Washoe County School District

Silver Lake Elementary School

Classification: 1 Star School

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

2026-2027 School Improvement Plan

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Mission Statement

Shared Mission: It is the mission of Silver Lake Elementary School to develop students and staff as leaders who will reach the height of their potential. Our school is a diverse community dedicated to creating a culture where staff, students, and parents can solve problems equitably within a safe environment.

Vision

Shared Vision: With the implementation of a professional learning community (PLC), we envision a school in which:

· Staff work together collaboratively

·Teachers and students frequently discuss student data to drive instruction

· Staff create SMART (Specific, Measurable, Attainable, Relevant, Timely) goals to drive data-based decisions

· Staff use scientifically research-based strategies to improve student learning

· Staff will build a community with the implementation of the 7 habits SEL (Social Emotional Learning) curriculum

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Comprehensive Needs Assessment

Student Success

Areas of Strength

- As a school our overall ELA proficiency increased from 38% to 39%
- As a school our overall Math proficiency decreased from 35% to 28%
- Our 3rd grade students overall ELA proficiency increased from 33% to 44%
- Our 4th grade student overall ELA proficiency decreased from 38% to 35%
- There were 40% of student proficient in 5th Grade ELA.
- Our 3rd grade student's overall math proficiency increased from 39% to 40%
- Our 4th grade student's overall math proficiency decreased from 43% to 32%
- There were 12% of student proficient in 5th Grade Math.

Areas for Growth

At Silver Lake Elementary School, our most recent data shows a slight decline in overall student proficiency, reminding us of the importance of maintaining focus on core instruction. Schoolwide, our overall ELA proficiency increased from 38% to 39%, and Math proficiency decreased from 35% to 28%.

Through our analysis, we have identified that the level of rigor in Tier 1 instruction has decreased over time. As a result, students are showing reduced endurance and perseverance when faced with more rigorous academic tasks.

Moving forward, our schoolwide focus will be on re-calibrating Tier 1 instruction to restore appropriate levels of rigor and re-engage students in challenging, meaningful learning experiences. By strengthening our instructional practices, supporting staff through professional development, and fostering academic stamina in students, we are confident that we can reverse these trends and accelerate growth in both ELA and Math achievement.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	We have had a small increase in students who are enrolling Spanish speaking only. We do not have a newcomer's program at Silver Lake.	Reaching out for district support for learning tools and support in order to best support our students who are learning English.
Foster/Homeless	Regularly attending school	We work to build strong relationships with students so that they have a sense of belonging and want to attend school. We work with the families to support transportations needs and get district support involved suck as CIT, and truancy to help build a plan to support the families,

Student Group	Challenge	Solution
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	Our current demographic is shifting based on new housing developments in the area. Some of our students from different backgrounds struggle to acclimate to us due to not feeling welcomed by other students. Other students tend to use inappropriate language around race and that is creating an unwelcoming environment.	We are working to build community within our school. We are using SEL curriculum, morning meetings, and counseling lessons to support community, acceptance, and kindness within our building.
Students with IEPs	We have a large population of students on IEP plans. Additionally, we have three self-contained programs on campus Strategies and Social Resource. These teaching positions can be difficult to fill as very specific credentials are requiring. We have had to depend on long-term subs to lead the classes and due to a lack of training within this area students are not growing a rate we would like to be seeing.	We are working with district leadership and talent to bring qualified applicants into the WCSD.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Through data analysis and classroom observations, we identified that Tier 1 instruction is not consistently providing the level of rigor needed to support student achievement. As a result, student achievement scores continue to decline, and students demonstrate limited endurance and perseverance when engaging in rigorous academic tasks.	* Over scaffolding * Reliance on non-standards-based curriculum. * Not having a working understanding of the difference between intervention, differentiation, accommodation, and modification
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

- PLC Meetings are taking place with a focus on student data
- A focus on Teacher Clarity and developing a skillset with the new math curriculum
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SB81: Staff climate survey

