Washoe County School District

Peavine Elementary School

Classification: 3 Star School

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

2026-2027 School Improvement Plan

District Approval Date:
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Comprehensive Needs Assessment

Student Success

Areas of Strength

- Overall ELA Percent At or Above Standard was at 51% in 2026.
- Teachers are highly qualified, experienced, and willing to learn new initiatives.
- The number of EL students who exited grew from 24% to 33% from 2025 to 2026

Areas for Growth

- Overall Math Percentage At or Above Standard fell from 50% to 40% from 2025 to 2026.
- Overall Science Percentage At or Above Standard fell from 26% to 16% from 2025 to 2026
- Students are doing better in the "catch up" category then they are in the "keep up" category. We need to focus on students on the bubble and who are proficient as well as students with more challenges in order to make sure that we are making a difference for all students.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Limited English proficiency can hinder access to grade-level content and impact performance on assessments.	Provide targeted English language development from our EL Assistant and English Language Facilitators instruction and integrate language supports across all content areas. Offer teachers training in ELLevation strategies.
Foster/Homeless	Frequent mobility, trauma, and lack of stable access to basic needs negatively affect academic achievement and engagement.	Make sure that teachers have the tools they need from the counselor to deal with trauma impacted students. Students all have access to the counselor and social worker as needed. Ensure families have access to wraparound services through school counselors and social workers, implement check-in/check-out systems, and coordinate with community partners to provide stability and resources.
Free and Reduced Lunch	Economic barriers may limit access to academic support, enrichment opportunities, and basic resources.	We offer free breakfast and lunch at school. Students all have access to the counselor and social worker as needed. Ensure equitable access to school supplies and digital access, and connect families to available school

		and community resources.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Historical underrepresentation and systemic inequities may result in lower academic outcomes and reduced sense of belonging in school.	Foster inclusive school culture through student voice initiatives, mentorship programs, and diverse representation in curriculum and staffing to strengthen connection and achievement.
Students with IEPs	Students with disabilities may face barriers to accessing grade-level content and demonstrating mastery within the general education setting.	Strengthen collaboration between general and special education staff through regular data-driven PLCs, and implement ongoing progress monitoring to adjust instruction and interventions based on individual student needs.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	SBAC ELA proficiency decreased in 2026 from 54% to 51% and SBAC Math proficiency decreased from 50% to 40%. SBAC Science decreased from 26% to 16%. These are significant decreases in proficiency. In addition, students who are "Catching Up" in ELA decreased from 48% to 37%, students who are "Keeping Up" decreased from 77% to 73%. The percentage of students growing adequately to "Catch Up" or "Keep Up" with "Meets Standard" decreased from 62% to 56%.	While there was a new math adoption that may have contributed a bit to the math decline, seeing declines across all categories is concerning. Teachers need to focus on teaching the standards instead of relying wholeheartedly on the curriculum. We will focus Teacher Clarity and specifically on understanding the standards, developing learning progressions, learning intentions, and student success criteria to help students reach proficiency. Teachers need to consistently check for understanding. In addition, students are not proficient in their math facts so we will address that using Facts on Fire daily in every classroom.
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.	While our ACCESS data is improving, 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

- Experienced staff willing to bring on new initiatives
- New staff members from other schools with experience in effective T1 instruction
- The Staff Climate Survey was very positive showing increases in all areas except for Parent Involvement and Quality of WCSD. Expectations of Success, Fairness and Respect, Home-School Communication, Safety, Staff Collaboration, and Staff-Student Relationships were all scored above 95%.

Areas for Growth

PLCs need to be consistent throughout the year. Grade levels will post their notes, common assessments, and data in the Peavine team so vertical teams can access all the information.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Not all educators feel confident in implementing instructional strategies that support language development within content areas.	Provide ongoing professional development in integrated ELD strategies and language acquisition, including collaborative planning time to apply learning in practice.
Foster/Homeless	Staff may lack awareness of the impact of trauma, instability, and transiency on learning and behavior.	Offer assistance in providing strategies for trauma-informed practices and build staff capacity to create safe, predictable, and supportive learning environments for all students.
Free and Reduced Lunch	Implicit bias and deficit-based assumptions can influence teacher expectations and interactions with students from low-income backgrounds.	Engage staff in equity-centered professional learning focused on asset-based mindsets, high expectations, and culturally responsive teaching practices.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Educators may not consistently use student data disaggregated by race/ ethnicity to identify and address equity gaps in instruction or outcomes	Build staff capacity to analyze and respond to disaggregated data through professional development and collaborative data teams focused on equitable instructional practices and targeted interventions.

