Washoe County School District

Sarah Winnemucca Elementary School

Classification: 3 Star School

≥ 10% of enrolled students are English Learners

2026-2027 School Improvement Plan

District Approval Date:
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Mission Statement

Our school commits to teaching students as individuals, valuing their unique qualities, and challenging them to work hard, do their best, and never give up. We believe that our community strengthens our commitment to supporting and celebrating our students.

Vision

Sarah Winnemucca School seeks to empower students to foster a love of learning, build compassion, and make positive impacts in the world.

Values-Collaboration, Kindness, Curiosity, Friendship, Hard Work

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Comprehensive Needs Assessment

Student Success

Areas of Strength

Sarah Winnemucca Elementary demonstrated several areas of strength in student achievement, growth, and school climate. WIDA ACCESS results increased overall from 27% to 31%, while AGP increased from 52% to 60%, with growth demonstrated across all grade levels and domains. Mathematics growth also showed positive trends, with the overall median student growth percentile increasing from 53% to 57%. Fourth-grade median student growth increased from 46% to 54%, while fifth grade remained comparatively strong despite decreasing from 67% to 60%. Overall math AGP increased from 26% to 30%, including an increase from 21% to 28% in fourth grade and from 30% to 31% in fifth grade.

School climate data also reflects significant areas of strength. Staff survey results showed increases in perceptions that staff set high expectations, encourage students to stay in school, consistently and fairly enforce expectations, and receive support from families. Notably, 100% of staff reported feeling recognized and appreciated for their work, supported by administration, and looking forward to coming to school each day. Favorable perceptions of student behavior also increased, with 100% of staff reporting that fighting among students is uncommon. Family survey results further demonstrate a strong and supportive school community:

- 91% of families reported that communication from the school is helpful
- 91% indicated that school staff care about their child
- 98% reported having at least one trusted staff member at school
- 94% indicated that their child is treated fairly regardless of background
- 95% reported having a staff member they can contact when they need support

Collectively, these results demonstrate continued progress in academic growth, high expectations, positive relationships, communication, and the development of a safe and supportive school culture.

Areas for Growth

Sarah Winnemucca Elementary has identified several areas for continued growth related to student achievement, engagement, and school climate.

Chronic absenteeism increased from 17% to 18%, indicating a continued need to strengthen attendance supports and student and family engagement, particularly as attendance impacts student learning and School Performance Framework (SPF) outcomes.

Academically, overall ELA median student growth percentile decreased slightly from 54% to 53%, with fourth-grade ELA decreasing from 55% to 53% and fifth grade remaining at 51%. Fifth-grade science proficiency decreased from 21% to 19%, and fifth-grade math median student growth percentile decreased from 67% to 60%. ELA AGP data also identifies a significant area for improvement, with the overall catching-up/keeping-up AGP decreasing from 62% to 51%, including fourth grade decreasing from 67% to 51% and fifth grade from 57% to 51%.

Student climate survey results indicate additional opportunities to strengthen students' sense of connection, voice, and belonging, with decreases in favorable responses related to being treated fairly (-12%), feeling comfortable talking with teachers (-23%), feeling that teachers understand their problems (-36%), perceptions that students and staff work to stop bullying (-29%), finding school and learning interesting (-34%), and opportunities for students to share ideas about improving their school (-48%). Family climate data also showed a 9% decrease in families reporting that students, families, and school staff work together to develop goals for their child. These data highlight the need to prioritize consistent high-quality instruction, targeted academic supports, improved attendance, meaningful student voice,

