Washoe County School District

Spanish Springs Elementary School

Classification: 4 Star School

2026-2027 School Improvement Plan

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Comprehensive Needs Assessment

Student Success

Areas of Strength

Students have made gains in ELA proficiency during the 25-26 SY. For math and ELA students are achieving strong adequate growth in both areas.

Areas for Growth

Needs to focus on Keep Up growth while continuing to increase proficiency. Push for acceleration and high-quality Tier 1 instruction 85% of the time, push students to grow even if proficient.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language Comprehension of the Tier 1 content	Tier 1 Language Supports and EL Services
Foster/Homeless	Consistency of home environment and attendance	CIT program & Small Group Counseling Support
Free and Reduced Lunch	Access to early intervention	Provide specific and targeted support for intervention supports
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Lack of representation within the curriculum and resources	Culturally Responsive Teaching within the Tier 1 instruction
Students with IEPs	Difficulties accessing Tier 1 Instruction	Acceleration Instruction and SDI

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Our SBAC ELA and Math scores can be improved.	Staff balancing the tier 1 learning and the required iReady lessons by the school district.

★ = Priority

Adult Learning Culture

Areas of Strength

One of our strengths are the grade level teams work so well together.

Based on 25-26SY Staff climate survey results, all areas of the Staff Climate survey are above the elementary school and district.

Areas for Growth

Spanish Springs has a strong family-type positive culture. Work to increase the PLC process and Data-driven Instructional Decision making to support acceleration and high-quality Tier 1 instruction.

Based on 25-26SY Staff climate survey results, staff indicate stronger Staff/Adult SEL to build connections and familiarity with the principal (2nd year at SSES). As well as need to develop systems and structures within the school community to decrease work stress.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Access to instructional strategies to support EL Learners	EL Facilitator will provide ELlevation statagies and support during PLC
Foster/Homeless	Access and Communication with families & agencies	Partnership with organizations and Counseling Support
Free and Reduced Lunch	Gaps in learning to scaffold and differentiate	Use data-driven decision-making during PLC to provide supports for ALL students.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Curriculum materials with limited diversity and relevant content	Access culturally relatable materials within the Tier 1 instruction for ALL students
Students with IEPs	Gaps in access to Tier 1 learning are large	Collaborate with the special education teacher PLC to align learning towards tier 1 instruction.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	Continuing to develop stronger implementation of iReady at the Tier 1 level and Limited use of the PLC process	Continuing to need PL of iReady and limited PLC implementation.

★ = Priority

Connectedness

Areas of Strength

Teachers communicating with families using Class Dojo

Administration sends a weekly message to parents

We offer fall conferences, which are student-led in intermediate grades

Involved PTO, which offers many family evening events, both academic and for community building.

Chronic Absenteeism has dropped by 11% and reached the goal.

Areas for Growth

Continued reduction in chronic absenteeism. Increase in student climate survey in the 5 standards of SEL.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Cultural priorities of education, language barriers for families.	School communication and information is provided when possible in the native language
Foster/Homeless	Consistency of home environment and attendance	CIT program & Small Group Counseling Support
Free and Reduced Lunch	Consistency of home environment and attendance	Ensure access to all resources available to meet family/student needs
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Culturally diverse expectations of education	Culturally Responsive collaboration between schools and home
Students with IEPs	Student academic frustration accessing grade-level content, leading to school or work avoidance.	Provide supports and SDI that is intrest based with positive relationships with adults.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Families wish to enjoy family time on long weekends or vacations outside of the school district planned vacation days.	We believe during the COVID years, families realized what was important to them and they continue to believe that spending time with the family is important and are willing to give up any school time for it.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Our SBAC ELA and Math scores can be improved.	Staff balancing the tier 1 learning and the required iReady lessons by the school district.
2 ★	Continuing to develop stronger implementation of iReady at the Tier 1 level and Limited use of the PLC process	Continuing to need PL of iReady and limited PLC implementation.
3 ★	Families wish to enjoy family time on long weekends or vacations outside of the school district planned vacation days.	We believe during the COVID years, families realized what was important to them and they continue to believe that spending time with the family is important and are willing to give up any school time for it.

★ = 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] **Early reading assessment results**
- [x] **End-of-Unit Assessments**
- [x] **Grades**
- [x] **Local benchmark, common assessments, diagnostic assessments, or interim assessments data**
- [x] **MAP Growth Assessment**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **MyPath**
- [x] **Nevada Alternate Assessment (NAA)**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **Tier I Instructional Materials Assessments**
- [x] **WIDA ACCESS for ELLs**
- [x] **WIDA Alternate ACCESS (WAA)**
- [x] **WIDA Screener**

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Coaching Logs**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Lesson Plans**

- [x] **Master schedule**
- [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] **Teacher evaluation**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Home Visits**
- [x] **PBIS/MTSS data**
- [x] **Social Emotional Learning Data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

Spanish Springs Elementary students will exhibit performance that shows achieving higher proficiency (Level 3 or 4) in both ELA & Math with the SBAC. In 2026-2027, Adequate Growth Percentile and Median Growth Percentile data will show a 5-8% increase in ELA & Math. 75% of students will meet typical growth targets with iReady, and 50% of students will meet stretch growth targets with iReady.