- Home-School Communication: 100% favorable, including 100% agreement that parents are viewed as partners and that the school is welcoming to parents.
- Expectations of Success: 99% favorable, reflecting strong staff commitment to high expectations, student motivation, and keeping students engaged in school.
- Staff-Student Relationships: 98% favorable, including 100% reporting that students know an adult who would help them with a personal problem and care if they were absent.
- Fairness and Respect: 90% favorable overall, with 98% indicating that school rules and expectations for student behavior are fair.
- Safety: 90% favorable overall, including 98% of staff reporting that they feel safe inside the school.
- Social Emotional Learning: 89% favorable, with 95% reporting that staff are expected to address students' social-emotional needs and 95% indicating the school culture supports SEL.
- Staff Collaboration: 88% favorable overall. Particularly strong areas include 98% of staff reporting pride in working at the school, 95% looking forward to coming to school each day, and 93% feeling supported by their administrator.
- Student Behaviors: 82% favorable, which is 3 percentage points above the WCSD average of 79%.
- i-Ready: 81% favorable, compared with 74% across elementary schools and 71% districtwide.

Areas for Growth

At Silver Lake Elementary School, we recognize that a strong adult learning culture is essential to improving instructional practices and student outcomes. During the 2025–2026 school year, Professional Learning Communities (PLCs) did not occur consistently, limiting opportunities for teachers to collaboratively analyze student data, reflect on instructional practices, and plan responsive Tier 1 instruction. This school year, establishing consistent, purposeful PLCs is a key focus, with administrative support and guidance to strengthen collaboration, collective responsibility, and data-driven instructional decision-making.

Additionally, while learning objectives are utilized in classrooms, they are not always used intentionally to provide students with clarity around what they are learning, why they are learning it, and how they will know they have been successful. Our continued focus will be on strengthening teacher clarity through meaningful learning intentions and success criteria, while using PLCs as the structure for teachers to collaboratively develop, implement, and reflect on these practices.

Critical Root Causes

1. **Overall Lack of Teacher Clarity in Planning and Implementation**: There is a need for greater clarity among teachers in both planning lessons and implementing instructional strategies to ensure that learning objectives are effectively communicated and understood.

2. **Inconsistent Alignment Within Grade-Level Teams**: Not all grade-level team members are fully aligned or committed to the established instructional agreements, leading to inconsistencies in instruction and potential gaps in student learning experiences.
3. **Lack of Rigor and Engagement in Tier 1 Instruction**: A key challenge identified is the insufficient rigor and engagement in Tier 1 instruction, which impacts student learning outcomes and hinders their ability to meet higher academic expectations.

To address these challenges, our focus will be on strengthening teacher clarity through targeted professional development, fostering greater alignment and collaboration within grade-level teams, and enhancing the rigor and engagement of Tier 1 instruction. By building a more cohesive and intentional adult learning culture, we aim to create a more effective and supportive environment for both teachers and students, driving continued growth and success across our school.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English Learners demonstrate lower proficiency rates in reading and academic language development compared to their non-EL peers. Students often struggle to access grade-level content due to vocabulary and language barriers.	Implement consistent instruction strategies across all classrooms, including intentional academic vocabulary instruction, language objectives aligned to content objectives, structured student discourse opportunities, and targeted progress monitoring. Provide professional learning focused on integrating language development into Tier 1 instruction.
Foster/Homeless	Students experiencing foster care placement or housing instability often face interrupted learning, inconsistent attendance, and social-emotional challenges that impact academic growth.	Work to support regular attendance monitoring, academic check-ins, access to intervention supports, counseling services, and family/ community resource connections. Ensure a designated staff member routinely reviews student progress and removes barriers to school engagement.
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Achievement data indicates opportunity and proficiency gaps among some racial and ethnic student groups, particularly in literacy and mathematics performance.	Strengthen culturally responsive Tier 1 instruction by incorporating diverse perspectives, high-expectation instructional practices, and equitable access to rigorous learning tasks. Use data cycles to identify gaps, monitor progress, and provide targeted supports while building strong family partnerships.
Students with IEPs	Students with disabilities are not meeting grade-level proficiency expectations at the same rate as their non-disabled peers, indicating a need for stronger access to core instruction and specially designed instruction.	Increase collaboration between general and special education staff to ensure accommodations, modifications, and specially designed instruction are implemented consistently. Utilize co-planning, progress monitoring, and data-driven intervention practices to support student access to grade-level standards within Tier 1 instruction.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	Learning objectives are being used for compliance not as a tool to set a purpose for learning and success criteria.	*Overall lack of teacher clarity in planning and implementation *Grade level team members not all on board for overall alignment within the grade level. *Lack of rigor and engagement in Tier 1 instruction.