stronger student-staff relationships, and increased family partnership to improve outcomes for all students.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Significant increase in the amount of newcomers.	Based on enrollment numbers we were allocated two fulltime aids instead of the previous 1 EL teacher. These individuals are not trained teachers, and we had a trained teacher who has had success with students and would like to continue. Therefore, we reallocated the 2 aides to 1 teacher to allow for consistency and trained professionals who can support instruction. In addition, we are using the EL newcomer program to support language acquisition, all staff are expected to use learning intention and success criteria for ELA and Math and all staff are receiving professional development in Building Thinking Classrooms
Foster/Homeless	Understanding and supportive relationships must be built to support foster and homeless students.	More training and consideration to understand trauma-informed care as it relates to teaching/learning. Thinking outside the box to support students who need high levels of support and involving the counselor to assist with ensuring students feel safe and comfortable at school.
Free and Reduced Lunch	Students may come to school stressed, upset, and anxious, needing us to meet their basic needs in addition to supporting their learning.	Meeting the needs of our students on every level, even when it extends beyond the classroom, to ensure they feel heard and supported. Once genuine relationships are established, learning can occur at higher levels. Free breakfast and lunch for all and school pantry support students well-being and foster relationships with families.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	While as an overall school the percentage of students catching up and keeping up (AGP) increased in math, racial and ethnic groups declined from last year. Hispanic went from 36% AGP to 30% AGP and multiracial went from 47% to 38%	Professional Development on Building Thinking Classrooms and Teacher Clarity support all leaners. In addition, new PBIS matrix reinforces schoolwide expectation and builds community to ensure all students feel welcomed and that their teachers care about their success.

Students with IEPs	There are significant gaps in the achieved of students with IEPS. The Overall median student's growth percentile of students with IEPS decreased in ELA from 57 to 39 and in math decreased from 49 to 33. In addition, the percentage of students with an IEP meeting AGP target in ELA decreased from 55% to 19%.	Increases in culture and conversations around our students are all "our" students. It is not just the sped teacher's job to ensure growth. In addition, resource teachers have not been consistent using progress monitoring to measure progress and make data-based decisions. lastly, resource teachers have not consistent been suing research-based curriculum based specifically on student need Ensure resource teachers are adequately trained.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Chronic Absenteeism has increased from 17% to 18%	Not all families are connected to the school. Some barriers include illness and other domestic issues related to transportation and childcare. Students stay home instead of going to school If a student is absent, they are not learning and further gaps in learning occur.
2 ★	I ready school wide math data did not show as much growth as expected	Students lost interest in I Ready and engagement went down. Some grade levels did not make 100% growth
3	SBAC ELA data decreased overall and ELA percentage of students making AGP decreased	Students struggle with the elevated level of instruction compared to 3rd grade. More difficult concepts and more students struggling with understanding. Continue to build student stamina and exposure to the rigor expected by SBAC

★ = Priority

Adult Learning Culture

Areas of Strength

Adult Learning Culture continues to be a significant area of strength at Sarah Winnemucca Elementary. Staff survey data reflects a positive, collaborative, and supportive school culture, with 100% of staff reporting that they feel supported by administration and 100% indicating that they look forward to coming to school each day. In addition, 100% of staff reported feeling recognized and appreciated for their work, representing a 34% increase from the previous year. Survey results also showed a 21% increase in staff reporting that administration effectively addresses student concerns, a 7% increase in teamwork, and a 10% increase in the clear communication of the school's vision. Additionally, 100% of staff reported that student behavior concerns have decreased, allowing for increased instructional time and a stronger focus on teaching and learning. To further strengthen adult learning and collaboration, a new PLC structure has been implemented that provides teachers with 90 minutes of weekly collaborative planning time within the specials block, in addition to 60 minutes each week dedicated to PLC collaboration, data analysis, and instructional planning with their grade-level teams. Three Wednesdays each month are reserved for individual teacher planning and preparation, while one Wednesday per month is dedicated to professional development, schoolwide learning, and staff recognition through our Leader of the Pack awards. These structures support a culture in which staff feel valued, have protected time to collaborate and plan, and are continuously supported in improving instructional practices and student outcomes.

Areas for Growth

An area for continued growth within our Adult Learning Culture is refining the structure and purpose of PLC time to ensure that collaboration is consistently focused on improving student outcomes. PLC teams will strengthen their use of student data to identify specific student needs, compare performance across classrooms and common assessments, identify trends, and determine appropriate instructional responses and interventions. Teams will also use PLC time to collaboratively plan instruction through the lens of Teacher Clarity, with a specific focus on developing standards-aligned, student-friendly Learning Intentions and Success Criteria that clearly communicate what students are learning and how they will know when they are successful. In addition, teams will increase the intentional use of common assessments that are aligned to grade-level standards and the rigor of state expectations. These assessments will be used to monitor student understanding, compare results across classrooms, and inform next instructional steps. A continued focus will be placed on ensuring that students are consistently exposed to the appropriate level of grade-level rigor within Tier 1 instruction so they have ongoing opportunities to engage in complex thinking, problem solving, application, and demonstration of learning. Continued refinement of PLC protocols and expectations will help ensure that collaborative time results in intentional data analysis, shared instructional decision-making, and stronger alignment between curriculum, instruction, assessment, and student outcomes

