# Washoe County School District

# Virginia Palmer Elementary School

Classification: 2 Star School

Title I

## 2026-2027 School Improvement Plan

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# Comprehensive Needs Assessment

# Student Success

## Areas of Strength

**WIDA/ACCESS:**

21 students exited

**SBAC Growth:**

- ELA proficiency (AL 3+4) increased from **29.4% to 38.1%** over the past two years.
- ELA Catch-Up Growth increased from **17.4% to 41.5%**.
- ELA Keep-Up Growth increased from **34.2% to 65.5%**.
- These gains suggest that literacy initiatives, intervention systems, and PLC work are producing positive outcomes.

**Reading Growth**

- i-Ready reading growth exceeded 60% of students meeting annual typical growth in several grade levels, with 4th grade reaching 84%

## Areas for Growth

**Mathematics Achievement and Growth**

- Math proficiency (AL 3+4) remains at **30.7%**, below where the school would like to be.
- Math SGP declined from **55 to 41** last year.
- Math Catch-Up Growth declined from **22.1% to 14.7%**.
- Several grade levels continue to have a significant percentage of students performing two or more grade levels below in i-Ready Math.

## Equity Resource Supports

| Student Group | Challenge | Solution |
|---|---|---|
| **English Learners** | While English Learners demonstrated strong language growth, many students continue to need support with academic language and writing across content areas to fully access grade-level standards | Strengthen co-teaching and push-in EL supports across grade levels, embed language objectives into core instruction, and increase opportunities for structured academic discourse and writing. |
| **Foster/Homeless** | Students experiencing housing instability may face barriers to consistent attendance and academic engagement. | Continue MTSS supports, attendance monitoring, family outreach, and coordination with district and community resources. |

| Student Group | Challenge | Solution |
| --- | --- | --- |
| **Free and Reduced Lunch** | Some students require additional academic support to address unfinished learning and maintain grade-level progress | Utilize WIN intervention, targeted small groups, and progress monitoring to provide timely academic support |
| **Migrant/Title1-C Eligible** | N/A | |
| **Racial/Ethnic Minorities** | Continue monitoring achievement and growth data to ensure equitable outcomes across student groups. | Use PLC data cycles and targeted interventions to address identified needs and close achievement gaps. |
| **Students with IEPs** | N/AStudents with disabilities continue to demonstrate achievement gaps compared to their peers in ELA and mathematics. | Strengthen collaboration between general education and special education staff, increase access to grade-level instruction, and use data to monitor progress toward individual goals. |

# Problem Statements Identifying Student Success Needs

| | Problem Statement | Critical Root Cause |
|---|---|---|
| 1 ★ | In 2023-24, 34% of Palmer students in grades 3-5 scored proficient on the SBAC ELA assessment. By 2024-25, proficiency increased to 38.1%, demonstrating steady improvement in student achievement. Additionally, i-Ready Reading data indicate that students exceeded expected growth, with a median progress toward annual typical growth of 138% and 70% of students meeting or exceeding their annual growth targets. While these results reflect meaningful progress, achievement levels remain below our desired outcomes. Continued focus on high-quality Tier 1 instruction, intervention, and literacy practices will be necessary to accelerate growth and increase the number of students meeting grade-level expectations. | While literacy achievement has improved, consistent implementation of high-quality Tier 1 instruction, intervention, and academic language practices has not yet been fully realized across all classrooms, resulting in variability in student outcomes. |
| 2 ★ | In 2023-24, 31.0% of Palmer students in grades 3-5 scored proficient on the SBAC Mathematics assessment. In 2024-25, mathematics proficiency remained relatively flat at 30.7%. While proficiency rates have not yet increased significantly, i-Ready Mathematics data indicate that students are making progress, with a median progress toward annual typical growth of 115% and 60% of students meeting or exceeding their annual growth targets. Despite these gains, 48% of students remain one or more grade levels below expectations in mathematics. Continued focus on high-quality Tier 1 instruction, mathematical discourse, and targeted intervention will be necessary to accelerate student learning and improve mathematics outcomes for all students. | Although students are demonstrating growth in mathematics, nearly half of Palmer students continue to perform below grade-level expectations. Consistent implementation of standards-aligned mathematics instruction, mathematical discourse, and targeted intervention practices across classrooms has not yet been fully realized, limiting opportunities to accelerate student achievement. |
| 3 ★ | English Learners at Palmer Elementary continue to demonstrate growth in English language proficiency, as evidenced by increased ACCESS performance and student exits from EL services. However, a significant number of English Learners have not yet achieved English proficiency and continue to require support in developing academic language skills necessary to access and demonstrate mastery of grade-level standards across content areas. | 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

Palmer Elementary's staff climate data indicate strong school culture and positive relationships among students, staff, and families. Areas of strength include Home-School Communication (98%), Expectations of Success (97%), Staff-Student Relationships (97%), Student Behaviors (93%), and Staff Collaboration (90%). Staff report high levels of teamwork, strong relationships with students, and a welcoming environment for families, providing a strong foundation for continued school improvement efforts.

