Washoe County School District

Van Gorder Elementary School

Classification: 4 Star School

2026-2027 School Improvement Plan

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Mission Statement

We, the staff students, and families of Van Gorder Elementary School, will create a learning community that promotes high academic achievement, personal success, moral responsibility and the fulfillment of higher educational goals for 100% of our students. We Teach Kids!

Vision

As an exemplary school in the Washoe County School District, Van Gorder will be the highest-achieving elementary school in the state of Nevada by providing a safe, engaging, and rigorous environment that will ensure all students reach their highest potential and excel on their educational journey.

Table of Contents

Comprehensive Needs Assessment 4

Student Success 5

Adult Learning Culture 9

Connectedness 14

Priority Problem Statements 18

Data Documentation for CNA 22

Student Success 23

Adult Learning Culture 23

Connectedness 23

Inquiry Areas 25

Inquiry Area 1 : Student Success 26

Inquiry Area 2 : Adult Learning Culture 29

Inquiry Area 3 : Connectedness 33

Community Outreach Activities 36

Comprehensive Needs Assessment

Student Success

Areas of Strength

A key strength in the area of Student Success is the school's effective implementation of frequent assessment cycles through i-Ready informs and common formative assessments. These assessment practices have established a culture of continuous progress monitoring, allowing teachers to track both individual student growth and overall grade-level performance in a timely and meaningful way.

The use of i-Ready data reports, common formative assessment results, and collaborative data discussions has strengthened data-driven decision-making across the school. Teachers regularly analyze student performance data to identify strengths, address learning gaps, and adjust instruction to better meet the needs of all learners. This process has resulted in more targeted interventions, strategic small-group instruction, and increased responsiveness to student needs in both mathematics and English Language Arts.

As the school continues to build on these strengths and on implementing solid Professional Learning Community and MTSS structures, Van Gorder Elementary is well-positioned to sustain academic growth through a strong culture of collaboration, data-driven instruction, and a shared commitment to student success.

Areas for Growth

During the 2025-2026 school year, Van Gorder Elementary made significant progress in student achievement as demonstrated by end-of-year i-Ready diagnostic results. This growth reflects the school's continued commitment to teacher professional development, data-driven decision-making, and fidelity to our instructional improvement plan.

In mathematics, Van Gorder implemented a comprehensive assessment and intervention system utilizing i-Ready diagnostics and ongoing data checks within the Reveal Math curriculum. Teachers regularly analyzed student performance data to identify learning gaps, provide targeted interventions, and adjust instruction to meet student needs. Through the implementation of Reveal Math, the use of supplemental resources such as Fluency Flight, focused small-group instruction, and consistent progress monitoring, students had increased opportunities to develop conceptual understanding, procedural fluency, and mathematical confidence. Moving forward, the school will continue refining intervention practices, strengthening Tier I instruction, and expanding data-driven supports to accelerate growth for all learners.

