Washoe County School District

Smithridge S.T.E.M. Academy

Classification: 2 Star School

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

2026-2027 School Improvement Plan

District Approval Date:
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Mission Statement

Educating our community of learners by providing an academic foundation where all can find success through collaboration and STEM.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

Smithridge Elementary demonstrated exceptional growth and achievement across multiple indicators of student success during the 2025–2026 school year. Most notably, over 70% of English Learners met Adequate Growth Percentile (AGP) targets on the WIDA assessment—the highest percentage among all elementary schools in the Washoe County School District.

The school also showed remarkable academic gains on the iReady end-of-year assessments. Smithridge ranked eighth in the district for K–5 reading growth and sixth in math, reflecting the effectiveness of instructional strategies and student engagement. Schoolwide iReady diagnostic data showed significant progress: in math, students at grade level increased from 7% in the fall to 51% in the spring, while reading increased from 13% to 53% during the same period. Kindergarten outcomes were especially strong, with 92% on grade level in reading and 91% in math—the most outstanding results the school has ever achieved.

Efforts to improve attendance were also successful, mantaining chronic absenteeism at 16%, ensuring more students were consistently present and learning.

Beyond academics, Smithridge students excelled in enrichment and engagement. The 3rd–5th grade robotics team actively competed in regional LEGO STEM competitions, and every student participated in outdoor learning opportunities in the school garden, supporting hands-on learning and environmental literacy.

Areas for Growth

While Smithridge Elementary made significant strides in student achievement, key areas of growth remain, particularly in upper-grade academic performance.

Students in 4th and 5th grade continue to struggle with meeting grade-level expectations, especially in English Language Arts and writing. End-of-year iReady data shows that only 32% of 5th graders and 40% of 4th graders were on grade level in reading. Writing remains a challenge, with many students requiring additional support to produce grade-level written responses and compositions.

Math performance in upper grades also indicates a need for continued instructional focus. On the iReady end-of-year assessment, 29% of 4th graders and 23% of 5th graders were on grade level in math, which is below the school's overall math growth trend.

In addition, science proficiency at the 5th grade level remains critically low, with typically only 0–2 students demonstrating proficiency on the SBAC Science assessment in recent years. This underscores a need to strengthen science instruction, content integration, and exposure to scientific practices throughout the grade levels, especially as students approach the end of elementary school.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Acquire English language skills quickly enough to support students engaging in grade level content and learning.	Providing language rich classrooms that support language acquisition and transferring those skills to academic areas in the classroom. Professional learning for teachers must continue supporting this work to ensure all teachers have the skills and tools necessary to support EL students.

Student Group	Challenge	Solution
Foster/Homeless	Moving frequently and often to areas not close to campus provide transportation issues. Students in this group have our highest rate of absenteeism.	Social worker and counselor work closely with families to communicate available community resources and supports.
Free and Reduced Lunch	Smithridge receives 100% title 1 funding due to our FRL rate, therefore this is the entire campus. Limited access to academic supports outside of school contribute to below grade level performance	Ensure tier 1 instruction is of the highest quality in all classrooms, provide opportunities for students build background though experiences.
Migrant/Title1-C Eligible	N/a	
Racial/Ethnic Minorities	80% of Smithridge is Hispanic which can present barriers within the greater school system.	Align Smithridge resources and family engagement strategies to meet the specific needs of the local community.
Students with IEPs	Participating in grade level academics and social activities.	Ensure special education teachers are collaborating with general education teachers to align interventions and accommodations to grade level content.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	4th and 5th grade students at Smithridge Elementary are not meeting grade-level expectations in reading, with only 29% of 4th graders and 23% of 5th graders on grade level according to the iReady end-of-year assessment.	Students in upper grades lack consistent exposure to complex texts and high-quality writing instruction. Instructional time is often focused on foundational skills rather than grade-level standards, and there are gaps in Tier 1 instructional alignment and writing across content areas.
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

Smithridge Elementary has built a strong professional learning culture focused on collaboration and instructional growth. All certified staff successfully completed the LETRS program or started it , deepening their understanding of the science of reading. Teachers engaged in regular grade-level collaboration, using iReady tools such as standard mastery assessments and ELA lesson plans to inform instruction. In grades 3–5, biweekly planning sessions focused on aligning lessons with SBAC rigor and developing common formative assessments. Additionally, staff received targeted professional development on graphic organizers to support student learning across all content areas.