Several areas showed notable growth:

- i-Ready perception: **+15**
- Quality of WCSD: **+13**
- Social Emotional Learning: **+11**
- Staff Collaboration: **+8**
- Parent Involvement: **+8**
- Fairness and Respect: **+5**

## Areas for Growth

Palmer staff have demonstrated strong collaboration and a commitment to student success. Areas for growth include increasing consistency in standards-aligned Tier 1 instruction, strengthening the use of formative assessment and data to guide instruction, and implementing Teacher Clarity practices across classrooms. Continued focus on PLC collaboration, instructional planning, and the effective use of assessment data will help ensure all students have access to rigorous grade-level instruction and targeted support.

## Equity Resource Supports

| Student Group | Challenge | Solution |
|---|---|---|
| **English Learners** | Staff continue to develop capacity to integrate language development supports and academic discourse into core instruction. | Provide professional learning on co-teaching, language objectives, academic discourse, and instructional strategies that support English Learners in accessing grade-level content, including GLAD training. |
| **Foster/Homeless** | Staff may need additional support in understanding the academic and social-emotional impacts of housing instability and trauma. | Utilize MTSS processes, trauma-informed practices, and collaborative problem-solving to identify barriers and provide targeted support. |
| **Free and Reduced Lunch** | Students may enter school with varying levels of academic readiness and access to learning opportunities. | Strengthen Tier 1 instruction, data-driven intervention, and equitable access to rigorous learning experiences through PLC planning and progress monitoring. |

| Student Group | Challenge | Solution |
| --- | --- | --- |
| **Migrant/Title1-C Eligible** | N/A | |
| **Racial/Ethnic Minorities** | Staff continue to strengthen culturally responsive instructional practices and ensure equitable access to learning opportunities. | Provide professional learning and collaborative planning focused on culturally responsive teaching, student engagement, and equitable instructional practices. |
| **Students with IEPs** | **Staff continue to develop capacity to effectively differentiate instruction and implement accommodations within Tier 1 instruction.** | Strengthen collaboration between general and special education staff, utilize PLCs to review student data, and provide professional learning on differentiation and inclusive practices. |

# Problem Statements Identifying Adult Learning Culture Needs

| | Problem Statement | Critical Root Cause |
|---|---|---|
| 1 ★ | While students are demonstrating growth in reading and mathematics, achievement data indicate that many students have not yet reached grade-level proficiency. Continued development of instructional practices is needed to accelerate student achievement and close learning gaps. | Staff members are continuing to develop consistent implementation of standards-aligned instruction, data-driven decision making, and collaborative planning practices to ensure all students receive high-quality Tier 1 instruction and targeted support. |

★ = Priority

# Connectedness

## Areas of Strength

Palmer Elementary's student climate data indicate a positive and supportive school culture. Students report strong levels of **Adult Respect (85%)**, **Adult Support (81%)**, **Relationship Skills (83%)**, and **Participation (79%)**, all meeting or exceeding elementary and district averages. Students also report positive perceptions of **Safety (81%)**, **Student Engagement (72%)**, **Student Respect (71%)**, and **Student Voice (71%)**, demonstrating a strong sense of belonging and connection to the school community. These results suggest that Palmer provides a safe, welcoming environment where students feel supported by adults, engaged in learning, and connected to their peers and school.

## Areas for Growth

Areas for growth include strengthening students' self-management skills, social awareness, and peer relationships. Student survey results indicate opportunities for improvement in **Bullying (52%)**, **Self-Management of Goals (53%)**, **Self-Management of Schoolwork (54%)**, and **Self-Management of Emotion (57%)**. Continued focus on student voice, engagement, and belonging will help strengthen connectedness and support positive outcomes for all students.

## Equity Resource Supports

| Student Group | Challenge | Solution |
|---|---|---|
| **English Learners** | **English Learners may experience barriers to school connectedness due to language acquisition and access to peer interactions.** | **Provide opportunities for participation in Den activities (PBIS), leadership opportunities, counseling supports, and inclusive classroom practices that promote belonging and engagement.** |
| **Foster/Homeless** | **Students experiencing housing instability may face barriers related to attendance, belonging, and social-emotional well-being.** | **Utilize counseling, CIS supports, FACE Liaison, attendance interventions, and MTSS processes to provide academic and social-emotional support.** |
| **Free and Reduced Lunch** | **Students may experience barriers that impact school engagement, attendance, and participation in extracurricular opportunities.** | **Provide access to schoolwide activities, attendance supports, counseling services, and positive behavior recognition systems.** |
| **Migrant/Title1-C Eligible** | N/A | |

| Student Group | Challenge | Solution |
| --- | --- | --- |
| **Racial/Ethnic Minorities** | **Ensure all students feel represented, valued, and connected to the school community.** | Promote inclusive schoolwide activities, culturally responsive practices, and opportunities for student voice and leadership. |
| **Students with IEPs** | **Some students may require additional support to develop peer relationships, self-management skills, and school engagement.** | Provide counseling supports, social skills instruction, inclusive opportunities, and collaboration between general and special education staff to support student success. |

