Washoe County School District

Marvin Picollo Elementary School

Classification: 1 Star School

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

2026-2027 School Improvement Plan

District Approval Date:
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Mission Statement

Marvin Picollo School – where we strengthen our students' abilities by providing an individualized standards-based functional academic experience, leading to independence, self-determination, and a fulfilled quality of life!

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Comprehensive Needs Assessment

Student Success

Areas of Strength

Implementation of curriculum in most classrooms

IEP goals/objectives aligned to grade level NVCS Connectors in most IEPs

Student progress towards IEP objectives - increased independence, decreased level of support

Increased student participation in the NAA

Areas for Growth

Increase expectation of teacher use of standards-based curriculum during set period.

Collect clear data on IEP goal aligned to current grade level standards.

Collect data on student % of independence on each ELA objective, growth over quarter or level of prompting.

Comparative data of student participation in the NAA over the last 5 years - look at possible growth

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	yes	increased support from ELL dept for strategies to support our students
Foster/Homeless	N/A	
Free and Reduced Lunch	yes	breakfast and lunch at no cost
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	yes	use of disaggregated data with staff family engagement
Students with IEPs	yes	accommodations/modifications, curriculum aligned to alternate achievement standards, SDI 100% of the day

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Need for increased student progress on ELA goals/ objectives leading to increased performance on NAA.	Lack of access to curriculum at grade level, lack of evidence-based practices used for ELA instruction
2 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

Adult Learning Culture

Areas of Strength

Inclusion of ESPs in all professional learning opportunities to increase capacity for instructional support.

Specialized on-site professional learning for ESPs

Implementation of data expectations in most classrooms, evidenced by data upload to EdPlan and IEP PLOPs

Staff climate survey showed areas of strengths in expectations for success, home/school communication, student behaviors, social Priority Problem Statementsemotional learning, and staff-student relationships all above 80%

Areas for Growth

Collaboration among teacher PLCs regarding instruction and data collection methods by ESPs.

Increased training for teachers on systematic instruction, data-collection, and data-based decision-making.

Set admin expectations for implementation and review during classroom walk-throughs

Increase understanding of cycles of instruction and collaboration, aligned to PLC, SLO, etc.

Staff Climate Survey shows areas for growth in work stress, quality of WCSD, and staff collaboration.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	developing language strategies for all staff	provide visual supports, opportunities to learn in groups, simplified language, assistive technology, development of supports for staff to better serve EL students
Foster/Homeless	working with outside residential agencies who house our students	set quarterly meetings with agencies such as SRC
Free and Reduced Lunch	100% FRL	Breakfast and lunch provided to all students, Food pantry available
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	N/A	N/A
Students with IEPs	limited experience for some staff, especially ESP, in working with students on IEPs and with significant physical and cognitive challenges	continued training for staff to support students on IEPs with significant mental and physical disabilities (100% of our students)

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	Staff need more training on cycles of instruction to include planning and decision making with the use of formative assessment/data collection	Time constraints, loss of PD time, overextended staff, staff turnover, staffing vacancies, inaccessible curriculum out of box

★ = Priority

Connectedness

Areas of Strength

Connections were made with Marce Herz MS, Lenz ES, Hunsberger ES, and Galena HS. Marce Herz leadership participated in student actives on Picollo campus. Lenz & Hunsberger choir came to Picollo to perform. Students form Picollo went to Galena high school weekly in the spring semester to engage in inclusive activities.

Connections made to outside community agencies. Picollo students began vocational training opportunities at Alpha productions, Choices, Tod's Body Shop, and Spread the Word. Students from TMCC and UNR come into fulfil program requirements, practicum hours in classrooms, ABA training, and volunteer opportunities.

Arts For All Nevada came into the school to provide art lessons to students in visual arts weekly.

During our first multi-cultural family engagement event, families brought foods from their culture and were able to learn about student engagement through teacher and therapist activities. Students were able to engage with their families in activities designed for them to show their skills to family members. Families were able to network, get an organizational binder, and learn from community agencies.

TOSA created a family organizational binder that was available at the multi-cultural event and during IEP meetings if they did not attend.

Areas for Growth

Increase student access to the community for recreation/leisure and vocational training.

Increase student access to non-disabled peers through inclusive opportunities on and off the Picollo campus.