Areas for Growth

While collaboration among staff has increased, the quality of instruction remains inconsistent across classrooms. Variations in teaching experience and in the ability to implement high-impact strategies contribute to uneven instructional delivery. Additionally, differences in how teachers allocate time during instructional blocks—such as varying emphasis on vocabulary versus comprehension within the ELA block—may be impacting student outcomes. A more unified approach to instructional planning and execution is needed to ensure all students receive consistent, high-quality instruction. The staff climate survey did show an increase in the sense of teamwork this year, resulting in a favorable 91% of staff agreed and strongly agreed that there is a sense of teamwork among all school staff.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	A lack of clear, accessible explanations hinders instruction and learning.	Train teachers to utilize GLAD strategies, and scaffold students to understanding tier 1 and 2 vocabulary.
Foster/Homeless	Students are chronically absent	Teachers provide access to missed instruction via electronic versions of curriculum. Teachers meet 1:1 with the student upon returning to create a plan to catch the student up on missed learning.
Free and Reduced Lunch	Students lack background knowledge to connect with new learning in the classroom.	Ensure teacher collaboration time includes planning for activities and lessons that support building students background knowledge around relevant topics to access new information with understanding.
Migrant/Title1-C Eligible	n/a	n/a
Racial/Ethnic Minorities	meeting the needs of students from diverse cultural backgrounds	Provide professional development on community building

Student Group	Challenge	Solution
Students with IEPs	General education lessons may not reflect needed scaffolds or supports for clarity.	Embed visual aids and guided practice explicitly tied to IEP accommodations and goals.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	Teachers are unaware of how varied the delivery of instruction is between classrooms in the same grade level.	The lack of ability to observe each other teach, on a regular basis.

★ = Priority

Connectedness

Areas of Strength

- Students report strong relationships with adults at school.
- 88% of students agree that teachers care about them.
- 91% report that an adult notices when they are absent.
- 79% feel teachers make them feel good about themselves.
- 74% report feeling safe at school.
- 72% report opportunities to participate in clubs, activities, and other school events.
- 73% say they are happy to be at Smithridge and 75% feel like they are part of the school community.

Areas for Growth

- Students report strong relationships with adults at school.
- 88% of students agree that teachers care about them.
- 91% report that an adult notices when they are absent.
- 79% feel teachers make them feel good about themselves.
- 74% report feeling safe at school.
- 72% report opportunities to participate in clubs, activities, and other school events.
- 73% say they are happy to be at Smithridge and 75% feel like they are part of the school community.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language barriers may limit students' ability to advocate for themselves, build peer relationships, and fully participate in school activities.	Implement structured peer collaboration, language-rich SEL instruction, newcomer supports, and increased family communication in home languages.
Foster/Homeless	**Students may experience instability, attendance challenges, and difficulty developing a strong sense of belonging.**	Provide a designated trusted adult, attendance check-ins, mentoring, counseling supports, and rapid connection to school activities.
Free and Reduced Lunch	Students may face barriers related to attendance, access to extracurricular opportunities, and social-emotional stressors.	Increase access to clubs and activities, provide attendance incentives, strengthen family outreach, and embed SEL supports during the school day.
Migrant/Title1-C Eligible	Student respect reported at 59% (below district average); 41% of students report others don't follow rules or treat staff respectfully.	Implement restorative practices schoolwide. Offer implicit bias and culturally responsive PD for staff. Highlight student voices in school decisions
Racial/Ethnic Minorities	Some students may experience lower levels of belonging, voice, or peer connectedness.	Increase culturally responsive practices, student leadership opportunities, representation in school activities, and structured opportunities for student voice.
Students with IEPs	Students may experience difficulties with peer relationships, emotional regulation, and participation in the broader school community.	Provide inclusive classroom practices, explicit SEL instruction, behavior supports, peer buddy systems, and opportunities for meaningful participation in school activities.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	While students report strong relationships with adults, with Adult Support (75%) and Adult Respect (73%), peer connectedness remains an area of need. Student Climate Survey results indicate low scores in Student Respect (53%), Bullying (47%), Victimization (50%), Responsible Decision-Making (45%), and Self-Management of Emotion (40%), suggesting that many students struggle with positive peer relationships and social-emotional skills needed to foster a safe and inclusive school environment.	Although students have strong relationships with adults, there is inconsistent implementation of schoolwide social-emotional learning, restorative practices, and behavior expectations. As a result, students have limited opportunities to develop self-management, conflict resolution, and respectful peer interactions, contributing to lower levels of connectedness.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	4th and 5th grade students at Smithridge Elementary are not meeting grade-level expectations in reading, with only 29% of 4th graders and 23% of 5th graders on grade level according to the iReady end-of-year assessment.	Students in upper grades lack consistent exposure to complex texts and high-quality writing instruction. Instructional time is often focused on foundational skills rather than grade-level standards, and there are gaps in Tier 1 instructional alignment and writing across content areas.
2 ★	Teachers are unaware of how varied the delivery of instruction is between classrooms in the same grade level.	The lack of ability to observe each other teach, on a regular basis.
3 ★	While students report strong relationships with adults, with Adult Support (75%) and Adult Respect (73%), peer connectedness remains an area of need. Student Climate Survey results indicate low scores in Student Respect (53%), Bullying (47%), Victimization (50%), Responsible Decision-Making (45%), and Self-Management of Emotion (40%), suggesting that many students struggle with positive peer relationships and social-emotional skills needed to foster a safe and inclusive school environment.	Although students have strong relationships with adults, there is inconsistent implementation of schoolwide social-emotional learning, restorative practices, and behavior expectations. As a result, students have limited opportunities to develop self-management, conflict resolution, and respectful peer interactions, contributing to lower levels of connectedness.
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] **Local benchmark, common assessments, diagnostic assessments, or interim assessments data**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **Tier I Instructional Materials Assessments**
- [x] **WIDA ACCESS for ELLs**
- [x] **Other**

