Washoe County School District

Veterans Memorial S.T.E.M. Academy

Classification: 2 Star School

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

2026-2027 School Improvement Plan

District Approval Date:
October 13, 2026

Generated by Plan4Learning.com
November 10, 2026 at 11:51 AM

Mission Statement

It is the mission of Veterans to pursue the continuous learning necessary to ensure grade level achievement for every student.

Table of Contents

Comprehensive Needs Assessment 4

Student Success 5

Adult Learning Culture 8

Connectedness 11

Priority Problem Statements 14

Data Documentation for CNA 16

Student Success 17

Adult Learning Culture 17

Connectedness 17

Inquiry Areas 18

Inquiry Area 1 : Student Success 19

Inquiry Area 2 : Adult Learning Culture 22

Inquiry Area 3 : Connectedness 24

Schoolwide and Targeted Assistance Title I Element Summary 26

Schoolwide and Targeted Assistance Title I Elements 27

1.1 Comprehensive Needs Assessment 27

2.1 School Performance Plan (SPP) developed with appropriate stakeholders 27

2.2 Regular monitoring and revision 27

2.3 Available to parents and community in an understandable format and language 27

3.1 Annually evaluate the schoolwide plan 27

4.1 Develop and distribute Parent Involvement and Family Engagement Policy 27

4.2 Offer flexible number of parent involvement meetings 28

Community Outreach Activities 29

Comprehensive Needs Assessment

Student Success

Areas of Strength

8 EL students exited WIDA ACCESS testing in 2025.

Growth was shown towards goals- 84% of students tested showed growth overall on ACCESS WIDA.

By grade level, 23% of first grade students, 13% of second grade students, 20% of third grade students, 40% of fourth grade students, and 21% of fifth grade students met expected growth overall.

Currently, 11 students are in the Level 4 language range and expected to exit.

24 students are in the Level 3 language range and are close to exiting.

On i-Ready testing, from Fall 2024 to Spring 2025, 64% of students achieved "typical" growth in Reading and 62% of students achieved "typical" growth in Math.

Areas for Growth

Veterans Memorial exited 8/82 (about 10%) EL students in 2025 on WIDA ACCESS Testing. 84% of tested students showed growth overall. 13% of tested students showed no growth overall.

By grade level, 23% of first grade students, 13% of second grade students, 20% of third grade students, 40% of fourth grade students, and 21% of fifth grade students met expected growth overall. More growth is necessary for all our EL students to meet expected growth on ACCESS testing- Listening, Speaking, Reading, Writing.

On i-Ready testing, from Fall 2024 to Spring 2025, 36% of students did not achieve "typical" growth in Reading and 38% of students did not achieve "typical" growth in Math.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language processing of multiple languages; lack of language acquisition and foundational literacy skills.	Use of home language in curriculum documents and instruction (newcomers); Intervention groups based on language levels and needs; Specific data collection around Speaking and Writing (rubrics); Intervention groups for newcomers, along with the use of a translating/ conversation app for teachers and students to use in the classroom.

Student Group	Challenge	Solution
Foster/Homeless	Lack of language acquisition and foundational literacy skills; Attendance- missed instruction.	Track formative data across racial groups to measure if any disparities exist during intervention. More parent communication with teachers for support.
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Lack of language acquisition and foundational literacy skills.	Track formative data across racial groups to measure if any disparities exist during intervention. Adjust intervention groups.
Students with IEPs	Collaboration between Resource teacher and General Education teachers focusing on specific goals and objectives within student IEPs; Intervention group needs; Lack of language acquisition and foundational literacy skills.	Build time into the Master Schedule; use PLC/PL Wednesday time.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	After the 2024 Beginning of the Year i-Ready Diagnostic, 43% of students in grades K-5 are two or more grade levels below standard in Reading and 46% of students in grades K-5 are one grade level below standard in Reading. On i-Ready testing, from Fall 2024 to Spring 2025, 36% of students tested did not achieve "typical" growth in Reading and 38% of students tested did not achieve "typical" growth in Math.	Lack of Language Acquisition and Foundational Skills in all grades K-5. Students processing multiple languages between school and home. Teacher capacity regarding language acquisition in Tier 1 Instruction- Teachers do not fully understand the language demands of the academic standards across content areas. Lack of teacher capacity surrounding Teacher Clarity- alignment to standards, planning
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

All classroom teachers meet weekly for grade-level PLCs with Administration, Dean of Students, and EL Teacher for support.

Classroom teachers are motivated to learn about the four components of Teacher Clarity, and have already started to engage in professional development.

