Washoe County School District

Stead Elementary School

Classification: 1 Star School

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

2026-2027 School Improvement Plan

District Approval Date:
September 1, 2026

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Mission Statement

Student Mission Statement:
We work hard to learn, we are problem solvers, and we are safe, respectful, and responsible.

Our Vision:

Every person matters, every moment counts.

Our Mission:

Stead Elementary is dedicated to all who enter our school by ensuring high levels of learning. We will educate, guide, nurture, support, and inspire each other.

Instructional Focus:

1. All students will increase reading fluency and comprehension.
2. All students will increase writing proficiency.
3. All students will increase math proficiency.
4. All students will self-regulate through social-emotional learning.

Nuestra Visión:
Cada persona importa, cada momento cuenta.

Nuestra Misión:

En la Escuela Elemental Stead nos dedicamos a proveer un alto nivel de aprendizaje a todo alumno que forma parte de la escuela. Nos Educaremos, guiaremos, nutriremos, apoyaremos e inspiraremos mutuamente.

Enfoque de Instrucción:

1. Todos los estudiantes incrementarán la fluidez en la lectura y comprensión.
2. Todos los estudiantes incrementarán la habilidad de escritura.
3. Todos los estudiantes incrementarán sus habilidades matemáticas.
4. Todos los estudiantes se autorregularán a través del aprendizaje socio-emocional.

Vision

Our Vision:

Every person matters, every moment counts.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

The 25-26 school data showed:

- Strong **school-wide positivity**
- **Strong relationships** among staff and students
- Staff report they **feel supported**
- Staff climate survey shows an **increase in all areas**

The student climate survey showed an increase in 14 out of 15 areas.

- **Strength to Protect:**
  A positive culture is already taking hold—this is our foundation.

Areas for Growth

According to the 24-25 SBAC data and 25-26 iReady Data.

- **Reading proficiency: 36% (64% non-proficient)**
- **Math proficiency: 24% (76% non-proficient)**
- Recognition that this is an **instructional gap, not an achievement gap**
- Need stronger understanding of **backward planning using curriculum**
- Improve **vertical alignment across grade levels**
- Ensure **coherence in instruction and expectations**
- Continue building **fidelity to curriculum and systems**
- Staff need to **reflect on current practices and improve together**
- Shift toward **being proactive instead of reactive**
- Embrace **looking at teaching through a new lens**
- Strengthen **collaboration—teachers cannot do it alone**
- **The student climate survey had only one area for growth. SEL Skills: Self-Awareness of Emotions**

Focus:
Tight Tier 1 instruction will reduce gaps and increase student success.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English Learners face challenges acquiring academic content while simultaneously developing English language proficiency. Language barriers and limited academic vocabulary can impact performance across all content areas.	• Providing designated and integrated English Language Development (ELD) instruction focused on speaking, listening, reading, and writing skills. • Utilizing data from WIDA ACCESS assessments, classroom assessments, and progress monitoring tools to identify student needs and provide targeted interventions. • Implementing small-group instruction and differentiated learning opportunities to address individual language and academic gaps. • Embedding academic vocabulary instruction across all content areas to strengthen language acquisition and comprehension. • Utilizing instructional strategies such as sentence frames, visual supports, graphic organizers, structured student discourse, and cooperative learning opportunities. • Providing intervention support through MTSS to address both language and academic needs. • Training teachers in Teacher Clarity, Rigor and Relevance, and effective instructional practices that support multilingual learners.
Foster/Homeless	Students experiencing foster care placement or housing instability often face attendance challenges, interrupted educational experiences, mobility, and limited access to academic resources and support systems outside of school.	• Monitoring attendance, academic progress, behavior, and social-emotional well-being through regular data reviews and intervention planning. • Providing targeted academic interventions through our MTSS framework to address learning gaps and accelerate achievement. • Connecting students and families with community resources, including food assistance, clothing, school supplies, transportation, and healthcare services.

Student Group	Challenge	Solution
Free and Reduced Lunch	Students from economically disadvantaged backgrounds may have limited access to educational resources, enrichment opportunities, technology, and academic support outside of school. These factors may contribute to achievement gaps and lower academic readiness.	• Providing high-quality Tier I instruction focused on grade-level standards and rigorous learning experiences for all students. • Utilizing assessment data, progress monitoring, and PLC collaboration to identify learning gaps and provide timely interventions. • Implementing our MTSS framework to provide targeted academic support based on individual student needs.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Data analysis indicates achievement gaps among some racial and ethnic student groups. Contributing factors may include varying levels of academic readiness, attendance patterns, access to enrichment opportunities, and differences in support systems outside of school.	• Maintaining high academic expectations for all students while providing the supports necessary for success. • Utilizing assessment data, progress monitoring, and PLC collaboration to identify achievement gaps and implement targeted interventions. • Monitoring student achievement, attendance, behavior, and engagement data to ensure equitable outcomes across all student groups.

