Washoe County School District

Roger Corbett Elementary School

Classification: 2 Star School

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

2026-2027 School Improvement Plan

District Approval Date:
October 21, 2026

Generated by Plan4Learning.com
November 10, 2026 at 11:49 AM

Table of Contents

Comprehensive Needs Assessment 3

Student Success 4

Adult Learning Culture 7

Connectedness 10

Priority Problem Statements 12

Data Documentation for CNA 14

Student Success 15

Adult Learning Culture 15

Connectedness 15

Inquiry Areas 17

Inquiry Area 1 : Student Success 18

Inquiry Area 2 : Adult Learning Culture 21

Inquiry Area 3 : Connectedness 23

Schoolwide and Targeted Assistance Title I Element Summary 25

Schoolwide and Targeted Assistance Title I Elements 26

1.1 Comprehensive Needs Assessment 26

Community Outreach Activities 27

Comprehensive Needs Assessment

Student Success

Areas of Strength

Attendance:

- Decreased chronic absenteeism from 18.87% in 23-24 to 13.75% for 24-25 and then 8.5% for 25-26.
- Established a comprehensive attendance incentive system, including improved parent outreach. These efforts continue into the 26-27 school year with numerous small improvements to our system such that we hope to achieve a chronic absenteeism rate of below 7% this year.

Academic Achievement:

- iReady growth for the 25-26 school year fell short of our goals with 100% growth in Reading and 95% growth in math.
- Despite missing our iReady growth goals it's worth noting that at the beginning of the 25-26 school year, only 9% of our school tested close enough to grade level to be considered T1 on our iReady report for reading and only 4% in math. Despite our concerning fall in SBAC proficiency, by end of year, the T1 percentage increased to 38% in reading 31% in math. The iReady data provide a holistic K-5 picture of academic growth while the SBAC focuses on grades 3 through 5.
- Reading proficiency as measured by the SBAC fell sharply from 24% to 17% and math proficiency remained close the same, falling from 19% to 17%.
- Our SBAC median growth percentiles in reading and math were below the 50th percentile. Only 4th and 5th grade receive a median growth percentile so we've identified the achievement of our 4th and 5th graders as an internal area of focus.

ACCESS:

- Overall average growth of our ELD students improved significantly during the 25-26 school year with an average growth per child of approximately 0.7 points. This also yielded 9 out of 10 points on our NEPF school rating rubric. This year, we hope to accomplish the same or better with average growth per child of about 0.75 points, which is roughly equivalent to the average growth we'd achieve if every child met his or her individual growth goal.

Areas for Growth

While iReady growth shows clear progress among the broader student population, we need to focus on growing our median growth percentile for our 4th and 5th graders. One cannot directly monitor progress towards this metric, but we can use iReady math monitoring to assure we are on track to realize stronger growth in our most needed areas. Because of this, we've chosen to focus again on math growth, setting a schoolwide goal of 120% growth in iReady. Right now, more than half of our 3rd grade is predicted to be proficient on the SBAC in math. We are seeing clear signals in our data that our efforts in the primary grades these prior two years are beginning to yield dividends in our upper grades. When our school team noticed this, it was decided to maintain our focus on math for the Student Success area. However, we cannot neglect our reading, as that has shown a concerning decline. First, it should be noted that much of our decline was due to a cohort effect in 3rd grade. This does not indicate however, that our reading proficiency decline is acceptable, only that we have a broad level issue with reading. Hence, we are addressing this concern through our goal for Adult Learning Culture. Namely, tightening up our expectations for student success as it pertains to language production. This leverages a relative strength in our ACCESS data and will result in more students being held accountable for their language production throughout the curriculum.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Lack of consistent language production	Language production focus in every math and ELA success criteria for each lesson. A yearlong PD series on language production with our teachers mostly hosted using in-house expertise along with resources from the county level.
Foster/Homeless	Transiency and attendance	Attendance incentive system
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	Test scores often fall below skill levels observed in classroom.	Focus on robust independent work time for every lesson. The gap between what students can do during lessons and how they perform on tests is likely in part due to confidence and their ability to perform independently.
Students with IEPs	Difficulty applying learning to new contexts.	Focus on using grade level or above materials and connecting learning across domains.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Our students only grew on average 0.95 years on math last year as measured by our iReady data.	Language challenges on the SBAC exam and differences between the rigor of classroom assignments and our iReady and SBAC assessments.
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

- 1 year's worth of growth in reading for 25-26 school year as measured by iReady
  - Yearlong PD focus on language production throughout the curriculum.
  - Teachers consistently setting success criteria for math and ELA lessons including language production expectations for students.