★ = Priority

Connectedness

Areas of Strength

Based on our Parent Climate Survey.

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    - Quality Education: 95% favorable
    - Relationships & Respect: 90% favorable
    - Communication with School: 88% favorable
    - Physical Safety: 86% favorable
    - Supportive Place: 85% favorable
    - Family Efficacy: 77% favorable, a 10 percentage-point increase from the previous survey
    - Learning Behaviors: 68% favorable, a 9 percentage-point increase and above the district average of 58%

Areas for Growth

At Silver Lake Elementary School, chronic absenteeism is a significant concern, with a current rate of 23%. This level of absenteeism affects student learning, engagement, and overall school performance. The issues contributing to chronic absenteeism at Silver Lake ES can be attributed to several factors:

1. **Socioeconomic Barriers**: Many families face economic challenges that impact student attendance, such as lack of transportation, unstable housing, or the need for older students to care for younger siblings. These factors can lead to frequent absences as students struggle to prioritize school attendance.
2. **Health and Wellness Issues**: Health problems, including chronic illnesses, mental health issues, and lack of access to healthcare, can cause students to miss school regularly. Additionally, inadequate nutrition and poor living conditions can lead to illnesses that contribute to absenteeism.
3. **Family and Home Dynamics**: Family instability, such as divorce, domestic violence, or parental neglect, can create an environment where students are either unable or unmotivated to attend school. A lack of parental engagement or understanding of the importance of consistent attendance also plays a role.
4. **School Climate and Student Engagement**: Some students may feel disconnected from the school environment due to a lack of positive relationships with peers or teachers, feeling unsafe, or not seeing relevance in the curriculum. This lack of connectedness can decrease student motivation to attend school.
5. **Behavioral and Academic Challenges**: Students struggling academically or facing behavioral issues may develop avoidance behaviors, feeling embarrassed, overwhelmed, or unsupported. These challenges can lead to disengagement and increased absenteeism.
6. **Limited Awareness and Support Systems**: There may be limited awareness among families about the impact of chronic absenteeism on student success. Additionally, the absence of robust support systems to address attendance barriers can hinder efforts to improve attendance rates.