Student Group	Challenge	Solution
Students with IEPs	Students with disabilities require additional instructional support, specialized services, accommodations, and intervention time to access grade-level standards. Data indicates that some students continue to experience achievement gaps due to varying academic needs, learning disabilities, and the need for individualized supports.	• Ensuring all IEP accommodations, modifications, and services are implemented with fidelity across all instructional settings. • Providing specially designed instruction aligned to each student's individual learning needs and goals. • Collaborating regularly between general education teachers, special education teachers, interventionists, specialists, and support staff to monitor student progress and adjust supports. • Utilizing assessment data, progress monitoring tools, and IEP goal data to guide instructional decisions and interventions. • Implementing our MTSS framework to provide additional academic and behavioral support when needed. • Delivering instruction through multiple modalities, including visual, auditory, hands-on, and technology-supported learning opportunities. • Utilizing Teacher Clarity practices, including Learning Intentions and Success Criteria, to help students understand learning expectations and monitor their own progress.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Schoolwide 58% of students ended the year below grade level in reading on IReady diagnostic	IReady diagnostic results showed students at all grade levels lack foundational reading skills to have successful reading experiences. Students are working on lessons with a DOK 1 or 2. Teachers and students need to work at a higher level of rigor.
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

The parent climate survey showed an increase in

- Communication With Schools
- Physical Safety
- Quality of Education
- Relationships
- Supportive Place

The staff climate survey showed an increase in

- All areas increased.

Areas Stead is Doing Well In:

- PLCs are **starting to take shape**
- Use of a **PLC protocol**
- Ongoing work around **schoolwide coherence**
- **Walk-to-Learn models** in some grade levels
- A clear **master schedule is in place**
- Systems for **class coverage (split lists when no sub)** are established
- Daily operational communication is **predictable and helpful**

Strength to Build On:
We've started the work—now it's about deepening impact and consistency.

Areas for Growth

Instructional Practice & Rigor (How We Teach)

- Need to **improve instructional practices across the building**
- Increase **student "eyes on text" and engagement with content**
- Students struggle with **retaining basic skills**
- Need to:
  - **Study and implement rigor**
  - Shift mindset that **curriculum is "too hard"**
  - Identify **essential standards**
  - Use **instructional practices that move learning**

Focus:
Instruction must become more rigorous, intentional, and aligned to standards.

Tier 1 Instruction & Planning (How We Design Learning)

- Need stronger understanding of **backward planning using curriculum**
- Improve **vertical alignment across grade levels**
- Ensure **coherence in instruction and expectations**
- Continue building **fidelity to curriculum and systems**

Focus:

Tight Tier 1 instruction will reduce gaps and increase student success.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	• Language acquisition needs may limit access to grade-level content. • Academic vocabulary gaps impact reading comprehension and content mastery. • Families may experience communication barriers when accessing school resources.	• Provide designated and integrated English Language Development (ELD) instruction. • Utilize instructional strategies such as sentence frames, visuals, structured discourse, and vocabulary development. • Monitor WIDA ACCESS and classroom assessment data to identify areas of need. • Provide targeted interventions for language and literacy development. • Increase family communication and outreach through translated materials and multilingual supports. • Support teachers through professional development focused on effective strategies for multilingual learners.
Foster/Homeless	• Frequent transitions may result in interrupted learning experiences. • Attendance and mobility challenges can impact academic growth. • Students may lack consistent access to school supplies, technology, and other resources. • Increased social-emotional needs may affect engagement and achievement.	• Ensure immediate access to school supplies, technology, meals, and support services. • Provide counseling and social-emotional support through PBIS and school-based interventions. • Build strong relationships with students and caregivers to create stability and connection.