Students with IEPs	General education staff may not feel fully equipped to meet the diverse needs of students with disabilities within inclusive settings.	Build a collaborative adult learning culture through co-teaching models, cross-training, and regular joint planning between general and special education staff focused on inclusive best practices.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	Staff is learning the components of Teacher Clarity and needs more training. Schoolwide expectations of consistent PLC practices has been lacking.	-Inconsistency between grade level PLCs -Some PLCs are not focused on the standards and instead focus on curriculum -Inconsistent use of common assessments in some grade levels -Continued modeling and professional learning needed

★ = Priority

Connectedness

Areas of Strength

- Many family events for family participation
- Redfield School
- Parent Teacher Home Visits

Areas for Growth

While we have a strong core group of parents, we need to expand our reach. We are going to make sure that all students have an adult they feel connected to by using SEL strategies to make sure all students are known by name and face. We will also implement self managers in order to increase student confidence and self-awareness.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language barriers and cultural differences can limit participation in school activities and peer relationships.	Promote multilingual communication, inclusive school events, and peer buddy programs to foster belonging and cultural pride.
Foster/Homeless	Frequent school changes and personal instability can lead to feelings of isolation and disconnection from peers and staff.	Implement consistent adult mentorship, designated staff check-ins, and access to extracurricular activities to strengthen relationships and stability.
Free and Reduced Lunch	Economic barriers may limit access to enrichment opportunities and increase stigma, affecting students' sense of inclusion.	Provide no-cost access to clubs, events, and field trips, and promote inclusive messaging that emphasizes equity and respect for all backgrounds.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Young students from racial/ethnic minority backgrounds may not always see their culture, language, or experiences reflected in classroom materials or schoolwide activities, which can impact their sense of belonging.	Integrate diverse books, visuals, and learning materials in classrooms, celebrate cultural heritage through inclusive school events, and build classroom communities where every student's background is acknowledged and valued.
Students with IEPs	Students with disabilities may experience social exclusion or limited participation in general education	Foster inclusive classroom environments, support social-emotional learning (SEL) strategies,

		settings.	and offer structured opportunities for peer interaction and leadership.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	In the 2026 Student Climate Survey, 54% of students feel that "getting through something even when frustrated" is difficult. 57% of students feel that "being patient even when I am really excited is difficult." Self-Management of Emotion is an area if growth for our students.	-Inconsistent use of SEL and PBIS strategies in class and schoolwide -An outdated PBIS system where students do not have buy in

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	SBAC ELA proficiency decreased in 2026 from 54% to 51% and SBAC Math proficiency decreased from 50% to 40%. SBAC Science decreased from 26% to 16%. These are significant decreases in proficiency. In addition, students who are "Catching Up" in ELA decreased from 48% to 37%, students who are "Keeping Up" decreased from 77% to 73%. The percentage of students growing adequately to "Catch Up" or "Keep Up" with "Meets Standard" decreased from 62% to 56%.	While there was a new math adoption that may have contributed a bit to the math decline, seeing declines across all categories is concerning. Teachers need to focus on teaching the standards instead of relying wholeheartedly on the curriculum. We will focus Teacher Clarity and specifically on understanding the standards, developing learning progressions, learning intentions, and student success criteria to help students reach proficiency. Teachers need to consistently check for understanding. In addition, students are not proficient in their math facts so we will address that using Facts on Fire daily in every classroom.
2 ★	In the 2026 Student Climate Survey, 54% of students feel that "getting through something even when frustrated" is difficult. 57% of students feel that "being patient even when I am really excited is difficult." Self-Management of Emotion is an area if growth for our students.	-Inconsistent use of SEL and PBIS strategies in class and schoolwide -An outdated PBIS system where students do not have buy in
3 ★	Staff is learning the components of Teacher Clarity and needs more training. Schoolwide expectations of consistent PLC practices has been lacking.	-Inconsistency between grade level PLCs -Some PLCs are not focused on the standards and instead focus on curriculum -Inconsistent use of common assessments in some grade levels -Continued modeling and professional learning needed
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.	While our ACCESS data is improving, 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] **Criterion-Referenced Test in Mathematics**
- [x] **Criterion-Referenced Test in Science**
- [x] **End-of-Unit Assessments**
- [x] **I-Ready**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **WIDA ACCESS for ELLs**
- [x] **Other**

  Other staff and student surveys

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Lesson Plans**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **School leadership data**
- [x] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**

Connectedness

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

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

AB 335 EL Goal: By the end of the school year 2026-27, 80% of 3rd - 5th grade EL students at Peavine Elementary will increase their language proficiency by one achievement level as measured by the state's yearly ELPA, ACCESS.