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Ellevations strategies and the website may not be used by all staff regularly to support students.	Another look at this resource and committment to use strategies for all lessons. Also, accessing the tools regularly would provide personalized and intentional EL support.

Foster/Homeless	It can be hard to meet the complex needs of CIT students and teach 20+ other students. It can also be challenging to determine what students need and takes time to figure out how to help them.	More support and training from our counselor to add perspective and tools to support the student and staff who are working with them.
Free and Reduced Lunch	Our entire school is FRL, so lunch equity concerns are not very prevalent at Winnemucca.	Teachers make sure that students have time for breakfast, but not lose valuable time during the breakfast transition.
Migrant/Title1-C Eligible	N/a	
Racial/Ethnic Minorities	Staff have participated in several trainings and are open to learning. Sometimes it is challenging in the moment to put new practices in action.	Some students are struggling with motivation and behavior. It can be hard to reach all students. SEL, teambuilding, and classroom meetings can offer opportunities for students to connect.
Students with IEPs	Access to high-quality research-based curriculum supports specifically for resource. Also, progress monitoring is not consistently happening for students in the areas they have IEP goals to monitor their progress. to New staff in Strategies.	It could be very beneficial for SPED staff to meet with grade levels during Professional Learning Communities (PLCs) to share ideas and perspectives and align on common goals. Or possibly designate times for this to happen on Wed. PD days. Additional resource and training for sped staff on instructional supports and progress monitoring

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	Our staff is still working on refining our process and consistency in PLCs	We are strengthening our PLC process as a school and becoming more consistent and effective in the process
2	Not consistent use of common assessment allied to Tier 1 instruction and for 3rd-5th grade aligned to the rigor of SBAC	Learning of resources and utilizing time in PLCS to plan assessments and examine data
3	Not consistent instructional strategies that are research based to support all learners but specifically, English language learners with language support and problem-solving strategies. and consistent across grade levels	Building Thinking Classrooms professional development and implementation including learning walks
4	Not consistent use of Teacher Clarity (Learning intentions and Success criteria for ELA and Math daily.	Continue professional development and use of walkthrough tool to provide feedback.

★ = Priority

Connectedness

Areas of Strength

Connectedness continues to be an area of strength for our school, with family survey data reflecting strong relationships, communication, and trust between families and staff. Ninety-one percent of families reported that communication with the school is positive, and 91% indicated that school staff care about their child. In addition, 98% of families reported that there is at least one staff member at school they can trust, while 95% said they have at least one staff member they can contact when they need to discuss their child's education. Families also reported a 4% increase in students receiving instruction that is appropriate to their needs and a 7% increase in teachers setting high expectations for students. Additionally, 94% of families reported that their child is treated fairly regardless of background, race, or ethnicity. Family engagement has also increased significantly, with greater participation in school events and opportunities such as the Harvest Festival, family conferences, Run for Ed, and PAC/PTO meetings. These results reflect a growing sense of belonging, trust, and partnership between the school and families, while also highlighting the importance of continuing to strengthen consistent communication, meaningful family involvement, and equitable support for all students.