In English Language Arts, teachers continued to strengthen instructional practices through the implementation of the Science of Reading framework and the application of strategies learned through LETRS professional development. Educators utilized assessment data to identify student needs, provide targeted literacy interventions, and monitor progress toward grade-level proficiency. The school will continue to refine its Multi-Tiered System of Supports (MTSS), strengthen intervention structures, and ensure that all students receive timely, research-based instruction aligned to reading proficiency standards and success on the Nevada SBAC assessment.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	• May struggle with language-heavy word problems or academic math vocabulary. • May not fully engage with iReady or Reveal without language scaffolds.	• Incorporate structured academic language supports (sentence stems, bilingual resources, visual supports). • Offer small-group or push-in support with an ELD focus during math. • Use math vocabulary walls and targeted instruction on key terms. • Translate family resources to increase home support and understanding.
Foster/Homeless/Children in Transition	• Attendance inconsistency can lead to gaps in understanding and missed iReady informs or math instruction. • May lack access to technology at home to practice or complete online components.	• Provide consistent access to school-based devices and time during the day for iReady usage. • Partner with community services to support stable attendance and basic needs. • Ensure staff are aware of which students are in transition and plan interventions accordingly (e.g., prioritized check-ins, catch-up sessions).
Free and Reduced Lunch	• May experience additional stressors that affect focus and engagement in learning. • Less likely to have access to enrichment outside school.	• Ensure equitable access to interventions, before/after school math help, or clubs. • Build strong family-school connections to share free math practice resources. • Provide targeted, small-group instruction during the school day to reduce the need for external support.
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	• Implicit bias can affect teacher expectations or how behavior/ achievement is interpreted. • Historical underrepresentation in advanced math pathways or enrichment opportunities.	• Provide professional development in culturally responsive teaching and math instruction. • Review data by race/ethnicity to ensure equity in outcomes and identify trends. • Celebrate math achievement among all demographics; use student voice in goal setting.
Students with IEPs	• May not receive sufficient support if iReady or Reveal lessons aren't fully adapted. • Risk of falling behind peers if instruction isn’t aligned with individualized goals.	• Ensure iReady diagnostic accommodations are in place and followed. • Use co-teaching models or paraprofessional support during core math instruction. • Align Reveal and iReady lessons with IEP goals and provide scaffolded support for conceptual understanding.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Although Van Gorder Elementary has sustained growth in mathematics achievement, reducing the percentage of students not meeting or exceeding proficiency standards on the Smarter Balanced Assessment (SBAC) remains an area of focus. Over the past year, instructional efforts have prioritized Claim 1, Concepts and Procedures, to strengthen students' understanding and application of mathematical concepts. While students have shown progress through i-Ready growth measures and classroom assessments, a significant number of students continue to perform below proficiency levels on state assessments. As the school enters the second year of implementation of the Reveal Math curriculum in the 2026-2027 school year, staff will remain committed to strengthening Tier I instruction, utilizing assessment data to guide targeted interventions, and ensuring consistent implementation of the curriculum with fidelity. Continued emphasis on mathematical reasoning, problem-solving, and standards-aligned instruction will support efforts to close achievement gaps and increase the number of students meeting or exceeding SBAC proficiency standards. This sustained focus will help ensure that all students have access to rigorous mathematics instruction and the support necessary to achieve academic success.	A critical root cause impacting mathematics achievement is the need to strengthen both instructional resources and staff capacity to support rigorous, standards-aligned mathematics instruction. As the school continues implementing a new mathematics curriculum, teachers are working to develop deeper familiarity with the instructional shifts, strategies, and best practices necessary to maximize student learning outcomes. In addition, there is a need to further align instructional resources, intervention materials, and assessment tools to the rigor and expectations of the Smarter Balanced Assessment (SBAC). While progress monitoring systems and curriculum supports are in place, continued refinement of intervention resources and instructional practices is needed to ensure all students receive timely, targeted support to address unfinished learning and accelerate achievement. Variability in teacher experience and readiness with new curriculum implementation, data analysis, and evidence-based mathematics instructional strategies may also contribute to inconsistencies in student learning experiences across classrooms. Ongoing professional learning, collaboration through Professional Learning Communities (PLCs), instructional coaching, and the strategic use of assessment data will be essential to building instructional coherence and improving student outcomes.

★ = Priority

Adult Learning Culture

Areas of Strength

In the area of Student Success, Van Gorder Elementary has established a strong foundation for improving outcomes through the implementation of teacher clarity practices, collaborative planning structures, and a commitment to strengthening Tier I instruction. Teachers have increasingly incorporated learning intentions and success criteria into daily instruction, helping students better understand what they are learning, why it is important, and how success will be measured. These practices have contributed to greater student engagement, ownership of learning, and consistency across classrooms.

The school's continued focus on formative assessment practices has strengthened teachers' ability to monitor student understanding and make timely instructional adjustments. Through Professional Learning Community (PLC) collaboration, teachers utilize student data to engage in backward planning, identify essential learning targets, and develop responsive instructional strategies that address student needs. These collaborative efforts have enhanced instructional alignment and improved the effectiveness of classroom instruction.

Additionally, Van Gorder Elementary has strengthened its Multi-Tiered System of Supports (MTSS) by using data to identify students requiring additional academic or behavioral support and providing targeted interventions. As Tier I instructional practices continue to improve, the school is working toward ensuring that at least 80% of students experience success through core instruction alone, reducing the need for more intensive interventions.

Moving forward, the school will continue building teacher capacity in learning intentions, success criteria, formative assessment, and data-informed decision-making. By strengthening Tier I instruction, enhancing PLC collaboration, and refining MTSS procedures, Van Gorder Elementary will create more equitable learning opportunities and improve academic and behavioral outcomes for all students.

Our staff climate survey results provide valuable insight into our Adult Learning inquiry area and suggest several strengths that support continued growth. Staff reported that our school works hard to motivate students who demonstrate low interest in schoolwork and that teachers maintain high expectations for student achievement. These findings reflect a staff committed to student success and aligned around the belief that all students can learn at high levels. Survey responses also indicate that our school has created a welcoming environment for families and that teachers make consistent efforts to communicate with parents about student progress. These positive perceptions support our efforts to strengthen relationships with families and reinforce shared responsibility for student learning.

Areas for Growth

In the area of Student Growth, Van Gorder Elementary has made meaningful progress in developing instructional practices that increase student understanding and achievement. Through the implementation of teacher clarity strategies, teachers have become more intentional in communicating learning intentions and success criteria, helping students better understand learning goals and what is required for success. As a result, students have demonstrated greater engagement in the learning process and increased awareness of their academic progress.

Professional learning focused on the Teacher Clarity Playbook, formative assessment practices, and collaborative planning has strengthened teachers' ability to design instruction aligned to essential standards and student learning

needs. Teachers have begun incorporating backward planning practices and using formative assessment data more consistently to monitor student understanding, adjust instruction, and provide timely feedback.