  IReady

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Lesson Plans**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **School leadership data**
- [x] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**
- [x] **Teacher evaluation**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Community surveys and/or other feedback**
- [x] **Demographic data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

AB 335 EL Goal: By the end of the 2026-27 school year, at least 90% of the 25 Smithridge Elementary English learner students projected to meet English learner exit criteria based on their 2025-26 ACCESS assessment scores will successfully achieve reclassification by meeting or exceeding the required composite proficiency levels.

Improvement Strategy 1

ELLevations: Provide targeted instruction for students projected to exit EL services.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Develop individual language support plans for all 25 projected exit students and provide targeted language instruction based on ACCESS domain data. Monitor student progress every six weeks.	EL Facilitator, EL Teachers, Classroom Teachers	All school Year	

Position Responsible: EL Facilitator, EL Teachers, Classroom Teachers

Resources Needed: ACCESS scores, WIDA Standards Framework

Evidence Level

Level 3: Promising:
ELLevations

Problem Statements: Student Success 1

Status Checks

November **February** **May**

Improvement Strategy 2

PLC's: Strengthen Tier 1 language instruction across content areas.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide professional learning and coaching on WIDA language objectives, academic language strategies, and scaffolds to support multilingual learners in core instruction. Conduct classroom walkthroughs with feedback.	EL Facilitator, Administration, Classroom Teachers	Monthly	

Position Responsible: EL Facilitator, Administration, Classroom Teachers

Resources Needed: WIDA Standards Framework, district professional learning materials, coaching cycles

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Student Success 2

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	4th and 5th grade students at Smithridge Elementary are not meeting grade-level expectations in reading, with only 29% of 4th graders and 23% of 5th graders on grade level according to the iReady end-of-year assessment.	Students in upper grades lack consistent exposure to complex texts and high-quality writing instruction. Instructional time is often focused on foundational skills rather than grade-level standards, and there are gaps in Tier 1 instructional alignment and writing across content areas.
2	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

SMART Goal 2

By the end of the 2026 -2027 school year, the percentage of 4th and 5th grade students at Smithridge Elementary meeting or exceeding grade-level expectations in English Language Arts will increase from a baseline of 29% (4th grade) and 23% (5th grade) to at least 55% in both grades as measured by the i-Ready end-of-year Diagnostic. Students will demonstrate accelerated growth in reading comprehension and writing by engaging in consistent grade-level complex text instruction and standards-aligned writing across all content areas, with at least 70% of students demonstrating one or more years of typical or stretch growth on i-Ready diagnostics. Progress will be monitored through fall, winter, and spring i-Ready assessments and PLC data cycles focused on Tier 1 instructional alignment and student writing performance.