Addressing chronic absenteeism at Silver Lake ES requires a comprehensive approach that includes understanding the root causes, fostering a positive school climate, engaging families and communities, and providing targeted interventions to support at-risk students.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	We have many families who are Spanish speaking only so communication can be a challenge.	We have worked to ensure we have Spanish speaking staff members within our office, so that our families have the same access as non-Spanish speaking families. Additionally, we work to ensure that our communication to families is translated or can be translated within the communication app.,
Foster/Homeless	A challenge we have is a lack of guardian involvement within this area. It can be challenging to get a hold of families as they do not always have access to a phone.	We are still working on a support system. Our counselor reaches out for district support and works to catch guardians when they pick up from the school site.
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	Some families from racial and ethnic minority groups may feel underrepresented or disconnected from school decision-making processes and engagement opportunities.	Create inclusive family engagement practices that honor diverse cultures, encourage family voice in school improvement efforts, and build meaningful partnerships through culturally responsive events, advisory groups, and ongoing communication.
Students with IEPs	Families of students with disabilities may need additional support to understand educational services, progress monitoring, and ways to reinforce learning goals outside of school.	Increase collaboration between educators and families through regular progress updates, parent education opportunities, and shared goal-setting processes. Ensure families are informed partners in supporting student success and IEP implementation.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	At Silver Lake Elementary School 23% of our student body is chronically absent.	Community feeling on attendance after covid response. *Increase in student enrollment and increase in enrollments of students with absenteeism. *Lack of tiered supports for students needing support with attendance.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Through data analysis and classroom observations, we identified that Tier 1 instruction is not consistently providing the level of rigor needed to support student achievement. As a result, student achievement scores continue to decline, and students demonstrate limited endurance and perseverance when engaging in rigorous academic tasks.	* Over scaffolding * Reliance on non-standards-based curriculum. * Not having a working understanding of the difference between intervention, differentiation, accommodation, and modification
2 ★	Learning objectives are being used for compliance not as a tool to set a purpose for learning and success criteria.	*Overall lack of teacher clarity in planning and implementation *Grade level team members not all on board for overall alignment within the grade level. *Lack of rigor and engagement in Tier 1 instruction.
3 ★	At Silver Lake Elementary School 23% of our student body is chronically absent.	Community feeling on attendance after covid response. *Increase in student enrollment and increase in enrollments of students with absenteeism. *Lack of tiered supports for students needing support with attendance.
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

- ☑ **Local benchmark, common assessments, diagnostic assessments, or interim assessments data**
- ☑ **MyPath**
- ☑ **Student Climate Survey, Student Voice**
- ☑ **Tier I Instructional Materials Assessments**

Adult Learning Culture

- ☑ **Professional Development Agendas**
- ☑ **Professional learning communities (PLC) data/agenda/notes**
- ☑ **Staff surveys and/or other feedback**
- ☑ **Walk-through data**

Connectedness

- ☑ **Attendance**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

AB 335 EL Goal: By the end of the 2026-2027 school year, 80% of students in grades 3-5 identified as English Learners (ELs) at Silver Lake Elementary will demonstrate growth in reading by meeting their Typical Growth or Stretch Growth target in one or more of the following i-Ready Reading domains: Vocabulary, Literature Comprehension, Informational Text Comprehension, or Overall Reading Composite, as measured by the i-Ready Diagnostic.

Formative Measures: i-Ready Diagnostics, Tools for Instruction, Personalized Learning

Improvement Strategy 1

i-Ready

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement explicit vocabulary instruction, language objectives, and structured student discourse in Tier 1 reading instruction for all EL students.	General Education Teacher, EL Teacher	SY 26-27	
2	Analyze i-Ready Diagnostic and MyPath data during PLCs to identify student needs, monitor progress, and adjust instruction and interventions.	General Education Teacher, EL Teacher, Principal, Dean		
3	Provide targeted small-group reading instruction focused on vocabulary and comprehension skills for EL students who are not on track to meet growth targets.	General Education Teacher, EL Teacher		
4	Strengthen family partnerships by sharing student progress, providing literacy resources, and offering opportunities for families to support reading development at home.	General Education Teacher, EL Teacher, Principal, Dean		

Evidence Level

Level 3: Promising:
i-Ready

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

80% of students in grades K-5 will meet their typical growth target in reading on the third iReady Diagnostic.

80% of students in grades K-5 will meet their typical growth target in math on the third iReady Diagnostic.

Formative Measures: i-Ready, PLC observations

Improvement Strategy 1

i-Ready

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Action Steps 1. Expectation set that all students K-5 will use the iReady program for 30-45 minutes per subject per week 2. Monitor student progress and passing rate of at least 70% or higher on all lessons. 3. Administration will monitor student use and meet in PLC's to discuss progress and areas of improvement.	Principal, Dean, classroom teachers	End of 26-27SY	

Position Responsible: Principal, Dean, classroom teachers

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1

Status Checks

November	February	May

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Through data analysis and classroom observations, we identified that Tier 1 instruction is not consistently providing the level of rigor needed to support student achievement. As a result, student achievement scores continue to decline, and students demonstrate limited endurance and perseverance when engaging in rigorous academic tasks.	* Over scaffolding * Reliance on non-standards-based curriculum. * Not having a working understanding of the difference between intervention, differentiation, accommodation, and modification

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

All PLC meetings will include the identification of clear learning intentions and success criteria.
100% of PLC agendas will include time to disaggregate and discuss student data to inform pedagogy.