Collaboration within Professional Learning Communities (PLCs) has also contributed to growth by providing teachers with opportunities to analyze student data, identify instructional priorities, and share effective practices. While significant progress has been made, staff recognize the need for continued learning and practice to ensure consistent implementation across all classrooms.

Moving forward, Van Gorder Elementary will focus on deepening the use of learning intentions, success criteria, formative assessment, and backward planning to strengthen Tier I instruction. The school will continue refining MTSS processes and enhancing PLC collaboration to ensure that at least 80% of students are successful with core instruction alone. Through these efforts, the school aims to increase academic achievement, reduce the need for intensive interventions, and improve outcomes for all students.

The staff climate survey highlights opportunities to refine our professional learning and instructional systems. While staff find i-Ready reports useful for identifying student needs and planning interventions, they expressed less satisfaction with some of the instructional lesson materials. This feedback suggests a need to continue examining how we utilize intervention resources and ensure teachers have access to high-quality instructional tools that meet student needs. Additionally, staff reported manageable levels of work-related stress and low levels of burnout, indicating a positive workplace culture that supports adult learning and continuous improvement. As we move forward, maintaining staff well-being while providing targeted professional learning around MTSS, intervention practices, and effective use of instructional resources will be important to achieving our school improvement goals.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	• Learning intentions and success criteria may be presented in language that is too complex or abstract. • ELLs may not fully grasp what success "looks like" if it's not modeled or made visual.	• train teachers to translate learning intentions into student-friendly, simplified, and visual language. • Provide sentence frames and bilingual scaffolds as part of daily objectives. • Embed opportunities for ELL students to restate objectives in their own words during lessons.

Student Group	Challenge	Solution
Foster/Homeless	• Inconsistent attendance may lead to confusion if learning intentions are not revisited or reinforced regularly. • These students may struggle with connecting lessons to a bigger picture of progress if success criteria are not clearly re-anchored.	• Encourage teachers to display and reference learning goals daily in consistent locations. • Use quick, formative checks aligned to the success criteria to gauge understanding after absences. • Train teachers to embed recap/ review routines that benefit mobile learners.
Free and Reduced Lunch	• May benefit less from instruction if the connection between learning objectives and real-world application isn't clear. • If lessons lack clarity, students with fewer academic supports at home may fall behind more easily.	• Encourage PD sessions to emphasize real-world relevance of learning intentions. • Model how to break success criteria into manageable, scaffolded steps. • Train teachers to give explicit feedback based on success criteria to build confidence.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	• Implicit bias may influence how learning intentions and success criteria are communicated or enforced. • Students may not see themselves reflected in examples or learning goals, impacting engagement.	• Include culturally responsive pedagogy in PD—e.g., how to use culturally relevant texts, examples, or visuals when crafting objectives. • Encourage peer observation to reflect on inclusive instructional practices. • Use student work samples from diverse learners to model success criteria.

Student Group	Challenge	Solution
Students with IEPs	• General education teachers may struggle to align lesson objectives with IEP goals or accommodate success criteria effectively. • Students may become discouraged if success criteria are presented at grade level without scaffolds.	• Integrate special education staff into PD to co-develop strategies for aligning learning intentions with IEP accommodations/modifications. • Provide PD on breaking down objectives and criteria into accessible steps (e.g., visual rubrics, tiered goals). • Model differentiated examples of success in classrooms and PLCs.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	At Van Gorder Elementary, a challenge exists in ensuring the consistent implementation of learning intentions, success criteria, and formative assessment practices across all classrooms and content areas. While teachers have begun incorporating these teacher clarity strategies into daily instruction, implementation varies in depth and consistency. As a result, some students do not have a clear understanding of what they are expected to learn, why the learning is important, or how they will demonstrate success.	A primary root cause of this challenge is the inconsistent implementation of teacher clarity practices across classrooms. While staff members have received professional learning related to learning intentions, success criteria, and formative assessment, teachers are at varying stages of implementation and comfort with these practices. As a result, students may not consistently receive clear, standards-aligned learning targets or opportunities to monitor their own progress toward mastery. Additionally, there is a need for greater consistency in collaborative planning and backward design processes. Without a shared approach to identifying essential learning outcomes, developing success criteria, and using formative assessment data to guide instruction, students may experience varying levels of clarity regarding learning expectations across grade levels and content areas. Another contributing factor is limited student ownership of learning. When students are not routinely engaged in understanding learning targets, reflecting on their progress, and using feedback to improve performance, they may be less likely to actively participate in the learning process or take responsibility for achieving academic goals.
2 ★	While Van Gorder has established MTSS structures to support students' academic and behavioral needs, opportunities exist to further refine processes for identifying, monitoring, and responding to student needs through a comprehensive and systematic approach. Inconsistencies in the implementation of Tier I supports, intervention decision-making, and progress-monitoring practices may result in more students requiring supplemental and intensive interventions than desired. Strengthening MTSS procedures and ensuring a shared understanding of how data informs instructional and intervention decisions will be critical to increasing the effectiveness of core instruction and promoting positive outcomes for all students.	A contributing root cause related to MTSS is the need for greater consistency in the implementation of Tier I instructional and intervention practices, as well as clearly defined processes for identifying, monitoring, and responding to student needs. While systems for academic and behavioral support are in place, variations in data analysis, progress-monitoring practices, and intervention decision-making can impact the effectiveness of supports provided to students. Additionally, staff members may have varying levels of understanding regarding their role within the MTSS framework and the connection between high-quality Tier I instruction and intervention success. When Tier I practices are not consistently implemented with fidelity, a larger percentage of students require supplemental or intensive support, placing increased demands on intervention systems.