Formative Measures: iReady Benchmark Assessments, SBAC Catch-up & Keep-up Data,

Improvement Strategy 1

Acceleration Through High-Quality Tier 1 Instruction and i-Ready

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	1. Continued Professional Development & Instructional Support of Teacher Clarity: Provide ongoing professional development and coaching for teachers to design and communicate clear Learning Intentions and Success Criteria that make learning accessible and transparent for all students. 2. Professional Development & Instructional Support of the Science of Reading: Offer targeted professional learning for teachers to utilize high-quality literacy instructional strategies to support vertical alignment of literacy support across K-5. 3. Data-Driven Instruction: Implement a data cycle in PLCs using i-Ready, CFA, and SBAC results to identify trends, plan responsive Tier 1 instruction, and accelerate learning based on real-time student needs. 4. Tier 1 Instruction: Ensure all teachers embed strategies--such as just-in-time scaffolding and rigorous grade-level tasks within Tier 1 instruction to drive measurable academic growth for all students. 5. Engagement Strategies: Increase student motivation and participation by incorporating interactive, real-world, and technology-based learning experiences that promote ownership and deeper understanding. 6. Culture of Growth & Collective Efficacy: Foster a schoolwide culture focused on growth and love of learning, where students and staff have an experience of love of learning, celebrate progress, set ambitious goals, and collectively believe in every learner's capacity to accelerate achievement. 7. iReady Growth: Develop student goal-setting systems and progress-monitoring routines so that every student works toward meeting typical growth targets and strives for stretch growth targets in i-Ready, supported by data-driven conferencing and teacher feedback.	Teachers and Administration	SY 2026-27	

Position Responsible: Teachers and Administration

Resources Needed: iReady & BIG Data at a Glance

Evidence Level

Level 1: Strong:
TNTP (2018), The Opportunity Myth, TNTP (2020), Learning Acceleration Guide, Hattie, J. (2023), Visible Learning Meta-Analyses

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1

Schoolwide and Targeted Assistance Title I Element: 2.5

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Our SBAC ELA and Math scores can be improved.	Staff balancing the tier 1 learning and the required iReady lessons by the school district.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

Throughout the 2026-2027 school year, 100% of teachers will actively engage in the Professional Learning Community (PLC) process during early-release Wednesdays and bi-weekly PLC sessions designated for credit-earning professional learning. The PLC process will be implemented with fidelity and consistency across the school, as measured by the completion and use of PLC Road Maps addressing the four essential PLC questions. Additionally, classroom walkthroughs will demonstrate that at least 75% of teachers consistently implement the four components of Teacher Clarity--clarity of organization, clarity of explanation, clarity of examples and guided practice, and clarity of assessment of student learning.

Formative Measures: Weekly Sign-in sheet

Improvement Strategy 1

PLC's with a focus on Learning Objectives and Teacher Clarity

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	1. All components of the Grade Level PLC process will be completed to ensure data-driven instructional decisions are being made to support student learning. 2. Implement structured weekly PLC meetings with grade-level teams to discuss instructional practices, student data, components of the Teacher Clarity, and components of Science of Reading. 3. Analyze and dissect grade-level subject standards to determine appropriate rigor of instruction. 4. Within the PLC meeting, teachers will collaborate to define clear learning intentions for daily lessons across all subject areas, aligned with curriculum standards and student needs. 6. Grade-level teams will identify formative assessments that will be used to inform and adjust instruction. 7. Walkthroughs and observations will be conducted to ensure implementation and provide regular feedback for the impactful use of Teacher Clarity.	Administration, Teachers, WCSD PD team (focused on teaching Admin)	SY 2026-27	

Position Responsible: Administration, Teachers, WCSD PD team (focused on teaching Admin)

Evidence Level

Level 2: Moderate:
PLC

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	Continuing to develop stronger implementation of iReady at the Tier 1 level and Limited use of the PLC process	Continuing to need PL of iReady and limited PLC implementation.

Inquiry Area 3

Connectedness

SMART Goal 1

Decrease in percentage of Chronic Absenteeism to reflect less than or equal to 6% students chronically absent in the 26-27 school year.

Formative Measures: Attendance Reports

Improvement Strategy 1

MTSS

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	1. Administration talking to parents via weekly phone calls, class dojo, and email messages, reminding them of the importance of attendance 2. Run attendance report every 10 days 3. Review the attendance intervention from the MTSS Website 4. Contact families with letters, phone calls, and the re-engagement officer, depending onthe number of absences from the attendance reports 5. Write Prior Written Notices for students who have an IEP 6. Create an Action Plan for re-engagement with support from the WCSD re-engagement officer	Clerk, Counselor, Dean, Re-engagement Office	SY 2026-27	

Position Responsible: Clerk, Counselor, Dean, Re-engagement Office

Evidence Level

Level 2: Moderate:
MTSS

Problem Statements: Connectedness 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Families wish to enjoy family time on long weekends or vacations outside of the school district planned vacation days.	We believe during the COVID years, families realized what was important to them and they continue to believe that spending time with the family is important and are willing to give up any school time for it.

Community Outreach Activities

Activity	Date	Lesson Learned
Back to School Night 3rd-5th Grade	8/18/26	
Back to School Night K-2nd Grade	8/25/26	
Apex Fundraiser	09/29/26	
Philharmonic Young People's Concert	9/11/26	
Monthly PTO	9/1/26 - 6/2/26	