Formative Measures: iReady Diagnostics, Personalized Learning, EL Writing Samples

Improvement Strategy 1

ELLevations

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	ELD will give PD to teachers on ELLevations strategies as well as include a new strategy every month in the weekly staff newsletter	ELD	2026-27	

Position Responsible: ELD

Resources Needed: ELLevations online resource

Evidence Level

Level 2: Moderate:
ELLevations

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.	While our ACCESS data is improving, 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 state assessment (SBAC), overall ELA and Math proficiency will increase by at least 5%; additionally, achievement gaps in EL, Hispanic, and FRL sub-populations will decrease by at least 5%.

Formative Measures: iReady, common assessments

Improvement Strategy 1

iReady

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	* PLCs will use iReady data to drive conversations to improve T1 instruction * MTSS team will meet to review data and interventions of students in T2 and T3 as well as enrichment for all other students. *	Principal, Dean, Classroom Teachers	SY 2026-27	

Position Responsible: Principal, Dean, Classroom Teachers

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1

Status Checks

November **February** **May**

Improvement Strategy 2

Science of Reading/PLC's

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Work to get all staff trained in LETRS and have a thorough understanding of the Science of Reading. Deliver PD about the Science of Reading and strategies to use in the classroom. Make sure that ELA curriculum and teaching practices are all aligned with the Science of Reading throughout the school. Use UFLI for primary grades and interventions.	Principal, Dean, classroom teachers, teacher's assistants.	SY 26-27	

Position Responsible: Principal, Dean, classroom teachers, teacher's assistants.

Resources Needed: Access to LETRS training from WCSD.

Evidence Level

Level 2: Moderate:
PLC's

Level 3: Promising:
i-Ready/Science of Reading

Problem Statements: Student Success 1

Status Checks

November	February	May

Improvement Strategy 3

PLCs

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will use WCSD-developed Essential Standards to determine Learning Intentions and Success Criteria during PLCs PLCs will use data to drive instruction by reviewing iReady, common assessments, and formative assessments	Teachers, Principal	2026-27	

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Student Success 1

Status Checks

November	February	May

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	SBAC ELA proficiency decreased in 2026 from 54% to 51% and SBAC Math proficiency decreased from 50% to 40%. SBAC Science decreased from 26% to 16%. These are significant decreases in proficiency. In addition, students who are "Catching Up" in ELA decreased from 48% to 37%, students who are "Keeping Up" decreased from 77% to 73%. The percentage of students growing adequately to "Catch Up" or "Keep Up" with "Meets Standard" decreased from 62% to 56%.	While there was a new math adoption that may have contributed a bit to the math decline, seeing declines across all categories is concerning. Teachers need to focus on teaching the standards instead of relying wholeheartedly on the curriculum. We will focus Teacher Clarity and specifically on understanding the standards, developing learning progressions, learning intentions, and student success criteria to help students reach proficiency. Teachers need to consistently check for understanding. In addition, students are not proficient in their math facts so we will address that using Facts on Fire daily in every classroom.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

During the 2026-2027 school year, 100% of teachers will participate in weekly grade-level PLCs and vertical/multi-grade PLCs (as needed) to analyze standards, math content, and create learning progressions, learning intentions, and student success criteria.

Formative Measures: * Check-ins by principal and dean during grade-level and vertical PLCs. This will be tracked by notes and attendance logs in Grade-Level Teams.

Improvement Strategy 1

PLC's

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	* Ensure teachers have dedicated time set aside to meet to analyze and discuss i-Ready diagnostics and interim's in grade-level and vertical PLCs. * Designate time for "data days" when teachers can discuss the i-Ready data vertically as well as with their grade levels. * Designated PLC time for teachers to develop Learning Intentions and Student Success Criteria for math - and to reflect on best practices	Principal, Dean, Classroom Teachers	SY 2026-27	

Position Responsible: Principal, Dean, Classroom Teachers

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	Staff is learning the components of Teacher Clarity and needs more training. Schoolwide expectations of consistent PLC practices has been lacking.	-Inconsistency between grade level PLCs -Some PLCs are not focused on the standards and instead focus on curriculum -Inconsistent use of common assessments in some grade levels -Continued modeling and professional learning needed

Inquiry Area 3

Connectedness

SMART Goal 1

During the 2026-2027 school year, 100% of teachers and staff will frequently and consistently incorporate SEL and/or PBIS strategies into weekly lessons with coordination from school counselor and dean as needed. The PBIS system will be revamped to be more engaging for students and teachers.