Areas for Growth

Connectedness data identifies several important areas for continued growth, particularly in students' perceptions of relationships, belonging, and voice at school. Despite atttendance team efforts, Chronic absinthism data increased from 17% to 18%. Student climate Survey results showed a 12% decrease in students reporting that teachers and staff treat all students fairly, a 23% decrease in students feeling that it is easy to talk with their teachers, and a 36% decrease in students reporting that teachers understand their problems. There was also a 34% decrease in students describing school as interesting and a 40% decrease in students feeling that they are given opportunities to share ideas about how to make the school better. In addition, family survey results showed a 9% decrease in families reporting that school staff work collaboratively with them to create goals for their child. It is important to recognize that this data is collected only from our 5th grade students at the end of the year and was influenced by a grade level that experienced a high level of trauma-related needs and significant behavioral challenges throughout the year. Moving forward, the school will continue to strengthen relationship-building practices, student voice and leadership opportunities, trauma-responsive supports, engaging Tier 1 instruction, and family partnerships around student goal setting in order to increase students' sense of belonging, trust, and ownership in their school experience.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	More opportunities for EL Families to connect with each other and the school are needed. More District documents and communications should be translated for Spanish-speaking families and other languages.	More support in getting documents and other school-related communications translated. Provide a Spanish-speaking staff member to support family engagement.

Foster/Homeless	Students can feel scared, anxious, and upset when they start a new school. Staff may not know how to support a student who is CIT and may not understand what they are going through.	Involve the counselor and other community resources to provide more support. Also, staff provided information and support to make the transition comfortable and welcoming.
Free and Reduced Lunch	N/A- whole school is FRL	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Families need to feel welcome and valued at school. If there is an issue, contact from the school can be perceived as either negative or positive. It can be challenging to ensure that students know that the school believes in them and values them. Time is always an issue, and sometimes parents do not respond or acknowledge the efforts of staff to engage them.	Positive interactions and early, frequent communication. Home visits as a norm for our school could also help build relationships with some of our families.
Students with IEPs	Students who are pulled out for services frequently can feel disconnected. Students who miss instruction return to class not knowing what is going on and can feel further behind. Time for staff to collaborate does not include SPED staff regularly. Specifically students in our strategies program are more chronically absent.	Efforts to connect SPED and Gen Ed by co-teaching, co-planning, and ensuring that students are not pulled out during Tier 1 instruction. Time for conversations between SPED and Gen Ed to make sure learning is connected and layered. Strategies teachers connecting with families and providing support to reduce absences.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Chronic Absenteeism has increased from 17% to 18%	Not all families are connected to the school. Students stay home instead of going to school., even if they are not sick. If a student is absent, they are not learning.
2	Overall decrease in several areas of 5th grade climate survey	5th grade climate survey results were not favorable and may not be an accurate representation of how the majority of our students feel

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Chronic Absenteeism has increased from 17% to 18%	Not all families are connected to the school. Some barriers include illness and other domestic issues related to transportation and childcare. Students stay home instead of going to school If a student is absent, they are not learning and further gaps in learning occur.
2 ★	I ready school wide math data did not show as much growth as expected	Students lost interest in I Ready and engagement went down. Some grade levels did not make 100% growth
3 ★	Our staff is still working on refining our process and consistency in PLCs	We are strengthening our PLC process as a school and becoming more consistent and effective in the process
4 ★	Chronic Absenteeism has increased from 17% to 18%	Not all families are connected to the school. Students stay home instead of going to school., even if they are not sick. If a student is absent, they are not learning.

★ = 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] **Curriculum Based Measures**
- [x] **Early childhood literacy and math data**
- [x] **End-of-Unit Assessments**
- [x] **I-Ready**
- [x] **Local benchmark, common assessments, diagnostic assessments, or interim assessments data**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **MyPath**
- [x] **Nevada State Performance Framework (NSPF)**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **WIDA ACCESS for ELLs**

Adult Learning Culture

- [x] **Action research results**
- [x] **Administrator evaluation**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Lesson Plans**
- [x] **Master schedule**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Professional Development Agendas**
- [x] **Professional development needs assessment data**
- [x] **Professional learning communities (PLC) data/agenda/notes**

- [x] **School department and/or faculty meeting discussions and data**
- [x] **School leadership data**
- [x] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Community surveys and/or other feedback**
- [x] **Perception/survey data**
- [x] **Social Emotional Learning Data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

AB 335 EL Goal: By Spring 2027, 80% of students will meet or exceed their individual Typical Growth goal from the Fall to Spring i-Ready Diagnostic in both Reading/ELA and Mathematics, as measured by i-Ready growth data. Progress will be monitored throughout the year using diagnostic, standards mastery, and classroom assessment data to identify students needing additional support and adjust instruction accordingly.