★ = Priority

Connectedness

Areas of Strength

A key strength of Van Gorder Elementary is the strong culture of family engagement and communication that supports student attendance and connectedness. The school has established comprehensive systems to proactively partner with families, ensuring they are informed, supported, and connected to their child's educational experience.

Through consistent communication using ClassDojo, regular attendance monitoring, and timely outreach, families receive important information regarding attendance expectations, student progress, and available supports. Attendance letters, personalized phone calls, and collaborative problem-solving conversations help build strong relationships between home and school while promoting shared responsibility for student success.

The school also utilizes attendance tracking tools to identify emerging trends and provide early intervention when concerns arise. School staff, including administrators, teachers, and the school counselor, work collaboratively with families to understand potential barriers to attendance and develop individualized supports when needed. This proactive and relationship-centered approach ensures that students and families feel valued and supported as members of the Van Gorder community.

Another notable strength is the school's commitment to fostering a positive and welcoming environment where students feel connected, engaged, and invested in attending school each day. Staff members prioritize relationship-building, create opportunities for student involvement, and work to ensure every student experiences a sense of belonging.

Areas for Growth

In the area of Student Growth, Van Gorder Elementary has continued to strengthen its systems for promoting positive attendance and family engagement. Through proactive communication, attendance monitoring, and relationship-building efforts, the school has maintained chronic absenteeism rates below district averages and has seen increased family awareness of the importance of regular attendance.

Over the past year, staff gained a deeper understanding of the connection between attendance, student engagement, and a sense of belonging. Attendance data and stakeholder feedback highlighted the importance of ensuring that all students and families feel connected to the school community, understand school expectations, and know how to access support when challenges arise. While attendance remains a strength, the school recognizes opportunities to further enhance school connectedness and create a welcoming environment where every student feels valued, supported, and engaged in learning.

To build upon this growth, Van Gorder Elementary will continue to strengthen partnerships with families, improve communication systems, and create meaningful opportunities for students to connect with peers, staff, and the school community. The school will focus on fostering a positive culture of attendance by emphasizing relationship-building, celebrating student engagement, and removing barriers that may impact consistent attendance.

Moving forward, Van Gorder Elementary will view attendance not only as a measure of presence but as an indicator of student connection and belonging. By strengthening school-family partnerships and creating an inclusive and supportive environment for all students, the school aims to reduce chronic absenteeism to 5% or below while increasing overall student engagement, connectedness, and success.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	• New ELL families may not fully understand school attendance expectations due to language barriers. • Important information may not be accessible if not translated or interpreted effectively.	• Provide translated welcome packets and videos that include key attendance policies and procedures. • Use bilingual family liaisons or interpreters during early check-ins. • Incorporate visual tools and infographics to explain routines and expectations clearly.
Foster/Homeless	• Families experiencing housing instability often struggle with transportation, paperwork, and consistent communication. • May not receive onboarding materials due to address changes or other logistical issues.	• Connect families immediately with the McKinney-Vento liaison and counselor upon enrollment. • Ensure transportation options and attendance waivers are discussed upfront. • Offer flexible communication methods (texts, phone, in-person) and provide immediate access to support services.
Free and Reduced Lunch	• These families may face challenges such as inconsistent transportation, work schedule conflicts, or lack of understanding of excused/ unexcused absences. • May hesitate to engage due to prior negative experiences with institutions or feelings of intimidation.	• Provide proactive, judgment-free communication that explains the *why* behind attendance importance. • Share attendance-friendly tips and supports in non-threatening ways (e.g., newsletters, robocalls, community nights). • Partner with local resources to support families in crisis (e.g., food, clothing, transportation help).
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	• Families may feel disconnected from school culture if materials and outreach are not culturally relevant or inclusive. • Distrust of institutions due to historical or personal experiences can reduce participation in onboarding or communication efforts.	• Ensure onboarding and outreach reflect cultural diversity and avoid “one-size-fits-all” communication. • Include trusted community members in welcome events and orientation efforts. • Use inclusive language and culturally responsive practices in all family materials and interactions.
Students with IEPs	• Transitions for these students can be especially challenging, and absences may increase if families don’t feel the new environment is supportive. • Families may be unsure how absences impact services or how to communicate special needs early.	• Schedule immediate IEP review meetings for newly enrolled students to align supports quickly. • Ensure onboarding includes a point of contact for special education questions and support. • Provide early outreach from case managers to build trust and open communication lines.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	At Van Gorder Elementary, chronic absenteeism remains above the school's goal and continues to impact student learning, engagement, and sense of belonging. While attendance systems and communication structures are in place, there is an opportunity to strengthen schoolwide efforts that promote connectedness among students, families, and staff. Attendance data suggest that when students experience a strong sense of connection to their school community, they are more likely to attend regularly and engage fully in learning. Conversely, students who miss school frequently may have fewer opportunities to build relationships, participate in classroom learning, and develop a sense of belonging within the school environment. As a result, chronic absenteeism can negatively affect both academic performance and social-emotional growth.	A critical root cause contributing to chronic absenteeism at Van Gorder Elementary is the need to strengthen student connectedness and family engagement across the school community. While systems for attendance communication and support are in place, some students and families may not consistently experience the strong sense of belonging, partnership, and engagement that encourages regular school attendance. Additionally, barriers to attendance can vary significantly among families and may include challenges related to transportation, health, family circumstances, student anxiety, or competing responsibilities. When these barriers are not identified and addressed early, students may miss instructional time and become less connected to their peers, teachers, and the school community. Over time, this can create a cycle in which reduced engagement leads to increased absences and further disconnection from school. Another contributing factor is the need for a more proactive and systematic approach to fostering attendance as a shared responsibility among students, families, and staff. While attendance expectations are communicated, there are opportunities to further strengthen school-family partnerships, celebrate positive attendance, and create meaningful opportunities for students and families to feel connected to the school community.