Formative Measures: iReady, common formative assessments aligned to SBAC item analysis, SBAC performance data

Improvement Strategy 1

PLC

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	common planning time for PLC's to meet to plan and collaborate	administration and leadership team	All school year	
2	classroom observations to provide feedback on the implementation of high-yield instructional strategies aligned to the science of reading.	administration	All school year	
3	review of lesson plans with specific feedback provided	administration	All school year	

Position Responsible: administration and teachers

Resources Needed: time for meetings, access to state standards and SBAC planning materials

Evidence Level

Level 2: Moderate:
PLC

Problem Statements: Student Success 1, 2

Status Checks

November **February** **May**

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	4th and 5th grade students at Smithridge Elementary are not meeting grade-level expectations in reading, with only 29% of 4th graders and 23% of 5th graders on grade level according to the iReady end-of-year assessment.	Students in upper grades lack consistent exposure to complex texts and high-quality writing instruction. Instructional time is often focused on foundational skills rather than grade-level standards, and there are gaps in Tier 1 instructional alignment and writing across content areas.
2	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

By May 2027, 100% of grade-level teams at Smithridge Elementary will implement a common instructional framework for the ELA block--150 minutes in primary grades (K-2) and 120 minutes in upper grades (3-5)--that integrates the five pillars of the Science of Reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and the additional pillar of writing. Implementation will be evidenced through weekly collaborative planning notes, instructional walkthroughs, and student work analysis, ensuring consistency in instructional practice and alignment to evidence-based literacy instruction across all classrooms.

Formative Measures: classroom observations both informal and formal, master schedule protecting the blocks of time including allocation of minutes for each pillar, grade level planning agendas and note takers.

Improvement Strategy 1

PBIS/i-Ready

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	create an incentive program for students to complete their weekly lesson goals within iReady, with daily time allocated in the master schedule.	admin and teachers	all school year	
2	Consistent ELA blocks with science of reading pillars, across grade levels, based on guidelines in the master schedule	admin and teachers	all school year	
3	Formal and information observations of ELA blocks to provide specific feedback to teachers regarding implementation of the master schedule and alignment to the science of reading.	admin and teachers	all school year	

Position Responsible: Administration and teachers

Resources Needed: Time protected in the schedule for planning. Teachers maximizing their instructional time provided in the master schedule for the ELA block.

Evidence Level

Level 2: Moderate:
PBIS

Level 3: Promising:
i-Ready

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	Teachers are unaware of how varied the delivery of instruction is between classrooms in the same grade level.	The lack of ability to observe each other teach, on a regular basis.

Inquiry Area 3

Connectedness

SMART Goal 1

By May 2027, Smithridge will increase the 5th grade student climate data collection on SEL skills: self-management of emotion, from 40% to 60%.

Formative Measures: student climate survey, pre and post survey's administered by the counseling team.

Improvement Strategy 1

SEL instruction in all classrooms

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Each classroom begins the day with an SEL activity.	Teachers	all school year	
2	Counseling team provides a class guidance lesson focusing on SEL	Counselor and social worker	once per month, each classroom	
3	Provide SEL professional development for staff	Counselors and administration	once per month during monthly staff meeting	

Position Responsible: All staff

Resources Needed: SEL professional development lessons aligned to CASEL, monthly staff meeting, grade level SEL curriculums to use for morning lessons.

Evidence Level

Level 2: Moderate:
SEL

Problem Statements: Connectedness 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	While students report strong relationships with adults, with Adult Support (75%) and Adult Respect (73%), peer connectedness remains an area of need. Student Climate Survey results indicate low scores in Student Respect (53%), Bullying (47%), Victimization (50%), Responsible Decision-Making (45%), and Self-Management of Emotion (40%), suggesting that many students struggle with positive peer relationships and social-emotional skills needed to foster a safe and inclusive school environment.	Although students have strong relationships with adults, there is inconsistent implementation of schoolwide social-emotional learning, restorative practices, and behavior expectations. As a result, students have limited opportunities to develop self-management, conflict resolution, and respectful peer interactions, contributing to lower levels of connectedness.

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

Event	Date	Lessons Learned
Meet the teachers BBQ	August, 7th 2026	Excellent turn out of parents and students, however local fires impacted some of our community resources attending which was disappointing and out of our control. We will continue to offer this meet the teacher night prior to the first day of school, as it prepares our students and parents for the first day leading to a smooth start to the school year.
Dia de Los Muertos	November 5th, 2026	
Family STEM evening	April 21st 2027	
Choir Concerts	December 2026	
Kinder Info NIght	May 2027	