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. • Students may have limited access to academic enrichment opportunities outside of school. Economic barriers may impact attendance, engagement, and access to educational resources. • Students may enter school with varying levels of academic readiness.	• Solution: The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students. • Provide targeted academic interventions through MTSS. • Ensure access to instructional materials, technology, and learning resources. • Increase opportunities for enrichment through STEM, leadership, and extracurricular activities.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	• Students require specialized instruction, accommodations, and interventions beyond core classroom instruction. • Some students demonstrate significant learning gaps in reading and mathematics. • Additional support is needed to ensure access to grade-level standards and rigorous instruction. • Students may require increased social-emotional and behavioral supports.	• Provide specially designed instruction aligned to individual IEP goals. • Increase collaboration between general education teachers, special education staff, interventionists, and administration. • Utilize MTSS and intervention blocks to provide targeted academic support. • Monitor IEP goal progress regularly and adjust interventions based on student performance. • Provide professional learning for staff on accommodations, inclusion practices, and evidence-based instructional strategies. • Ensure students have access to assistive technology and appropriate instructional materials.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	The staff had 5 principals in one year. Staff need professional development on systems and structures, backwards planning, PLC, and teacher clarity.	Teachers do not have adequate knowledge of the Science of Reading, Math Effective Teacher Practices, Teacher Clarity, or PLC.

★ = Priority

Connectedness

Areas of Strength

- During the 2025-2026 school year, we implemented a PBIS system
- Established a leadership team
- Earned a $25,000 OTSI grant from the Governor's Office for STEM education
- School-wide attendance incentives were put in place
- 95% of families attended parent-teacher conferences
- Stead has a strong culture of family connectedness with attendance at PTO events.
- Had high implementation of Parent-Teacher Home Visits

The parent climate survey showed an increase in

- Communication With Schools
- Physical Safety
- Quality of Education
- Relationships
- Supportive Place

The staff climate survey showed an increase in all areas.

Areas for Growth

Increasing **student achievement through stronger Tier 1 instruction**

Improving **instructional rigor, planning, and alignment**

Building **teacher capacity through reflection and collaboration**

Strengthening **MTSS and intervention systems**

Supporting **student behavior, SEL, and emotional safety**

Rebuilding **cohesion, motivation, and attendance culture**

Increase Staff Morale by **reinforcing that staff are valued, supported, and part of a team**

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English Learners face the dual challenge of learning academic content while simultaneously acquiring English language proficiency. Limited academic vocabulary and language development opportunities can impact achievement in reading, writing, mathematics, and science.	• Provide designated and integrated English Language Development instruction. • Utilize instructional strategies such as sentence frames, visual supports, structured academic conversations, and vocabulary instruction. • Allocate intervention time for language and literacy development.
Foster/Homeless	Students experiencing foster care placement or housing instability may experience interrupted learning, attendance challenges, and limited access to academic resources. Frequent transitions can create gaps in learning and social-emotional well-being.	• Utilize school counselors, social workers, and district liaisons to support students and families. • Provide immediate access to instructional materials, school supplies, meals, and technology. • Monitor attendance, achievement, and behavioral data closely. • Provide targeted academic interventions to address learning gaps.
Free and Reduced Lunch	Students from economically disadvantaged backgrounds may have limited access to academic enrichment opportunities, technology, learning materials, and academic support outside of school. These factors can contribute to achievement gaps and lower academic performance.	• Utilize Title I funding to provide intervention programs, instructional materials, and supplemental resources. • Ensure equitable access to technology and learning materials. • Provide targeted reading and mathematics interventions through MTSS. • Expand opportunities for STEM learning, enrichment activities, and leadership experiences.
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Data analysis identified achievement gaps among some racial and ethnic student groups. These gaps may be influenced by differences in academic readiness, access to support systems, attendance patterns, and opportunities for enrichment and engagement.	• Monitor subgroup achievement data through PLCs and school improvement processes. • Provide targeted interventions and enrichment opportunities based on student needs. • Ensure all students have access to rigorous, grade-level instruction. • Implement culturally responsive instructional practices that promote engagement and belonging.
Students with IEPs	Students with disabilities often require additional instructional time, specialized personnel, and individualized supports to access grade-level standards. Data indicated that some students are not yet demonstrating proficiency at the same rate as their peers and require targeted interventions and accommodationss	• Utilize special education teachers, interventionists, and support staff to provide specially designed instruction. • Protect intervention time within the master schedule for targeted support. • Ensure accommodations and modifications are implemented consistently across all settings. • Provide instructional coaching and professional learning for teachers on inclusive practices and differentiation.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	During the 25-26 school year, there was no consistent PBIS, MTSS, and teacher walk-throughs.	The school had 5 principals in one year.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Schoolwide 58% of students ended the year below grade level in reading on IReady diagnostic	IReady diagnostic results showed students at all grade levels lack foundational reading skills to have successful reading experiences. Students are working on lessons with a DOK 1 or 2. Teachers and students need to work at a higher level of rigor.
2 ★	The staff had 5 principals in one year. Staff need professional development on systems and structures, backwards planning, PLC, and teacher clarity.	Teachers do not have adequate knowledge of the Science of Reading, Math Effective Teacher Practices, Teacher Clarity, or PLC.
3 ★	During the 25-26 school year, there was no consistent PBIS, MTSS, and teacher walk-throughs.	The school had 5 principals in one year.
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] **Curriculum Based Measures**
- [x] **End-of-Unit Assessments**
- [x] **Grades**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **MyPath**
- [x] **Smarter Balanced (SBAC)**
- [x] **STEM/STEAM**
- [x] **Student Climate Survey, Student Voice**
- [x] **Tier I Instructional Materials Assessments**
- [x] **Other**