Formative Measures: Formative Measures:
* Walk through data. (Learning Intentions and Success Criteria)
* PLC meeting notes
* Classroom common data

Improvement Strategy 1

PLCs

Deliver Professional Development to teachers and staff through the lens of Teacher Clarity using "The Science of Reading in Action" text and practices.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Action Steps: 1. Plan and deliver PD around Teacher Clarity 2. Meet with PLC teams to analyze classroom data, tier 1 instruction, as well as support the creation of objectives, and success criteria. 3. Design PLC agendas to include incorporating Teacher Clarity into instructional practices across grade levels and subject areas. 4. Within PLC meetings, teachers will collaborate to analyze student data and adjust Tier I instruction in a timely manner.	Principal, Dean, Classroom Teachers	End of 26-27SY	

Position Responsible: Principal, Dean, Classroom Teachers

Evidence Level

Level 3: Promising:
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	Learning objectives are being used for compliance not as a tool to set a purpose for learning and success criteria.	*Overall lack of teacher clarity in planning and implementation *Grade level team members not all on board for overall alignment within the grade level. *Lack of rigor and engagement in Tier 1 instruction.

Inquiry Area 3

Connectedness

SMART Goal 1

Silver Lake ES will lower the percentage of chronically absent students by 8% (from 23% to 15%) by the end of school year 2026-27.

Formative Measures: Formative Measures:
* Daily attendance calls/ monthly letters/ home visits/ wrap around supports
* Monthly Newsletter/Dojo messages with a section on the importance of attendance and sharing our current data.
* Encouragement/Incentivize good attendance/ attendance improvement.

Improvement Strategy 1

Family Engagement/Home Visits

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Action Steps: 1. Pull daily attendance reports and call all absent student families. 2. Send monthly letters home to notify parents of absences. 3. Work with truancy officer to support families and students. 4. Send monthly newsletter and Dojo messages with tips and information about attendance and the effects of not attending school regularly. 5. Plan and implement incentives for good/ improved attendance. 6. Develop a comprehensive outreach campaign to inform families about the importance of regular attendance and the potential consequences of chronic absenteeism. 7. Utilize various communication channels such as email, newsletters, phone calls and social media platforms to reach out to parents. 8. Collaborate with families to develop individualized attendance plans for students at risk of chronic absenteeism. 9. Create and implement a system of incentives and recognition for students and families who demonstrate improved attendance. 10. Conduct home visits for students who are at risk of chronic absenteeism. 11. Monitor and support families with who have chronically absent students	Principal, Dean, Office Staff, Counselor	End of 26-27SY	

Position Responsible: Principal, Dean, Office Staff, Counselor

Evidence Level

Level 1: Strong:
Family Engagement

Level 2: Moderate:
Home Visits

Problem Statements: Connectedness 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	At Silver Lake Elementary School 23% of our student body is chronically absent.	Community feeling on attendance after covid response. *Increase in student enrollment and increase in enrollments of students with absenteeism. *Lack of tiered supports for students needing support with attendance.

Community Outreach Activities

Activity	Date	Lesson Learned
Back to School Night- Title 1 Presentation	September 1, 2026	Families are wanted to support the school and interested in tutoring opportunities.
Ice Cream Social	August 7, 2026	This helps to ease anxiety about the start of the school year as students and families have an opportunity to meet their teachers.
PTO Meeting	September 24, 2026	The more families we can get involved in PTO the greater success our school has.