Improvement Strategy 1

i-Ready: Students will utilize my path lessons for a minimum of 30 minutes weekly in ELA and Math to received direct individualized instruction

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Dedicated I ready time built into the master schedule for all grade levels	Admin	August	✓

Position Responsible: Michelle Will

Resources Needed: i Ready platform, 1 to 1 technology

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 2

Schoolwide and Targeted Assistance Title I Element: 2.4

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
2	I ready school wide math data did not show as much growth as expected	Students lost interest in I Ready and engagement went down. Some grade levels did not make 100% growth

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

By Spring 2027, 100% of grade-level teams will engage in ongoing collaborative professional learning through PLCs by reviewing common assessment data, including i-Ready Standards Mastery Assessments, to identify trends, plan responsive instruction, and monitor student progress. Teachers will consistently implement Teacher Clarity by including Learning Intentions and Success Criteria in Planbook, displaying them in student-friendly language in classrooms, and referencing them throughout instruction. In addition, staff will participate in and apply strategies from Building Thinking Classrooms professional development to strengthen instructional practice, student engagement, and academic discourse

Formative Measures: Note-taker
Attendance in PLCs
Support from Leadership Team
Attendance at PLC Leadership and planning meetings (1 per grade level)
Teacher Clarity PD and Instructional Rounds
Building Thinking Classrooms PD and Instructional Rounds
A minimum of 5 informal walkthroughs with feedback weekly

Improvement Strategy 1

PLC

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	PLC Teachers will meet weekly grade level or vertical PLC teams to discuss student progress, analyze data and meet individual needs of students -Vertical PLCs -Consistent note-taker/agenda -Admin. attending PLC -Create Formative assessments using standards -Built in time for PLCs -Student support PLC (student support focus)	Principal, Dean, teachers, PLC Leaders	SY 2026-2027	

Position Responsible: Principal, Dean, teachers, PLC Leaders

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Adult Learning Culture 1

Schoolwide and Targeted Assistance Title I Element: 2.4

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Our staff is still working on refining our process and consistency in PLCs	We are strengthening our PLC process as a school and becoming more consistent and effective in the process

Inquiry Area 3

Connectedness

SMART Goal 1

By Spring 2027, Sarah Winnemucca Elementary will decrease the percentage of students identified as chronically or severely chronically absent by 5 percentage points, from 21% to 16%. To support this goal, staff will increase student engagement and connectedness by creating welcoming, engaging, and supportive classroom environments that encourage students to attend school consistently. Students identified as chronically or severely chronically absent will be assigned an attendance buddy/check-in person to provide consistent Check-In/Check-Out support, monitor attendance, strengthen relationships, and connect with families to identify barriers and provide needed supports. The school will also implement student and classroom attendance incentives, including the Mr. Potato Head Attendance Challenge, in which classes earn pieces for days of perfect attendance and work toward a "Chip Chip Hooray" party with a special visit from Mr. and Mrs. Potato Head. Attendance data will be reviewed regularly to celebrate improvement, identify students needing additional support, and provide timely interventions

Formative Measures: BIG Attendance reports, daily, weekly, monthly
Attendance logs for teacher home visits

Improvement Strategy 1

Parent Teacher Home Visits
Students will receive attendance support through the school counselor, dean, teachers, principal and other staff
Student recognition and incentive efforts

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Parent-Teacher Home Visits Staff members taking a more proactive role in attendance challenges Incentives such as attendance awards and recognition Monthly meetings to discuss attendance (include truancy officer) Laser focus on attendance data and actionable solutions Student attendance meetings Supportive communication with parents	Principal, Dean, Counselor, Secretary, teachers	SY 2026-2027	

Position Responsible: Principal, Dean, Counselor, Secretary, teachers

Evidence Level

Level 2: Moderate:
Home Visits

Problem Statements: Connectedness 1

Status Checks

November	February	May

Improvement Strategy 2

MTSS and PBIS: Tier 1 Attendance program school wide includes Mr. Potato incentive for all classrooms. Tier 2 intervention includes teacher check in and parent contact, and tier 3 includes supports and interventions form Admin and counselor including daily CICO with Alpha Council member and weekly incentives.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Mr. Potato Head Attendance Incentive	Principal	2026-2027 School Year	
2	Tier 3 CICO with admin or counselor and Apha council check in	Principal, Dean, counselor	2026-2027 School Year	
3	New PBIS matrix and class incentives for PACK behaviors	Principal, Dean and counselor	2026-2027 School Year	
4	MTSS team supports for Tier 2 and Tier 3 attendance supports. Loggin into IC and communication with families	Principal Dean and counselor	2026-2027 School Year	