The Master Schedule includes grade-level blocks for Specials (Music, Library, Computers, Counseling, and PE), so all teachers in a grade-level have time to meet and collaborate together 4 times a week.

Teacher Clarity work and understanding continues with Professional Learning for staff, including focuses on standard alignment, backward lesson planning, and student intervention.

Staff meets monthly in committee meetings to discuss the school improvement goals that relate to adult culture, connectedness, and student success. Teachers plan for monthly events and communication for home during these meetings.

SB81: Staff Climate survey: Expectations of Success increased by 11 points with a 99%. In addition, Home School Communication had a 9 point increase with a 98% rating.

Areas for Growth

During informal and formal classroom observations, 100% of classroom teachers are consistently sharing Daily Learning Intentions with students during instruction and implementing the four components of Teacher Clarity, however the learning progressions are not evident with 100% of the staff, therefore a growth goal will be 80% of teachers will post learning progressions on lesson plans and on the board for students to understand.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Struggle processing language; Lack of language acquisition and foundational literacy skills.	Track formative data to measure if any disparities exist during intervention. Adjust intervention groups based on language levels.
Foster/Homeless	Lack of language acquisition and foundational literacy skills, missed instruction.	More parent communication and resources offered for support.
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Lack of language acquisition and foundational literacy skills.	Track formative data to measure if any disparities exist during intervention. Education for teachers on students' home languages.
Students with IEPs	Lack of language acquisition and foundational literacy skills.	Collaboration between classroom teachers and resource teachers. Revise goals and objectives in IEPs. Adjust support and groups.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	Based on data collection around Teacher Clarity and Learning Intentions, teachers are not consistently including the use of daily learning intentions, success criteria, and specific feedback during their instruction.	Building teacher capacity around Teacher Clarity Building teacher capacity around Language Acquisition and Foundational Literacy Skills Teacher willingness to co-teach with building EL Teacher and EL Facilitator Missed instruction and pacing issues Lack of purposeful planning for learning intentions Choosing the most appropriate interventions for students based on learning needs

★ = Priority

Connectedness

Areas of Strength

The identified percentage of Chronically Absent students went from 27% in 2023 to 24% in 2024 to 21% in 2025. The percentage is moving in the right direction, but improvements must be made to get identified students attending school consistently.

The staff at Veterans Memorial have initiated some changes and ideas this year for students and families to feel more connected at school. The staff is focusing on attendance incentives at the individual (improvement) level, classroom level, grade level, and school-wide level.

The school is bringing in Parent University classes and events for families on a monthly basis.

Veterans Memorial continues the partnership with Communities in Schools (CIS) and has a CIS Coordinator on site to work with families regarding attendance challenges and family engagement opportunities.

Areas for Growth

The percentage of identified Chronically Absent students at Veterans Memorial has gone from 14% in 2022 to 27% in 2023 to 24% in 2024 to 21% in 2025. Students are missing school and missing core, foundational instruction, which has led to high percentages of students not meeting their typical growth expectations.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Lack of language acquisition and foundational literacy skills; Lack of SEL understanding due to processing of languages.	Interpretation of lessons into students' home language (if available) by support staff.
Foster/Homeless	Lack of language acquisition and foundational literacy skills; Lack of SEL understanding; Missing the SEL lessons due to attendance issues.	Make-up days for SEL lessons; counselor small groups during recess and lunch times.
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	N/A

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Lack of language acquisition and foundational literacy skills; Lack of SEL understanding.	Track formative data to measure if any disparities exist; More communication with families for resources needed; Interpretation of SEL lessons into students' home language (if available) by support staff.
Students with IEPs	Lack of language acquisition and foundational literacy skills; Lack of SEL understanding; Communication challenges.	Connect SEL lessons to individual student goals and objectives in IEPs (with the help and support of the Resource teacher).

