, reflect on, and communicate their learning progress.
3 ★	Last year, our school did not fully meet the connectedness goal. We didn't meet the Home Visit Goal, however the efforts implemented were successful and effective in reducing chronic absenteeism. This indicates a need for continued targeted strategies to strengthen student engagement and address barriers to consistent attendance.	Opportunities to strengthen student-school connections and family-school partnerships have not been consistently embedded across all settings. As a result, some students and families may not feel fully connected to the school community or aware of available supports that promote regular attendance and engagement.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **I-Ready**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **Student Climate Survey, Student Voice**
- [x] **Other**

Adult Learning Culture

- [x] **Lesson Plans**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **Staff surveys and/or other feedback**
- [x] **Walk-through data**
- [x] **Other**

Connectedness

- [x] **Home Visits**
- [x] **Other**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

80% of students in grades K-5 will meet their typical growth target in reading and math (separately) on the third i-Ready Diagnostic. The school will increase the number of students who are at or above "early on or mid/above" grade level on the BOY i-Ready Diagnostic in reading and math by at least 20% as measured by the EOY Diagnostic.

Formative Measures: Weekly i-Ready reports (schoolwide and teacher)
Lesson passed accuracy rate

Improvement Strategy 1

iReady

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Continuation of "Battle of the Classes" schoolwide competition-200 lessons with 100% accuracy. Weekly i-Ready reports. BOY, MOY, EYO diagnostic reports MAP reports	Administration Classroom teachers	SY 2026-27	

Position Responsible: Principal Classroom teachers

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Despite overall gains in reading proficiency, 5% of students (13 total) continue to perform two or more grade levels below in reading, and 4% of students (11 total) are still two or more grade levels below in math. Despite overall gains in reading proficiency 10% of students did not reach their typical growth. Despite overall gains in math proficiency 13% of students did not reach their typical growth.	Reading: Students significantly below grade level may have large foundational skill deficits (e.g., phonemic awareness, decoding) that require more time and targeted instruction than was available through core instruction and general interventions. Math: Students performing two or more grade levels below in math may be due to limited access to targeted, data-informed interventions, progress monitoring materials, and differentiated instruction focused on addressing foundational skill gaps.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

In SY 2024-2025, our staff received professional development in Teacher Clarity, with a focus on enhancing instructional effectiveness.
SY 2025-2026, our staff received professional development in Science of Reading. As part of our ongoing school improvement efforts, teachers will fold in the two of this professional development area together. 2026-2027 SY teachers will focus the next parts of Teacher Clarity that involves assessment, feedback, and student metacognition of self-reflection of their learning. They will continue to develop/revise and implement clear learning intentions and success criteria aligned with standards and instructional goals. These components will be intentionally communicated to students in a way that supports understanding, engagement, and ownership of learning. The goal is to ensure that all students know what they are learning, why they are learning it, and how they will know when they have been successful. Ongoing collaboration, coaching, and reflection will support the consistent application of Teacher Clarity practices across all classrooms.

Formative Measures: Pictures from classrooms
Lesson plans
PLCs
Walk throughs
Teacher Clarity for new staff

Improvement Strategy 1

PLC's

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Classroom pictures of evidence. Walk through data. Lesson plans w/ learning intentions and success criteria included. Teachers to plan their learning intentions for upcoming lessons/units. Schoolwide expectation of communicated/ posted learning intention and success criteria.	Administration Classroom Teacher	SY 2026-27	

Position Responsible: Principal Classroom Teacher

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Adult Learning Culture 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	During the initial year of implementing strategies from the *Teacher Clarity Playbook*, teachers have shown strong commitment to professional growth and have begun embedding learning intentions and success criteria into instruction. However, full implementation is still in progress, and there is a need for greater consistency and depth in applying these strategies across all classrooms to ensure that learning is clearly visible, measurable, and student owned. Teachers have shown success with making sure all math and ELA lessons have Learning Intentions and Success Criteria. However, the success criteria was not being changed daily to match each lesson. Some classrooms provided more opportunities student ownership of their learning, while others struggled to provide the same opportunities.	Teachers are continuing to develop a shared understanding of how to effectively align and implement learning intentions and success criteria to support student ownership, metacognition, and visible evidence of learning. Inconsistent clarity regarding the purpose and development of success criteria, combined with competing instructional demands, has limited opportunities for students to actively monitor, reflect on, and communicate their learning progress.

Inquiry Area 3

Connectedness

SMART Goal 1

PTHV:
Increase connectedness with all families at Mamie Towles through the use of Home Visits. Last year, we did not meet our goal, we reached 30 households, which is a decrease from the 2024-2025 school year. We will keep our prior goal and increase our households (unduplicated) reached from 30 to 40.

Absenteeism:
2025-2026 attendance data indicate that the school's focus on student connectedness, family partnerships, and proactive attendance supports contributed to positive outcomes. We exceeded our goal of reducing chronic absenteeism by 3%, achieving a 4% reduction by the end of the year. Although substantial progress was made, a percentage of students continue to experience barriers that impact regular attendance.

2026-2027
Therefore, we will continue to prioritize attendance efforts and maintain a goal of an additional 3% reduction in chronic absenteeism through ongoing engagement, relationship-based supports, and timely interventions for students and families.

Family Events:
26-27 SY, Towles is increasing the number of family engagement events.
The following nights are being added:
* Aces Game Night
* Data Night
* Arts Night
* Talent Show

Existing Family Engagement:
* Balloon Breakfast
* Pumpkin Hallow
* Literacy Night
* STEM
* Student achievement awards
* Student academic presentations
* Roller Kingdom

Formative Measures: BIG
Daily attendance reports
MTSS meetings
PTHV reports
Sign-in sheets

Comment

Improvement Strategy 1

Home Visits

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Dive deeper into students whose attendance are considered severely chronic. Weekly meeting with counselor and truancy officer Implementation of attendance award-98 is Great Daily attendance to spell "Superstars" incentive Let parents know that arriving late is better than not attending at all.	Principal Truancy officer PTHV Coordinator	2026-2027SY	

Position Responsible: Principal Truancy officer PTHV Coordinator

Evidence Level

Level 2: Moderate:
Home Visits

Problem Statements: Connectedness 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Last year, our school did not fully meet the connectedness goal. We didn't meet the Home Visit Goal, however the efforts implemented were successful and effective in reducing chronic absenteeism. This indicates a need for continued targeted strategies to strengthen student engagement and address barriers to consistent attendance.	Opportunities to strengthen student-school connections and family-school partnerships have not been consistently embedded across all settings. As a result, some students and families may not feel fully connected to the school community or aware of available supports that promote regular attendance and engagement.

Community Outreach Activities

Activity	Date	Lesson Learned
STEM Pumpkin Hollow PBS	9/15	Having Discovery Museum added along with SNJ offered more options for students and families to engage. Possibility of having UNR join next year in our STEM night. Lessons align with district pacing guide and units of study