★ = Priority

Priority Problem Statements

Problem Statement	Critical Root Cause
1 ★ Although Van Gorder Elementary has sustained growth in mathematics achievement, reducing the percentage of students not meeting or exceeding proficiency standards on the Smarter Balanced Assessment (SBAC) remains an area of focus. Over the past year, instructional efforts have prioritized Claim 1, Concepts and Procedures, to strengthen students' understanding and application of mathematical concepts. While students have shown progress through i-Ready growth measures and classroom assessments, a significant number of students continue to perform below proficiency levels on state assessments. As the school enters the second year of implementation of the Reveal Math curriculum in the 2026-2027 school year, staff will remain committed to strengthening Tier I instruction, utilizing assessment data to guide targeted interventions, and ensuring consistent implementation of the curriculum with fidelity. Continued emphasis on mathematical reasoning, problem-solving, and standards-aligned instruction will support efforts to close achievement gaps and increase the number of students meeting or exceeding SBAC proficiency standards. This sustained focus will help ensure that all students have access to rigorous mathematics instruction and the support necessary to achieve academic success.	A critical root cause impacting mathematics achievement is the need to strengthen both instructional resources and staff capacity to support rigorous, standards-aligned mathematics instruction. As the school continues implementing a new mathematics curriculum, teachers are working to develop deeper familiarity with the instructional shifts, strategies, and best practices necessary to maximize student learning outcomes. In addition, there is a need to further align instructional resources, intervention materials, and assessment tools to the rigor and expectations of the Smarter Balanced Assessment (SBAC). While progress monitoring systems and curriculum supports are in place, continued refinement of intervention resources and instructional practices is needed to ensure all students receive timely, targeted support to address unfinished learning and accelerate achievement. Variability in teacher experience and readiness with new curriculum implementation, data analysis, and evidence-based mathematics instructional strategies may also contribute to inconsistencies in student learning experiences across classrooms. Ongoing professional learning, collaboration through Professional Learning Communities (PLCs), instructional coaching, and the strategic use of assessment data will be essential to building instructional coherence and improving student outcomes.

2 ★

At Van Gorder Elementary, a challenge exists in ensuring the consistent implementation of learning intentions, success criteria, and formative assessment practices across all classrooms and content areas. While teachers have begun incorporating these teacher clarity strategies into daily instruction, implementation varies in depth and consistency. As a result, some students do not have a clear understanding of what they are expected to learn, why the learning is important, or how they will demonstrate success.

A primary root cause of this challenge is the inconsistent implementation of teacher clarity practices across classrooms. While staff members have received professional learning related to learning intentions, success criteria, and formative assessment, teachers are at varying stages of implementation and comfort with these practices. As a result, students may not consistently receive clear, standards-aligned learning targets or opportunities to monitor their own progress toward mastery. Additionally, there is a need for greater consistency in collaborative planning and backward design processes. Without a shared approach to identifying essential learning outcomes, developing success criteria, and using formative assessment data to guide instruction, students may experience varying levels of clarity regarding learning expectations across grade levels and content areas. Another contributing factor is limited student ownership of learning. When students are not routinely engaged in understanding learning targets, reflecting on their progress, and using feedback to improve performance, they may be less likely to actively participate in the learning process or take responsibility for achieving academic goals.