  iReady Assessments

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Communications data**
- [x] **Lesson Plans**
- [x] **Master schedule**
- [x] **Professional development needs assessment data**
- [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] **Enrollment trends**
- [x] **Home Visits**
- [x] **PBIS/MTSS data**
- [x] **Perception/survey data**
- [x] **School safety data**
- [x] **Social Emotional Learning Data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

By the end of the school year 2026-27, 50% of EL students at Stead Elementary will increase their language proficiency composite score by .5 or one achievement level as measured by the state's yearly ELPA, ACCESS.

Formative Measures: i-Ready Diagnostics, Tools for Instruction, Personalized Learning, Literacy Tasks Benchmark weekly quizzes, Speaking and Writing samples

Improvement Strategy 1

PLC's

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	ELF with a focus around building staff capacity * o Strategic placement of ELs in small population EL schools in one classroom at each grade level, if possible, to maximize time spent in classrooms * o Infusion of ELF into PLCs * o Co-teaching cycles with ELF implemented based on student/staff needs * o Reflection on impact of ELF Model using ELD Language Learning Walk Tool to discuss with leadership team.	Administration and Staff	SY 2026-27	
2	Deep data dive to identify skills focus for each student * o Strategic placement of ELs on trajectory to exit with teachers who are highly trained in the skill/domain that matches needed language skill for exiting. * o Goal session with each student * o Language focus on artifacts when in PLC to check on targeted student progress	Administration and Staff	SY 2026-27	

Resources Needed: Structured Meetings with ELF, El Department, and Staff.

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Student Success 2

Status Checks

In progress

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

By Spring 2027, Stead Elementary will increase student achievement and growth in ELA and Math by reducing non-proficiency to 40% in both areas, while decreasing MTSS identification from 28% to 15% through targeted, data-driven instruction.

Formative Measures: I Ready data
Big Data
MTSS Data

Improvement Strategy 1

iReady

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Improved Tier 1 Instruction Developing a Growth Mindset Consistent and coherent instructional structure across grade levels and school Strengthening Interventions. What I Need. Walk to Learn. i-Ready growth & consistent usage Data-driven small group instruction Personalized learning pathways Progress monitoring & student goal setting Creating systems and structures for rigor, relevance, and lesson planning	Ryan Doetch-Youngblood (Principal), Kasey Forshey (Dean) , Deborah Evanchak (Assistant Principal)	SY 2026-27	

Position Responsible: Ryan Doetch-Youngblood (Principal), Kasey Forshey (Dean) , Deborah Evanchak (Assistant Principal)

Resources Needed: Access to planbook.com, PLC time for teachers to plan, training on the PLC cycle, and rebooting MTSS.

Evidence Level

Level 2: Moderate:
UFLI

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	Schoolwide 58% of students ended the year below grade level in reading on IReady diagnostic	IReady diagnostic results showed students at all grade levels lack foundational reading skills to have successful reading experiences. Students are working on lessons with a DOK 1 or 2. Teachers and students need to work at a higher level of rigor.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

By the end of the school year, 100% of teachers will implement backward planning and instructional clarity practices (learning intentions & success criteria) through PLCs and Teacher Clarity professional learning to strengthen Tier 1 instruction and increase student ownership of learning.

Formative Measures: Walk-throughs of teachers, PLC logs, and review of lesson plans.

Improvement Strategy 1

PLCs and Professional Learning

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Create the master schedule with specific time allotted for weekly PLC meetings and 30 minutes daily foundation reading instructional time Purchase UFLI Foundational Reading curriculum for all grade levels Backward planning (Standard - Assessment - Instruction) PLC alignment (common planning, pacing, expectations) Studying Teacher Clarity to use clear learning targets & success criteria Student ownership (students can explain what/ why they are learning) Learning and teaching are centered around the thinking of students. Increasing the rigor embedded into the classroom. Tasks that require student thinking (not just completion)	Ryan Doetch-Youngblood (Principal), Deborah Evanchak (Assistant Principal), and Kasey Forshey (Dean)	End of 26-27 SY	

Position Responsible: Ryan Doetch-Youngblood (Principal), Deborah Evanchak (Assistant Principal), and Kasey Forshey (Dean)

Resources Needed: A copy of teacher clarity for each teacher. A PLC log. Monthly meetings with the school leadership team.