# Problem Statements Identifying Connectedness Needs

| | Problem Statement | Critical Root Cause |
|---|---|---|
| 1 ★ | While Palmer students report positive relationships with adults and a strong sense of safety and belonging, survey data indicate opportunities to strengthen peer relationships, student voice, and social-emotional skills. Student survey results show lower ratings in Bullying (52%), Self-Management of Goals (53%), Self-Management of Schoolwork (54%), and Self-Management of Emotion (57%). Additionally, chronic absenteeism increased from 6.8% to 8.12% during the 2025-26 school year, indicating a continued need to strengthen student connectedness and engagement. | Although Palmer has established systems that promote positive relationships and student support, opportunities for students to develop self-management skills, strengthen peer relationships, and meaningfully contribute to the school community are not yet consistently embedded across all settings. Continued efforts to strengthen student voice, social-emotional learning, attendance supports, and schoolwide engagement opportunities are needed to ensure all students feel connected, supported, and engaged in school. |
| 2 ★ | After significant improvements in student attendance over the past several years, Palmer Elementary experienced a slight increase in chronic absenteeism during the 2025-26 school year. While attendance rates remain stronger than historical levels, a subset of students continues to experience barriers to consistent attendance and school engagement. Continued efforts are needed to improve attendance and strengthen students' connection to school. | Although systems for monitoring attendance and supporting students are in place, some students and families continue to face barriers that impact regular school attendance. Continued family outreach, proactive attendance interventions, and schoolwide efforts to promote engagement and belonging are needed to improve attendance outcomes. |

★ = Priority

# Priority Problem Statements

| | Problem Statement | Critical Root Cause |
|---|---|---|
| 1 ★ | In 2023-24, 34% of Palmer students in grades 3-5 scored proficient on the SBAC ELA assessment. By 2024-25, proficiency increased to 38.1%, demonstrating steady improvement in student achievement. Additionally, i-Ready Reading data indicate that students exceeded expected growth, with a median progress toward annual typical growth of 138% and 70% of students meeting or exceeding their annual growth targets. While these results reflect meaningful progress, achievement levels remain below our desired outcomes. Continued focus on high-quality Tier 1 instruction, intervention, and literacy practices will be necessary to accelerate growth and increase the number of students meeting grade-level expectations. | While literacy achievement has improved, consistent implementation of high-quality Tier 1 instruction, intervention, and academic language practices has not yet been fully realized across all classrooms, resulting in variability in student outcomes. |
| 2 ★ | While students are demonstrating growth in reading and mathematics, achievement data indicate that many students have not yet reached grade-level proficiency. Continued development of instructional practices is needed to accelerate student achievement and close learning gaps. | Staff members are continuing to develop consistent implementation of standards-aligned instruction, data-driven decision making, and collaborative planning practices to ensure all students receive high-quality Tier 1 instruction and targeted support. |
| 3 ★ | English Learners at Palmer Elementary continue to demonstrate growth in English language proficiency, as evidenced by increased ACCESS performance and student exits from EL services. However, a significant number of English Learners have not yet achieved English proficiency and continue to require support in developing academic language skills necessary to access and demonstrate mastery of grade-level standards across content areas. | 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. |
| 4 ★ | In 2023-24, 31.0% of Palmer students in grades 3-5 scored proficient on the SBAC Mathematics assessment. In 2024-25, mathematics proficiency remained relatively flat at 30.7%. While proficiency rates have not yet increased significantly, i-Ready Mathematics data indicate that students are making progress, with a median progress toward annual typical growth of 115% and 60% of students meeting or exceeding their annual growth targets. Despite these gains, 48% of students remain one or more grade levels below expectations in mathematics. Continued focus on high-quality Tier 1 instruction, mathematical discourse, and targeted intervention will be necessary to accelerate student learning and improve mathematics outcomes for all students. | Although students are demonstrating growth in mathematics, nearly half of Palmer students continue to perform below grade-level expectations. Consistent implementation of standards-aligned mathematics instruction, mathematical discourse, and targeted intervention practices across classrooms has not yet been fully realized, limiting opportunities to accelerate student achievement. |

**5** ★

While Palmer students report positive relationships with adults and a strong sense of safety and belonging, survey data indicate opportunities to strengthen peer relationships, student voice, and social-emotional skills. Student survey results show lower ratings in Bullying (52%), Self-Management of Goals (53%), Self-Management of Schoolwork (54%), and Self-Management of Emotion (57%). Additionally, chronic absenteeism increased from 6.8% to 8.12% during the 2025-26 school year, indicating a continued need to strengthen student connectedness and engagement.