3 ★

At Van Gorder Elementary, chronic absenteeism remains above the school's goal and continues to impact student learning, engagement, and sense of belonging. While attendance systems and communication structures are in place, there is an opportunity to strengthen schoolwide efforts that promote connectedness among students, families, and staff. Attendance data suggest that when students experience a strong sense of connection to their school community, they are more likely to attend regularly and engage fully in learning. Conversely, students who miss school frequently may have fewer opportunities to build relationships, participate in classroom learning, and develop a sense of belonging within the school environment. As a result, chronic absenteeism can negatively affect both academic performance and social-emotional growth.

A critical root cause contributing to chronic absenteeism at Van Gorder Elementary is the need to strengthen student connectedness and family engagement across the school community. While systems for attendance communication and support are in place, some students and families may not consistently experience the strong sense of belonging, partnership, and engagement that encourages regular school attendance. Additionally, barriers to attendance can vary significantly among families and may include challenges related to transportation, health, family circumstances, student anxiety, or competing responsibilities. When these barriers are not identified and addressed early, students may miss instructional time and become less connected to their peers, teachers, and the school community. Over time, this can create a cycle in which reduced engagement leads to increased absences and further disconnection from school. Another contributing factor is the need for a more proactive and systematic approach to fostering attendance as a shared responsibility among students, families, and staff. While attendance expectations are communicated, there are opportunities to further strengthen school-family partnerships, celebrate positive attendance, and create meaningful opportunities for students and families to feel connected to the school community.

4 ★

While Van Gorder has established MTSS structures to support students' academic and behavioral needs, opportunities exist to further refine processes for identifying, monitoring, and responding to student needs through a comprehensive and systematic approach. Inconsistencies in the implementation of Tier I supports, intervention decision-making, and progress-monitoring practices may result in more students requiring supplemental and intensive interventions than desired. Strengthening MTSS procedures and ensuring a shared understanding of how data informs instructional and intervention decisions will be critical to increasing the effectiveness of core instruction and promoting positive outcomes for all students.

A contributing root cause related to MTSS is the need for greater consistency in the implementation of Tier I instructional and intervention practices, as well as clearly defined processes for identifying, monitoring, and responding to student needs. While systems for academic and behavioral support are in place, variations in data analysis, progress-monitoring practices, and intervention decision-making can impact the effectiveness of supports provided to students. Additionally, staff members may have varying levels of understanding regarding their role within the MTSS framework and the connection between high-quality Tier I instruction and intervention success. When Tier I practices are not consistently implemented with fidelity, a larger percentage of students require supplemental or intensive support, placing increased demands on intervention systems.

★ = 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] **I-Ready**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Master schedule**
- [x] **Professional Development Agendas**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **Staff surveys and/or other feedback**
- [x] **Study of best practices**
- [x] **Teacher evaluation**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Enrollment**
- [x] **Enrollment trends**

- [x] **PBIS/MTSS data**
- [x] **School safety data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

We will increase student achievement and growth by reducing non-proficiency in ELA from 41% to 35% and in Math from 45% to 40%, while decreasing MTSS identification from 24% to 20% through targeted, data driven instruction.

Formative Measures: Continue to Improve Tier 1 Instruction
Developing a Growth Mindset
Consistent and coherent instructional schedules 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

Improvement Strategy 1

iReady/MTSS

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Ensure high-quality, standards-based instruction that provides appropriately rigorous learning opportunities for all students. Implement differentiated instructional practices within the core classroom to meet diverse student needs before referral to additional intervention supports. Monitor classroom implementation of learning intentions, success criteria, and formative assessment practices through walkthroughs and collaborative feedback processes.	Administration & Teaching Staff	SY 26-27	
2	Strengthen MTSS procedures to ensure timely identification of academic and behavioral needs. Utilize multiple data sources to guide intervention decisions and monitor student progress. Establish clear decision-making processes to determine when supplemental and intensive supports are needed. Regularly review Tier I effectiveness data to ensure at least 80% of students are successful with core instruction and universal supports.	Administration & Teaching Staff	SY 26-27	
3	Collect and analyze academic, behavioral, and formative assessment data on a regular basis. Use data to identify strengths, areas for growth, and instructional priorities. Adjust instructional practices, intervention supports, and professional learning based on student outcomes and implementation data. Monitor progress toward the goal of increasing student success within Tier I instruction and reducing the need for intensive interventions.	Administration & Teaching Staff	SY 26-27	