Increase family connectedness through parent teacher home visits and family engagement events.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	interpretation for families'	staff or translation services
Foster/Homeless	N/A	
Free and Reduced Lunch	most of student population	meals provided during outings & special events
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	most of student population	provide staff that can relate
Students with IEPs	most of student population	provide specific supports

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Students require increased vocational training opportunities, family engagement opportunities, and integration with non-disabled peers	* Reduced community services, isolated in a self-contained school * Family supports for childcare, transportation, interpretation, etc.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Need for increased student progress on ELA goals/ objectives leading to increased performance on NAA.	Lack of access to curriculum at grade level, lack of evidence-based practices used for ELA instruction
2 ★	Staff need more training on cycles of instruction to include planning and decision making with the use of formative assessment/data collection	Time constraints, loss of PD time, overextended staff, staff turnover, staffing vacancies, inaccessible curriculum out of box
3 ★	Students require increased vocational training opportunities, family engagement opportunities, and integration with non-disabled peers	* Reduced community services, isolated in a self-contained school * Family supports for childcare, transportation, interpretation, etc.
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] **Course Offerings**
- [x] **Credit Sufficiency/Deficiency/Retrieval data**
- [x] **Local benchmark, common assessments, diagnostic assessments, or interim assessments data**
- [x] **Nevada Alternate Assessment (NAA)**
- [x] **WIDA Alternate ACCESS (WAA)**
- [x] **Other**

Progress Monitoring Data

Adult Learning Culture

- [x] **Action research results**
- [x] **Administrator evaluation**
- [x] **Coaching Logs**
- [x] **Lesson Plans**
- [x] **Master schedule**
- [x] **Professional Development Agendas**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **School leadership data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher evaluation**
- [x] **Walk-through data**
- [x] **Other**

Staff Climate Survey

Connectedness

- [x] **Attendance**
- [x] **Community surveys and/or other feedback**
- [x] **Home Visits**
- [x] **Perception/survey data**
- [x] **Other**

Parent Survey

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

AB 335 Goal: By the end of the school year, 80% of EL students will demonstrate measurable growth from their individual baseline in at least one targeted academic or functional communication skill aligned to their IEP and access to NACS/NAAAS as measured through common schoolwide progress-monitoring tools, curriculum based measures, student work samples and/or IEP progress data.

Formative Measures: Progress monitoring data collected by teachers during direct vocabulary instruction in ELA, Math, Science, or Social Studies lessons. Data will measure the percentage of correct independent/ unprompted responses to measure growth form baseline of IEP goals for
WIDA Alternate ACCESS Assessment

Improvement Strategy 1

EBP (Response Prompting; Constant Time Delay) for Vocabulary Instruction

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Training on response prompting procedure, constant time delay, for teachers	Rivera, Forsyth	8/7/26	✓
2	Teachers align to grade level NVACS Connectors and IEP goals for vocabulary and develop systematic instructional plans	teachers	8/19/26	✓
3	Implementation of instruction as part of curriculum, 1;1 instruction, and/or SLO	teachers	10/13/26	
4	Review student progress within grade level bands	teachers in PLC	11/4/26, 12/9/26, 1/15/27	
5	Leadership feedback about instructional cycles	leadership	1/29/27	

Position Responsible: admin, instructional coach, teacher leader

Resources Needed: handouts

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Student Success 1, 2

Status Checks

November **February** **May**

Improvement Strategy 2

PLC - teachers will meet to discuss cycles of instruction using data-based decision making to determine if studnets are making progress or require changes to instruction based on progress monitoring data analysis.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	PLC baseline	Teachers and leaders	9/9/26	
2	PLC Cycle 1	Teachers and leaders	10/14/26	
3	PLC Cycle 2	Teachers and leaders	11/4/26	
4	PLC Cycle 3	Teachers and leaders	12/9/26	

Position Responsible: Teachers and Leadership

Resources Needed: Training materials, leadership feedback

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Student Success 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Need for increased student progress on ELA goals/objectives leading to increased performance on NAA.	Lack of access to curriculum at grade level, lack of evidence-based practices used for ELA instruction
2	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

SMART Goal 2

By the next school year, 80% of students will increase growth by at least 10% on identification of key academic vocabulary through the use of evidence-based practices for students with intellectual and developmental disabilities

Formative Measures: Progress monitoring data collected by teachers during vocabulary instruction in ELA, Math, Science, or Social Studies lessons. Data will measure the percentage of correct independent responses to measure growth from baseline.

Improvement Strategy 1

* Attainment Standards Based Curriculum

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	* Providing materials at symbolic level * Use of EBPs embedded in curriculum and used to reteach concepts	Teachers	SY 2026-27	

Position Responsible: Teachers

Resources Needed: 1003a: Registered Behavior Technician

Classified Registered Behavior Tech- Will support students in the classroom setting across all grades whose responsibilities include formulating and implementing quality behavioral interventions, designing and supporting the implementation of individual and class-wide behavior intervention plans, conducting measurement, assessment, and skill acquisition with the goal of behavior reduction, and documenting and reporting data and progress.