Adult Learning Culture Areas of Strength — Staff Climate Survey (Fall 2025)

• Strong collaborative culture: Staff Collaboration was 95% favorable, compared with 87% for elementary schools. All respondents reported a sense of teamwork among school staff.

• Staff recognition and school pride: All respondents agreed that staff are recognized and appreciated for good work and that staff are proud to work at Corbett.

• Improved use of i-Ready data and professional learning: Among respondents to the i-Ready items, 79% reported using reports to plan differentiated instruction, an increase of 22 percentage points since the previous survey. Additionally, 79% felt professional learning adequately prepared them to use i-Ready to monitor student progress, an increase of 15 percentage points.

Areas for Growth

- Nearly half the staff are either in their first year of teaching, in a new assignment, or in their first year at Corbett or within WCSD.
- Newly adopted math curriculum in its second year - with so many new teachers, many are learning all the curriculum for the first time.
- Teacher Clarity work is still new to teachers and they need time for planning - this remains true this year due to the high number of new staff.

Adult Learning Culture Areas for Growth — Staff Climate Survey (Fall 2025)

• Support staff well-being: Work Stress favorable ratings declined 10 percentage points to 68%; 36% of respondents reported burnout, and 39% reported feeling tense, restless, or anxious at work. These results warrant examining workload and staff support needs.

• Strengthen staff voice: Although 89% of respondents felt comfortable raising important issues and concerns, this decreased six percentage points since the previous survey, indicating an opportunity to strengthen opportunities for staff feedback and discussion.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Difficulty with language production in classroom	Targeted small groups and ELD push in during T1 instruction

Student Group	Challenge	Solution
Foster/Homeless	Transiency and attendance	Attendance incentive system
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	Test scores often fall below skill levels observed in classroom.	Focus on robust independent work time for every lesson. The gap between what students can do during lessons and how they perform on tests is likely in part due to confidence and their ability to perform independently.
Students with IEPs	Difficulty applying learning to new contexts.	Focus on using grade level or above materials and connecting learning across domains.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	The high number of new teaching staff learning curriculum materials for the first time necessitates more time for planning and training with a clear focus and theme throughout the year.	Staff turnover due to school closure.

★ = Priority

Connectedness

Areas of Strength

- Decreased chronic absenteeism from 18.87% to 13.75% between the 23-24 and 24-25 school years and to 8.5% for the 25-26 school year.
- A consistent attendance incentive system that involves and educates parents. Last year we held roughly 90 attendance meetings between administration and parents. This year, we have already held approximately 20 meetings. These meetings are designed to be educational, helpful, and encouraging to our families and they are working.
- Our PTO is now well established and their work also helps motivate our families and students to attend school every day.

Areas for Growth

- Highly transient population means new students throughout the year. This requires constant education regarding attendance and that our attendance interventions must remain consistent and increase in intensity and frequency. We cannot assume that gains made last year will automatically carry over into this year so the work must continue in a focused manner.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Difficulty with language production in classroom	Targeted small groups and push in ELD services into T1
Foster/Homeless	Transiency and attendance	Attendance incentive system
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	Consistency in reading texts inside and outside of school.	Schoolwide reading incentive program (Reading Rangers)
Students with IEPs	Consistency in reading texts inside and outside of school.	Schoolwide reading incentive program (Reading Rangers)

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	While our chronic absenteeism rate has improved significantly, 8.5% of students are still missing more than 10% of schooldays.	High levels of transiency among student population and the need for family education on attendance rates and the impact they have on their students' achievement. This need remains despite prior efforts due to the high number of new families our school serves throughout the year.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Our students only grew on average 0.95 years on math last year as measured by our iReady data.	Language challenges on the SBAC exam and differences between the rigor of classroom assignments and our iReady and SBAC assessments.
2 ★	While our chronic absenteeism rate has improved significantly, 8.5% of students are still missing more than 10% of schooldays.	High levels of transiency among student population and the need for family education on attendance rates and the impact they have on their students' achievement. This need remains despite prior efforts due to the high number of new families our school serves throughout the year.
3 ★	The high number of new teaching staff learning curriculum materials for the first time necessitates more time for planning and training with a clear focus and theme throughout the year.	Staff turnover due to school closure.
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] **End-of-Unit Assessments**
- [x] **MAP Growth Assessment**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **Tier I Instructional Materials Assessments**
- [x] **WIDA ACCESS for ELLs**
- [x] **Other**

Adult Learning Culture

- [x] **Action research results**
- [x] **Administrator evaluation**
- [x] **Communications data**
- [x] **Lesson Plans**
- [x] **School leadership data**
- [x] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**
- [x] **Teacher evaluation**
- [x] **Teacher retention**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Demographic data**

- [x] **Enrollment trends**
- [x] **Social Emotional Learning Data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

AB 335 EL Goal: Our EL students will grow on average 0.75 points this year as measured by the ACCESS assessment.