Evidence Level

Level 2: Moderate:
PLC

Problem Statements: Adult Learning Culture 1

Status Checks

In progress

November **February** **May**

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	The staff had 5 principals in one year. Staff need professional development on systems and structures, backwards planning, PLC, and teacher clarity.	Teachers do not have adequate knowledge of the Science of Reading, Math Effective Teacher Practices, Teacher Clarity, or PLC.

Inquiry Area 3

Connectedness

SMART Goal 1

By the end of the 2026-2027 school year, Stead Elementary will build a highly connected and engaging school community by reducing chronic absenteeism to 15%, strengthening PBIS systems, and establishing a schoolwide STEM culture that promotes curiosity, innovation, and positive student experiences.

Formative Measures: Big minor and major behavior, BIG Attendance Data, Infinite Campus Attendance Data, Microsoft Forms

Improvement Strategy 1

PBIS

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	School Theme. "Leveling Up!" PBIS systems & positive reinforcement Increasing systems to decrease absenteeism Strong relationships & consistent expectations PBIS expectations are visibly posted and explicitly taught Staff consistently using common PBIS language across settings Classroom routines are clear, practiced, and reinforced Staff actively building relationships (greeting students, check-ins) Consistent use of school-wide acknowledgment system (points, rewards, etc.) Doing Home Visits Starting the day with Flag Deck Attendance focus (It's Cool to Be in School) STEM integration (hands-on, inquiry-based learning, robotics/drones)+	Ryan Doetch-Youngblood (Principal), Deborah Evanchak (Assistant Principal), and Kasey Forshey (Dean)	End of 26-27 SY.	

Position Responsible: Ryan Doetch-Youngblood (Principal), Deborah Evanchak (Assistant Principal), and Kasey Forshey (Dean)

Evidence Level

Level 1: Strong:
PBIS

Problem Statements: Connectedness 1

Status Checks

In progress

November **February** **May**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	During the 25-26 school year, there was no consistent PBIS, MTSS, and teacher walk-throughs.	The school had 5 principals in one year.

Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

1.1 Comprehensive Needs Assessment

For Title I Elements, please see Addendum

2.1 School Performance Plan (SPP) developed with appropriate stakeholders

When Principal meets with families once a month during "Donuts with the Principal," Parent and community input with will be solicited about the plan.

2.2 Regular monitoring and revision

Leadership meets monthly with parents to discuss the monitoring of each strategy and lessons learned.

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

All literature (website, newsletter, etc) are translated into Spanish and all whole group parent meetings are interpreted.

2.4 Opportunities for all children to meet State standards

Title one funds are used to assist students with Learning such as a bilingual aide and an Instructional Assistant that assist with interventions.

2.5 Increased learning time and well-rounded education

Title one funds are used to assist students with Learning such as a bilingual aide and an Instructional Assistant that assist with interventions. In addition, staff are subbed out during extended common planning to meet the needs of students and provide additional opportunities during interventions and Tier 1 instruction to provide increase learning time.

2.6 Address needs of all students, particularly at-risk

Through Title funds additional staff provide supports and instruction for youngest learners for early intervention.

3.1 Annually evaluate the schoolwide plan

The leadership will review IReady growth and more than typical growth to determine if Plan is effective. Furthermore, data will be shared with parents.

4.1 Develop and distribute Parent Involvement and Family Engagement Policy

Our FACE will be in involved in Parent Involvement and Family Engagement Policy.

4.2 Offer flexible number of parent involvement meetings

Parents will have multiple opportunities to be involved in the classrooms, field trips and PTO.

Schoolwide and Targeted Assistance Title I Elements Personnel

Name	Position	Program	FTE
Kasey Forshey	Dean	SIP	0.5

Community Outreach Activities

Activity	Date	Lesson Learned
Ribbon Cutting Ceremony	8/5/26	Outstanding support from the community and school district.
Stead Open House	8/7/26	Over 500 families came to the Open House.
Student of the Month	Monthly	
Title-1 Meeting with Parents	9/3/26	
PTO Meetings	Monthly	
Trunk or Treat	10/29	We have a new PTO team this year.
Semester Celebrations	Each Semester	New Event