Position Responsible: Administration & Teaching Staff

Evidence Level

Level 2: Moderate:
MTSS

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Although Van Gorder Elementary has sustained growth in mathematics achievement, reducing the percentage of students not meeting or exceeding proficiency standards on the Smarter Balanced Assessment (SBAC) remains an area of focus. Over the past year, instructional efforts have prioritized Claim 1, Concepts and Procedures, to strengthen students' understanding and application of mathematical concepts. While students have shown progress through i-Ready growth measures and classroom assessments, a significant number of students continue to perform below proficiency levels on state assessments. As the school enters the second year of implementation of the Reveal Math curriculum in the 2026-2027 school year, staff will remain committed to strengthening Tier I instruction, utilizing assessment data to guide targeted interventions, and ensuring consistent implementation of the curriculum with fidelity. Continued emphasis on mathematical reasoning, problem-solving, and standards-aligned instruction will support efforts to close achievement gaps and increase the number of students meeting or exceeding SBAC proficiency standards. This sustained focus will help ensure that all students have access to rigorous mathematics instruction and the support necessary to achieve academic success.	A critical root cause impacting mathematics achievement is the need to strengthen both instructional resources and staff capacity to support rigorous, standards-aligned mathematics instruction. As the school continues implementing a new mathematics curriculum, teachers are working to develop deeper familiarity with the instructional shifts, strategies, and best practices necessary to maximize student learning outcomes. In addition, there is a need to further align instructional resources, intervention materials, and assessment tools to the rigor and expectations of the Smarter Balanced Assessment (SBAC). While progress monitoring systems and curriculum supports are in place, continued refinement of intervention resources and instructional practices is needed to ensure all students receive timely, targeted support to address unfinished learning and accelerate achievement. Variability in teacher experience and readiness with new curriculum implementation, data analysis, and evidence-based mathematics instructional strategies may also contribute to inconsistencies in student learning experiences across classrooms. Ongoing professional learning, collaboration through Professional Learning Communities (PLCs), instructional coaching, and the strategic use of assessment data will be essential to building instructional coherence and improving student outcomes.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

By June 2028, all classrooms will demonstrate consistent implementation of learning intentions, success criteria, and formative assessment practices through backward planning and PLC collaboration. The school will strengthen tier 1 instruction and refine MTSS procedures to ensure that at least 80% of students are successful with tier 1 supports, reducing the need for intensive interventions and improving academic and behavior outcomes for all students.

Formative Measures: Backward planning (Standard - Assessment - Instruction)
High-Quality Tier 1 instruction- evidence based instructional practices implemented consistently across classrooms, differentiation within core instruction, increased rigor, engagement, and student discourse
PLC Effectiveness- Collaborative planning focused on standards and student outcomes
Formative Assessment Practices- frequent checks for understanding, timely feedback to students, and data-driven instructional adjustments
Teacher Clarity- Consistent use of Learning Intentions and Success Criteria
Student ownership (students can explain what/why they are learning)
Learning and teaching are centered around the thinking of students.
MTSS Refinement- Effective use of progress monitoring data, strengthening tier 1 supports before moving students to tier 2 or tier 3

Improvement Strategy 1

PLCs

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement learning intentions and success criteria consistently across all classrooms and content areas. Utilize backward planning to identify essential learning outcomes, establish success criteria, and align instruction and assessments to desired student outcomes. Provide students with opportunities to articulate what they are learning, why it is important, and how they will demonstrate success. Incorporate regular opportunities for student self-reflection and goal setting to increase ownership of learning.	Administration and Teaching Staff	SY 2026-2027	
2	Establish consistent PLC structures that support collaborative planning, analysis of student data, and reflection on instructional effectiveness. Engage teams in backward planning to identify essential standards, develop common formative assessments, and determine instructional responses. Use PLC meetings to review student progress, identify trends, and develop action plans for students who require additional support or enrichment.	Administration and Teaching Staff	SY 2026-2027	

Position Responsible: Administration

Evidence Level

Level 2: Moderate:
PLC

Problem Statements: Adult Learning Culture 1, 2

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	At Van Gorder Elementary, a challenge exists in ensuring the consistent implementation of learning intentions, success criteria, and formative assessment practices across all classrooms and content areas. While teachers have begun incorporating these teacher clarity strategies into daily instruction, implementation varies in depth and consistency. As a result, some students do not have a clear understanding of what they are expected to learn, why the learning is important, or how they will demonstrate success.	A primary root cause of this challenge is the inconsistent implementation of teacher clarity practices across classrooms. While staff members have received professional learning related to learning intentions, success criteria, and formative assessment, teachers are at varying stages of implementation and comfort with these practices. As a result, students may not consistently receive clear, standards-aligned learning targets or opportunities to monitor their own progress toward mastery. Additionally, there is a need for greater consistency in collaborative planning and backward design processes. Without a shared approach to identifying essential learning outcomes, developing success criteria, and using formative assessment data to guide instruction, students may experience varying levels of clarity regarding learning expectations across grade levels and content areas. Another contributing factor is limited student ownership of learning. When students are not routinely engaged in understanding learning targets, reflecting on their progress, and using feedback to improve performance, they may be less likely to actively participate in the learning process or take responsibility for achieving academic goals.