This school will be using the Nevada Professional Learning Catalog "NTACT:C Indicator 13 workshop" ESSA Evidence-Based Level 3

Evidence Level

Level 1: Strong:
Standards Based Currculum

Level 2: Moderate:
PLC's

Problem Statements: Student Success 1, 2

Status Checks

November	February	May

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Need for increased student progress on ELA goals/objectives leading to increased performance on NAA.	Lack of access to curriculum at grade level, lack of evidence-based practices used for ELA instruction
2	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

By the next school year, 100% of staff will participate in monthly cycles of staff collaboration through professional development to strengthen instructional practice (plan, do, study, act) in order to implement systematic instructional plans, regularly analyze data and implement data-based decision-making rules to inform instructional changes using progress monitoring. 80% of staff will indicate agree or strongly agree on the staff climate survey around staff collaboration (currently at 58%).

Formative Measures: Systematic instructional plan checklist
Data-analysis and decision-making checklist

Improvement Strategy 1

* Math Instructional Coach
* Long-term sub support
* Attainment Hands-on Math Curriculum
* School-wide professional learning using a BST model

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	* Math Instructional Coach * Long-term sub support * Attainment Hands-on Math Curriculum * School-wide professional learning using a BST model	Principal, Dean, Instructional Coach	SY 2026-27	

Position Responsible: Principal, Dean, Instructional Coach

Evidence Level

Level 4: Demonstrate Rationale:
BST Model

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	Staff need more training on cycles of instruction to include planning and decision making with the use of formative assessment/data collection	Time constraints, loss of PD time, overextended staff, staff turnover, staffing vacancies, inaccessible curriculum out of box

Inquiry Area 3

Connectedness

SMART Goal 1

By the next school year, we will increase connections with families and the community, through integrated community experiences leading to greater independence in post-secondary opportunities by increasing student & family involvement by a 20% growth rate.

Formative Measures: community-based instructional opportunities including vocational training, and inclusive opportunities (on and off campus)

Improvement Strategy 1

Parent Teacher Home Visits
* Regular communication - welcome calls, email, website, home notes
* School partnerships: Galena, Herz
* Community Based Instruction
* Music/Art events in school & community

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Parent Teacher Home Visits * Regular communication - welcome calls, email, website, home notes * School partnerships: Galena, Herz * Community Based Instruction * Music/Art events in school & community	Social Worker, Transition teachers, APE & Music teachers, Dean	SY 2026-27	

Position Responsible: Social Worker, Transition teachers, APE & Music teachers, Dean

Evidence Level

Level 2: Moderate:
Parent Teacher Home Visits

Problem Statements: Connectedness 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Students require increased vocational training opportunities, family engagement opportunities, and integration with non-disabled peers	* Reduced community services, isolated in a self-contained school * Family supports for childcare, transportation, interpretation, etc.

Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

1.1 Comprehensive Needs Assessment

For all Title 1 Elements, please see addendum.

2.1 School Performance Plan (SPP) developed with appropriate stakeholders

review with leadership team of SPP and development of goals and focus areas, which includes parents and community stakeholders that support our student population

use of family climate survey in plan development although responses were limited

use of staff climate survey in plan development to address areas of strength and concern

2.2 Regular monitoring and revision

We review with leadership team to check progress of spp goals.

Planning for checks through review of IEP and students' progress .

2.3 Available to parents and community in an understandable format and language

Plan is available on request from our front office. The plan will be available on our school website.

2.4 Opportunities for all children to meet State standards

Title funds are used to support student learning by purchasing resources that are needed, unique to our population. We purchase materials that allow for hands on-learning related to the curriculum used as Picollo for math, reading, writing and science.

2.5 Increased learning time and well-rounded education

Picollo offers unique extra-curricular activities that support our diverse learners. We have an Equine Facility where students who are both mobile and in wheelchairs are given time to ride on a horse or pulled in a pony cart. In addition, we offer all students Adaptive Physical Education and also one hour weekly in a therapeutic pool with a licensed teacher. This allows the students time to work on movement and functionality for recreation.

2.6 Address needs of all students, particularly at-risk

Title 1 funds will support the modified curriculum used at Picollo. The curriculum uses hand-on materials for students, such a speech buttons, math manipulatives and picture supports. These items need to replaced annually.

3.1 Annually evaluate the schoolwide plan

Data will be collected on progress towards IEP goals as all students are eligible for the NAA if they are in grades 3rd-8th and 11th grade. Ongoing training for data collection PD for certified and classified staff to support student IEP data collection

4.1 Develop and distribute Parent Involvement and Family Engagement Policy

Our social worker will support the Parent Involvement Policy and Family Engagement Policy distribution to the teachers and this will be reviewed during Parent-Teacher conferences. These will be filed on site.

4.2 Offer flexible number of parent involvement meetings

Parent involvement opportunities will be differentiated based on student needs and community resources accessible. Opportunities for parent events will be done on various dates and times to accommodate the unique needs of the families and students.

Community Outreach Activities

Activity	Date	Lesson Learned
Back to School Night & Title I Information	September 2, 2026	