Evidence Level

Level 1: Strong:
PBIS/MTSS

Problem Statements: Student Success 1 - Connectedness 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Chronic Absenteeism has increased from 17% to 18%	Not all families are connected to the school. Some barriers include illness and other domestic issues related to transportation and childcare. Students stay home instead of going to school If a student is absent, they are not learning and further gaps in learning occur.

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Chronic Absenteeism has increased from 17% to 18%	Not all families are connected to the school. Students stay home instead of going to school., even if they are not sick. If a student is absent, they are not learning.

Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

1.1 Comprehensive Needs Assessment

Our Comprehensive Needs Assessment was a collaborative process led by our administrative team, school counselor, and teacher leaders to ensure that school improvement efforts were grounded in data and aligned to the needs of all students. The team carefully analyzed multiple sources of data from the previous school year, including academic achievement, attendance, behavior, climate survey results, and subgroup performance.

Through this review, the team identified areas of strength as well as opportunities for growth. Particular attention was given to the performance of all student subgroups to ensure that goals were equitable and responsive to the needs of every learner. By disaggregating data and examining trends across grade levels and student populations, the team was able to identify achievement gaps and prioritize areas requiring targeted support.

Using this comprehensive analysis, the team developed measurable school improvement goals that reflect both our successes and our areas of need. The goals were intentionally designed to promote continuous growth, increase student achievement, and strengthen outcomes for all students. Throughout the process, stakeholder perspectives and professional expertise were considered to ensure that the resulting action plans were meaningful, achievable, and focused on improving student success.

This collaborative and data-driven approach ensures that our improvement efforts are directly connected to student needs, informed by evidence from the previous year, and inclusive of all subgroups as we work toward continued excellence for every student.

2.1 School Performance Plan (SPP) developed with appropriate stakeholders

The School Performance Plan was developed through a collaborative process that incorporated input from both our Teacher Leader Team and our Parent Advisory Council (PAC/PTO). Throughout the planning process, staff and parent stakeholders reviewed school data, discussed areas of strength and growth, and provided valuable feedback regarding the academic, social-emotional, and behavioral needs of our students. Teacher leaders contributed insights from their classrooms and grade-level teams, ensuring that goals and strategies were aligned with student needs and instructional priorities. In addition, our PAC/PTO representatives shared parent perspectives and priorities, helping to strengthen the connection between home and school. This collaborative approach ensured that the School Performance Plan reflects the voices of key stakeholders while maintaining a strong focus on improving outcomes for all students. The result is a comprehensive plan that is data-driven, responsive to community feedback, and designed to support continuous growth and achievement across our school.

2.2 Regular monitoring and revision

The School Performance Plan will be reviewed regularly throughout the school year to monitor progress, evaluate the effectiveness of strategies, and make adjustments as needed. Ongoing review will occur during Teacher Leader Team meetings, where schoolwide data, action steps, and progress toward goals will be analyzed. In addition, grade-level and departmental Professional Learning Communities (PLCs) will engage in continuous discussions around student achievement, intervention efforts, and instructional practices aligned to the plan. These regular opportunities for reflection and collaboration ensure that the School Performance Plan remains a living document,

guiding decision-making and supporting continuous improvement. By consistently reviewing data and gathering feedback from staff, the school can respond proactively to student needs and maintain a strong focus on achieving positive outcomes for all learners.

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

The School Performance Plan is available to all families through our school website, ensuring transparency and providing stakeholders with easy access to our school improvement goals, strategies, and progress-monitoring efforts. By making the plan publicly available, families are able to stay informed about the priorities guiding our work and the actions being taken to support student success. In addition, information about the plan and its progress will be shared through school communications, parent meetings, and other engagement opportunities throughout the year. This commitment to open communication strengthens the partnership between home and school and allows families to play an active role in supporting the achievement and growth of all students.