Formative Measures: Principal will observe a restorative practice/SEL measure of each teacher, once per quarter, throughout the course of the school year. In addition, staff will report on a quarterly basis how they are implementing SEL practices in their classroom to the principal and the dean. The counselor and the dean will revamp the PBIS system including how BASE Bucks and Class BASE Bucks are tracked and earn rewards.

Improvement Strategy 1

SEL and PBIS

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Have school counselor support classroom and small group SEL and PBIS strategies through lessons and activities. * Have PBIS team review the PBIS matrix and the protocol for handing out BASE Bucks * Revamp schoolwide PBIS system * Incorporate SEL and restorative practices into every classroom, every day * Provide PD on restorative practice measures	Principal, counselor, classroom teachers	SY 2026-27	

Position Responsible: Principal, counselor, classroom teachers

Evidence Level

Level 1: Strong:
SEL

Level 2: Moderate:
PBIS

Problem Statements: Connectedness 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	In the 2026 Student Climate Survey, 54% of students feel that "getting through something even when frustrated" is difficult. 57% of students feel that "being patient even when I am really excited is difficult." Self-Management of Emotion is an area if growth for our students.	-Inconsistent use of SEL and PBIS strategies in class and schoolwide -An outdated PBIS system where students do not have buy in

Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

1.1 Comprehensive Needs Assessment

For Title I Elements, Please see attached addendum.

2.1 School Performance Plan (SPP) developed with appropriate stakeholders

The Leadership team of the school along with a group of parents will meet at least two times in the fall to review the plans and provide feedback for making revisions. We gather other stakeholder feedback by meeting and talking with other members of our community during and after schoolwide events.

2.2 Regular monitoring and revision

Every three months, the Leadership Team will meet to review the SIP, the problem statements, and goals to determine how we are progressing. The team will decide next steps and revise accordingly.

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

The plan is posted on our school website in English and Spanish, as well as posted on ClassDojo, and available at the front desk.

2.4 Opportunities for all children to meet State standards

We have provided for a two-day a week Professional Development substitute for teachers to have 30 extra minutes each week to plan, disseminate standards, and determine learning intentions and student success criteria. This is all part of our Teacher Clarity. We have also funded a 3-day-per-week Intervention substitute to assist with grade-level reading interventions.

2.5 Increased learning time and well-rounded education

Title I funds many family engagement experiences for students to be able to explore the world around them as well as provide academic support for parents to be able to help their children at home. These include monthly family literacy nights, STEM nights, and family nights at the Discovery Museum.

2.6 Address needs of all students, particularly at-risk

Title I money is used to increase the one-to-one technology for students so all students are able to access district curriculum

including, but not limited to, i-Ready.

3.1 Annually evaluate the schoolwide plan

The administration looks at the SPP annually in the summertime to update data. They then take the SPP to the Leadership Team to determine root causes, possible solutions, and other concerns that should be addressed in the updated SPP.

4.1 Develop and distribute Parent Involvement and Family Engagement Policy

We have a Family and Community Engagement facilitator who takes the lead on this. The Parent Involvement and Family Engagement Policy is distributed to all families by sending it home with students. It is also posted on our website and on ClassDojo.

4.2 Offer flexible number of parent involvement meetings

Parents are always able and encouraged to be involved with volunteering at school. In addition to classroom volunteering opportunities, parents are also able to volunteer for family engagement evening activities, take home prep work to complete with teachers, and to attend field trips.

Schoolwide and Targeted Assistance Title I Elements Personnel

Name	Position	Program	FTE
Jonathan McNeal	Professional Development Substitute	Provide extra time for teachers	

Community Outreach Activities

Activity	Date	Lesson Learned
Kinder Kickoff	8/14/2026	Need to move to the Friday before school starts so families make connections prior to the first day of school
Back to School Night	8/18/2026	
Balloon Race Breakfast	9/11/2026	
Chilifest	9/23/2026	
Career Day	10/15/2026	
Holiday Craft Night	12/15/2026	
Spaghetti and Bingo	3/16/2027	
Peavine Unplugged	4/20/2027	
Talent Show	5/18/2027	
Family Night @ Discovery Museum	2/9/2027	
Family Science Night w/ Sierra Nevada Journeys	10/27/2026	