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	The percentage of students identified as Chronically Absent at Veterans Memorial went from 14% in 2022 to 27% in 2023. In 2024, 24% of students were chronically absent and in 2025, 21% of students were chronically absent. This is a tremendous issue that needs to be addressed for students to be in attendance at school to receive instruction.	Families keeping students at home due to lack of value for education. Families not understanding that certain/some restrictions for illness have changed. Families not understanding the importance of instructional minutes and how much learning is lost when students miss school.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	After the 2024 Beginning of the Year i-Ready Diagnostic, 43% of students in grades K-5 are two or more grade levels below standard in Reading and 46% of students in grades K-5 are one grade level below standard in Reading. On i-Ready testing, from Fall 2024 to Spring 2025, 36% of students tested did not achieve "typical" growth in Reading and 38% of students tested did not achieve "typical" growth in Math.	Lack of Language Acquisition and Foundational Skills in all grades K-5. Students processing multiple languages between school and home. Teacher capacity regarding language acquisition in Tier 1 Instruction- Teachers do not fully understand the language demands of the academic standards across content areas. Lack of teacher capacity surrounding Teacher Clarity- alignment to standards, planning
2 ★	Based on data collection around Teacher Clarity and Learning Intentions, teachers are not consistently including the use of daily learning intentions, success criteria, and specific feedback during their instruction.	Building teacher capacity around Teacher Clarity Building teacher capacity around Language Acquisition and Foundational Literacy Skills Teacher willingness to co-teach with building EL Teacher and EL Facilitator Missed instruction and pacing issues Lack of purposeful planning for learning intentions Choosing the most appropriate interventions for students based on learning needs
3 ★	The percentage of students identified as Chronically Absent at Veterans Memorial went from 14% in 2022 to 27% in 2023. In 2024, 24% of students were chronically absent and in 2025, 21% of students were chronically absent. This is a tremendous issue that needs to be addressed for students to be in attendance at school to receive instruction.	Families keeping students at home due to lack of value for education. Families not understanding that certain/some restrictions for illness have changed. Families not understanding the importance of instructional minutes and how much learning is lost when students miss school.
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] **I-Ready**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **WIDA ACCESS for ELLs**

Adult Learning Culture

- [x] **Lesson Plans**
- [x] **Master schedule**
- [x] **Staff surveys and/or other feedback**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

AB 335 EL Goal: All students who received a 3.0 or higher on the Speaking and Writing portion of the 2026 WIDA access test will increase their score by .5 points. Strategies used to achieve the goal will be incorporated ELLevation strategies in Tier I instruction.

Formative Measures: Access WIDA 2027 test, Speaking and Writing prompts monthly in classrooms, I-Ready, ELLevation Strategies

Improvement Strategy 1

I-Ready
ELLevations

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Quarterly speaking and writing prompts with rubrics will be given to all students. I-Ready my path lessons will occur for every child, as well as ELLevation strategies listed in all teacher's lesson plans for every unit in math and ELA.	Teachers, EL Site Facilitator, EL teacher	SY 26-27	

Position Responsible: Teachers, EL Site Facilitator, EL teacher

Resources Needed: Schoolwide Speaking and writing prompts with rubrics

Evidence Level

Level 2: Moderate:
ELLevations

Level 3: Promising:
i-Ready

Problem Statements: Student Success 2

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
2	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

SMART Goal 2

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

Formative Measures: i-Ready Data- Typical and Stretch Growth
I-Ready My Path Instruction weekly data
WIDA ACCESS Data
Formative Assessment Data

Improvement Strategy 1

ELLevations

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Focus on Tier I Instruction- Alignment to Standards-Based Instruction and Continuing the Use of ELLevation and GLAD Strategies	Classroom Teachers EL Teacher EL Facilitator Dean of Students Principal	End of 26-27SY	

Position Responsible: Classroom Teachers EL Teacher EL Facilitator Dean of Students Principal

Evidence Level

Level 2: Moderate:
ELLevations

Problem Statements: Student Success 1

Status Checks

November	February	May

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	After the 2024 Beginning of the Year i-Ready Diagnostic, 43% of students in grades K-5 are two or more grade levels below standard in Reading and 46% of students in grades K-5 are one grade level below standard in Reading. On i-Ready testing, from Fall 2024 to Spring 2025, 36% of students tested did not achieve "typical" growth in Reading and 38% of students tested did not achieve "typical" growth in Math.	Lack of Language Acquisition and Foundational Skills in all grades K-5. Students processing multiple languages between school and home. Teacher capacity regarding language acquisition in Tier 1 Instruction- Teachers do not fully understand the language demands of the academic standards across content areas. Lack of teacher capacity surrounding Teacher Clarity- alignment to standards, planning

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

Classroom walk-throughs will indicate learning Intentions, relevancy, and student Success will be embedded in daily lessons with 85% student success rate.
Increase the areas of parent involvement and quality of WCSD by 10 points on the Staff Climate Survey

Formative Measures: PLC Agendas
Lesson Plans
Formative Assessment Data
Walk-Through Data Collection- Learning Walks

Improvement Strategy 1

PLCs

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Within PLC meetings, teachers will collaborate to define clear learning intentions, relevancy, and student sucess for daily lessons across all subject areas, aligned with curriculum standards and student needs.	Classroom Teachers EL Teacher EL Facilitator Dean Principal	End of 26-27	