Formative Measures: Progress monitoring their reading and writing through work samples with our ELD and general education teachers.

Improvement Strategy 1

Targeted small groups outside of Core instruction along with Lexia for newcomers in the morning prior to our math block.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Master instructional schedule	Joe Pazar	By third week of school	

Position Responsible: Principal

Resources Needed: Time to collaborate with general education teachers and service providers to ensure every child identified as ELL has a schedule with targeted supports that results in no loss of Core instructional time.

Evidence Level

Level 3: Promising:

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

Students will grow in math on average 120% between the BOY and EOY during the 26-27 school year as measured by iReady. This means the median growth for students will equate to 1.2 year's worth of learning in math.

Formative Measures: Classroom common assessments, iReady MOY assessment, and progress monitoring

Improvement Strategy 1

Language production focus in Success Criteria for all math lessons.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Training on student language production and how to foster this within mathematics.	Leadership team and Student Success Committee	Ongoing throughout school year	

Position Responsible: Administration and ELD coaches

Resources Needed: Protected time every 4th Wednesday and prep time for teachers to evaluate lesson exit tickets and student language production and plan accordingly.

Evidence Level

Level 3: Promising:
Language Production expectations for students in math

Problem Statements: Student Success 1

Status Checks

November	February	May

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Our students only grew on average 0.95 years on math last year as measured by our iReady data.	Language challenges on the SBAC exam and differences between the rigor of classroom assignments and our iReady and SBAC assessments.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

All teachers have clear Success Criteria for lessons in math and ELA that specify student language production expectations.

Formative Measures: Classroom walk throughs, unit plans, lesson plans, student interviews about what they are learning and if they know when they are successful

Improvement Strategy 1

PLC: Teacher Clarity and Language Production in Success Criteria

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Language production training along with review of Teacher Clarity essentials for new staff, teacher planning days, lesson plan accountability and central hub	Leadership Team and Adult Learning Culture Committee	Ongoing throughout school year	

Resources Needed: Teacher Clarity books, training time, funding for planning days

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	The high number of new teaching staff learning curriculum materials for the first time necessitates more time for planning and training with a clear focus and theme throughout the year.	Staff turnover due to school closure.

Inquiry Area 3

Connectedness

SMART Goal 1

Chronic absenteeism will fall below 7% by the end of the 26-27 school year.

Formative Measures: Continuing attendance monitoring throughout the school year.

Improvement Strategy 1

PBIS: Attendance Incentive System

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Attendance parties, administrative meetings with families, classroom competitions	Leadership Team and Connectedness Committee	Ongoing throughout school year	

Resources Needed: Funds for prizes, staffing for attendance parties, data pulls from IC, scheduling help for administrative meetings

Evidence Level

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	While our chronic absenteeism rate has improved significantly, 8.5% of students are still missing more than 10% of schooldays.	High levels of transiency among student population and the need for family education on attendance rates and the impact they have on their students' achievement. This need remains despite prior efforts due to the high number of new families our school serves throughout the year.

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.

Community Outreach Activities

Activity	Date	Lesson Learned
Welcome Back Event	August 7th, 2026	Parents are concerned about next year and knowing which school their child will attend. They were very excited to hear about our attendance gains. Main takeaways include the need for clear communication about next year and that continuing to focus on attendance may be smart given the enthusiasm for the effort from families.
Parent/Teacher Organization Meeting	September 29th, 2026	We modified our reading incentive program a bit to make it simpler for students and families and decided to maintain a focus on math growth, as the excitement about our projected proficiencies could result in a record breaking number of proficient students in math.
School Performance Plan Goal Setting	September 29th, 2026	Staff and parents desire to keep the focus on math growth despite the concerns in reading. They feel that our focus on language production through our Adult Learning Culture along with our reading incentive program will work and we need to keep our main goal related to math achievement.