2	While Van Gorder has established MTSS structures to support students' academic and behavioral needs, opportunities exist to further refine processes for identifying, monitoring, and responding to student needs through a comprehensive and systematic approach. Inconsistencies in the implementation of Tier I supports, intervention decision-making, and progress-monitoring practices may result in more students requiring supplemental and intensive interventions than desired. Strengthening MTSS procedures and ensuring a shared understanding of how data informs instructional and intervention decisions will be critical to increasing the effectiveness of core instruction and promoting positive outcomes for all students.	A contributing root cause related to MTSS is the need for greater consistency in the implementation of Tier I instructional and intervention practices, as well as clearly defined processes for identifying, monitoring, and responding to student needs. While systems for academic and behavioral support are in place, variations in data analysis, progress-monitoring practices, and intervention decision-making can impact the effectiveness of supports provided to students. Additionally, staff members may have varying levels of understanding regarding their role within the MTSS framework and the connection between high-quality Tier I instruction and intervention success. When Tier I practices are not consistently implemented with fidelity, a larger percentage of students require supplemental or intensive support, placing increased demands on intervention systems.

Inquiry Area 3 Connectedness

SMART Goal 1

By the end of the 2026-2027 school year, Van Gorder Elementary will build a highly connected and engaging school community by reducing chronic absenteeism to 5% while strengthening our PBIS systems.

Formative Measures: PBIS systems & positive reinforcement
Increasing systems to decrease absenteeism
Attendance rewards- Positive attendance messages on Fridays for students who had perfect attendance for the week
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.)

Improvement Strategy 1

Family Engagement

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Foster a positive and inclusive school culture where every student feels welcomed, valued, and connected. Increase opportunities for student leadership, participation in school activities, and engagement in classroom and schoolwide events. Strengthen relationships between students and staff through intentional relationship-building practices and regular student check-ins. Recognize and celebrate positive attendance, growth in attendance, and student engagement throughout the school year.	Administration, Counselor, and Teachers	SY 2026-27	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
2	Maintain consistent communication with families regarding attendance expectations, procedures, and the connection between attendance and student success. Utilize ClassDojo, newsletters, phone calls, and school events to strengthen school-family partnerships. Provide families with resources, support, and information aimed at reducing barriers to regular attendance. Create welcoming opportunities for families to engage with the school community and participate in their child's educational experience.	Administration, Counselor, and Teachers	SY 2026-27	
3	Review attendance data regularly to identify emerging attendance concerns before they become chronic. Utilize attendance trackers and data dashboards to monitor individual, classroom, and schoolwide attendance trends. Conduct timely outreach to families when attendance concerns arise. Collaborate with students and families to develop individualized attendance support plans when needed.	Administration, Counselor, and Teachers	SY 2026-27	
4	Integrate attendance data into the school's MTSS process to identify and support students at risk of chronic absenteeism. Collaborate with counselors, teachers, administrators, and support staff to address barriers impacting attendance. Use problem-solving teams to develop targeted interventions and connect families with community resources when appropriate. Monitor the effectiveness of attendance interventions and adjust supports based on student needs.	Administration, Counselor, and Teachers	SY 2026-27	
5	Provide staff with training and resources related to attendance best practices, student engagement, and relationship-building strategies. Establish a shared understanding that attendance is a collective responsibility and a key component of student success. Regularly review attendance data during leadership and PLC meetings to identify trends and determine next steps.	Administration, Counselor, and Teachers	SY 2026-27	

Position Responsible: None

Evidence Level

Level 3: Promising:
Family Engagement

Problem Statements: Connectedness 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	At Van Gorder Elementary, chronic absenteeism remains above the school's goal and continues to impact student learning, engagement, and sense of belonging. While attendance systems and communication structures are in place, there is an opportunity to strengthen schoolwide efforts that promote connectedness among students, families, and staff. Attendance data suggest that when students experience a strong sense of connection to their school community, they are more likely to attend regularly and engage fully in learning. Conversely, students who miss school frequently may have fewer opportunities to build relationships, participate in classroom learning, and develop a sense of belonging within the school environment. As a result, chronic absenteeism can negatively affect both academic performance and social-emotional growth.	A critical root cause contributing to chronic absenteeism at Van Gorder Elementary is the need to strengthen student connectedness and family engagement across the school community. While systems for attendance communication and support are in place, some students and families may not consistently experience the strong sense of belonging, partnership, and engagement that encourages regular school attendance. Additionally, barriers to attendance can vary significantly among families and may include challenges related to transportation, health, family circumstances, student anxiety, or competing responsibilities. When these barriers are not identified and addressed early, students may miss instructional time and become less connected to their peers, teachers, and the school community. Over time, this can create a cycle in which reduced engagement leads to increased absences and further disconnection from school. Another contributing factor is the need for a more proactive and systematic approach to fostering attendance as a shared responsibility among students, families, and staff. While attendance expectations are communicated, there are opportunities to further strengthen school-family partnerships, celebrate positive attendance, and create meaningful opportunities for students and families to feel connected to the school community.

Community Outreach Activities

Activity	Date	Lesson Learned
Back to School Night	8/7/2026	Hosted a Back to School Night the Friday before school started. We had excellent attendance and teachers were able to share important information with families prior to the first day. Need to have 3 sessions for parents to attend, as we have a bigger student population.