Position Responsible: Classroom Teachers EL Teacher EL Facilitator Dean Principal

Evidence Level

Level 2: Moderate:
PLC

Problem Statements: Adult Learning Culture 1

Status Checks

November **February** **May**

Improvement Strategy 2

Family Engagement

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Hold 2-4 parent involvement activities a month with staff included as well as invite WCSD admin employees to all events and bring them in for Professional Development opportunites.	Community in Schools rep, staff, Dean, Principal	By the end of the 26-27 SY	

Position Responsible: Admin Team

Evidence Level

Level 3: Promising:
Family Engagement

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	Based on data collection around Teacher Clarity and Learning Intentions, teachers are not consistently including the use of daily learning intentions, success criteria, and specific feedback during their instruction.	Building teacher capacity around Teacher Clarity Building teacher capacity around Language Acquisition and Foundational Literacy Skills Teacher willingness to co-teach with building EL Teacher and EL Facilitator Missed instruction and pacing issues Lack of purposeful planning for learning intentions Choosing the most appropriate interventions for students based on learning needs

Inquiry Area 3 Connectedness

SMART Goal 1

The percentage of students identified as chronically absent in the 2026-2027 school year will be at 10% or lower.

Formative Measures: District and State Chronic Absenteeism Data

Improvement Strategy 1

MTSS/Family Engagement

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Collaborate with families to develop individualized attendance plans for students at risk of chronic absenteeism, and create and implement a system of incentives and recognition for students and families who demonstrate improved attendance.	CIS (Communities in Schools) Coordinator Dean Principal Other School Staff	End of 26-27SY	

Position Responsible: CIS (Communities in Schools) Coordinator Dean Principal Other School Staff, Prevention Interventionist

Evidence Level

Level 2: Moderate:
MTSS

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	The percentage of students identified as Chronically Absent at Veterans Memorial went from 14% in 2022 to 27% in 2023. In 2024, 24% of students were chronically absent and in 2025, 21% of students were chronically absent. This is a tremendous issue that needs to be addressed for students to be in attendance at school to receive instruction.	Families keeping students at home due to lack of value for education. Families not understanding that certain/ some restrictions for illness have changed. Families not understanding the importance of instructional minutes and how much learning is lost when students miss school.

Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

1.1 Comprehensive Needs Assessment

Veterans Elementary staff met on August 4th, 2026 to go over the School Improvement plan for 2025-2026 and had celebrations for growth that was made. Staff met in committees (adult learning culture, connectedness, and student success) on September 2nd, 2026 to revise goals with improvement strategies and action steps. Staff will meet monthly to have check ins on the School Improvement plan. The plan will be finalized and published by September 30 2026 and presented to all families at the monthly Parent Meeting with input. Each month the goals will be reviewed with staff and families.

2.1 School Performance Plan (SPP) developed with appropriate stakeholders

Staff was implemented in the plan by reviewing the old plan and meeting with committees twice to review the goals and edit with the newest data. Parents were engaged with the previous School Improvement Plan and asked at two parent meetings, how they could help with the goals at home.

2.2 Regular monitoring and revision

Plans will be monitored once a month at Committee meetings to look at the status checks and the formative assessments results that align with each goal.

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

The plan will be added to the school website, posted in the school near the front office for all to see. The plan will be available in English and Spanish. The plan will be handed out at the October parent meeting.

3.1 Annually evaluate the schoolwide plan

The School Performance Plan will be evaluated through SBAC, I-Ready, Chronic Absenteeism Data, and Teacher Clarity results.

4.1 Develop and distribute Parent Involvement and Family Engagement Policy

The parent involvement committee is ran by the principal, community in schools representative, and Student Advisory Committee. Monthly meetings are held. The family engagement representative will give monthly updates and allow for teachers to sign up for family engagement events with the incentive for staff members to earn extra money outside of contract hours.

4.2 Offer flexible number of parent involvement meetings

Parent Involvement opportunities happen 2-4 times a month. The parent meetings are held in the mornings from 9:00-9:45 on the last Tuesday of the month. Other involvement opportunities occur after school. Volunteer opportunities are flexible with parent schedules.

Community Outreach Activities

Activity	Date	Lesson Learned
Meet the Principal	7/20/26	Ideas for the year, closing school procedures
Monthly Parent Meeting	8/24/26	School Improvement Plan, Climate Survey results, yearlong calendar, volunteer opportunites
Hideout Lounge	9/12/26	Fundraiser from the restaurant for yearbooks and family engagement
Monthly Parent Meeting	9/29/26	Star rating revealed, upcoming events, volunteer opportunities, closing updates