2.4 Opportunities for all children to meet State standards

This School Performance Plan is intentionally comprehensive and well-rounded, ensuring that all students have opportunities to succeed, demonstrate growth, and reach their full potential. The goals, strategies, and action steps within the plan are designed to address the diverse academic, social-emotional, and behavioral needs of our student population while providing equitable access to high-quality instruction and support. By focusing on continuous improvement, targeted interventions, enrichment opportunities, and student well-being, the plan promotes growth for every learner, regardless of their starting point. Through ongoing collaboration, data analysis, and progress monitoring, we are committed to creating a learning environment where all students are supported, challenged, and empowered to achieve success.

2.5 Increased learning time and well-rounded education

A paragraph about how we will ensure a well-rounded.

To ensure a well-rounded educational experience for all students, the School Performance Plan includes a balanced focus on academic achievement, social-emotional learning, student

engagement, and positive school culture. The plan promotes high-quality instruction, targeted interventions, enrichment opportunities, and support services designed to meet the diverse needs of our student population. By providing multiple pathways for success and addressing the whole child, we strive to create an environment where every student feels supported, challenged, and empowered to grow. Through ongoing collaboration among staff, families, and community stakeholders, we will continue to monitor student needs and adapt our practices to ensure equitable opportunities and meaningful growth for all learners.

2.6 Address needs of all students, particularly at-risk

This School Performance Plan addresses the needs of all students by identifying and implementing targeted supports, interventions, and enrichment opportunities based on student data and individual learning needs. Through the use of evidence-based instructional practices, ongoing progress monitoring, and a focus on equity, the plan ensures that each student has access to the resources and support necessary for success. By considering the needs of all student groups and providing opportunities for both achievement and growth, the plan helps create a learning environment where every student can thrive academically, socially, and emotionally.

3.1 Annually evaluate the schoolwide plan

The School Performance Plan will be reviewed on an ongoing basis throughout the school year to ensure that implementation efforts are effective and that progress is being made toward established goals. Regular reviews will take place during Teacher Leader Team meetings, where schoolwide data, action steps, and student outcomes will be analyzed to monitor growth and identify areas for adjustment. Additionally, Professional Learning Communities (PLCs) will engage in routine discussions focused on student achievement, instructional practices, and intervention effectiveness. This continuous cycle of reviewing data, reflecting on progress, and refining strategies helps ensure that the plan remains responsive to student needs and supports continuous improvement for all learners.

4.1 Develop and distribute Parent Involvement and Family Engagement Policy

The Parent Involvement and Family Engagement Policy will be developed through collaboration with school staff, families, and parent representatives to ensure that it reflects the needs and priorities of our school community. Input from families will be gathered through meetings, surveys, and feedback opportunities to encourage meaningful participation in the development process. Once completed, the policy will be distributed to families through multiple channels, including the school website, parent newsletters, registration materials, and school events. The policy will also be reviewed annually with stakeholders to ensure it remains relevant and effective in promoting strong partnerships between families and the school. By actively engaging families and maintaining open communication, we strive to foster a supportive learning environment that promotes student success and achievement.

4.2 Offer flexible number of parent involvement meetings

We recognize that families have different schedules, interests, and needs, and we strive to provide a variety of

opportunities for meaningful engagement throughout the school year. Family involvement is encouraged through events such as our Harvest Festival, Family Movie Night, PAC/PTO meetings, and Parent-Teacher Conferences, which provide opportunities for families to connect with the school, learn about student progress, and build relationships with staff. In addition, ongoing communication through Class Dojo allows families to stay informed about classroom activities, school events, and student learning. By offering multiple avenues for participation and communication, we aim to create welcoming and accessible opportunities that foster strong partnerships between home and school and support student success.

Community Outreach Activities

Activity	Date	Lesson Learned
Pack Parent (PTO) Meeting	September 8th	SPP Sharing
Harvest Festival	October 23rd	
Parent/Teacher Conferences	October 23rd-29th	
Family Movie Night	December 11th	
STEAM NIGHT	April 20th	