Although Palmer has established systems that promote positive relationships and student support, opportunities for students to develop self-management skills, strengthen peer relationships, and meaningfully contribute to the school community are not yet consistently embedded across all settings. Continued efforts to strengthen student voice, social-emotional learning, attendance supports, and schoolwide engagement opportunities are needed to ensure all students feel connected, supported, and engaged in school.

**6** ★

After significant improvements in student attendance over the past several years, Palmer Elementary experienced a slight increase in chronic absenteeism during the 2025-26 school year. While attendance rates remain stronger than historical levels, a subset of students continues to experience barriers to consistent attendance and school engagement. Continued efforts are needed to improve attendance and strengthen students' connection to school.

Although systems for monitoring attendance and supporting students are in place, some students and families continue to face barriers that impact regular school attendance. Continued family outreach, proactive attendance interventions, and schoolwide efforts to promote engagement and belonging are needed to improve attendance outcomes.

★ = 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**
- [x] **Other**

## Adult Learning Culture

- [x] **Coaching Logs**
- [x] **Lesson Plans**
- [x] **Master schedule**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**
- [x] **Teacher evaluation**
- [x] **Walk-through data**

## Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **PBIS/MTSS data**

# Inquiry Areas

# Inquiry Area 1 Student Success

## SMART Goal 1

AB 335 EL Goal: By Spring 2027, the percentage of English Learners demonstrating progress toward English language proficiency, as measured by ACCESS for ELLs, will increase as evidenced by an increase in the number of students attaining English proficiency and exiting EL services from 21 students in 2025-26 to 25 students in 2026-27. Additionally, English Learners will demonstrate continued growth in academic language development through implementation of integrated language supports and co-teaching practices across grade levels.

**Formative Measures:** * i-Ready Reading growth data for English Learners
* Common formative assessments and writing samples
* PLC review of EL student progress data
* Classroom walkthrough data focused on language objectives, academic discourse, and co-teaching implementation
* EL exit candidate monitoring and progress toward ACCESS proficiency

## Improvement Strategy 1

Integrated Language Development Through Co-Teaching and Core Instruction

**Actions for Implementation**

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|---|---|---|---|---|
| 1 | Develop and implement co-teaching schedules and service delivery models across grade levels. | Principal, Assistant Principal, EL Teacher, EL Facilitator | August-September | |
| 2 | Provide professional learning on language objectives, academic discourse, and writing supports for English Learners. | ELF | Ongoing | |
| 3 | Utilize PLCs to review EL student data, identify students requiring additional support, and monitor progress toward language proficiency. | Principal, Assistant Principal, EL Teacher, EL Facilitator, Teachers | Ongoing | |
| 4 | Conduct classroom walkthroughs to monitor implementation of language objectives, academic discourse, and co-teaching practices. | Administration, ELF | Ongoing | |

**Position Responsible:** Principal, Assistant Principal, EL Teacher Classroom, Teachers, PLC Teams

**Resources Needed:** PLC collaboration time
ACCESS and i-Ready data reports
EL instructional resources
Professional learning on language development and co-teaching

**Evidence Level**

**Level 1: Strong:**
High-quality instruction, Additional instructional support, Professional learning, Data-driven decision, making Family engagement

**Level 2: Moderate:**
MTSS, PLC

**Level 3: Promising:**
GLAD Training

**Problem Statements:** Student Success 3

### Status Checks

| November | February | May |
|---|---|---|

### SMART Goal 1 Problem Statements Identifying Student Success

| | Problem Statement | Root Cause |
|---|---|---|
| 3 | English Learners at Palmer Elementary continue to demonstrate growth in English language proficiency, as evidenced by increased ACCESS performance and student exits from EL services. However, a significant number of English Learners have not yet achieved English proficiency and continue to require support in developing academic language skills necessary to access and demonstrate mastery of grade-level standards across content areas. | The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs. |

## SMART Goal 2

By the spring of 2027 we will increase the percentage of students scoring proficient on the SBAC ELA by 7% in grades 3-5. By the spring of 2026, all students in grades K-5th grade will make typical growth on the iReady assessment in ELA.

**Formative Measures:** SBAC, iReady

## Improvement Strategy 1

Strengthen Tier 1 Literacy Instruction and Intervention Systems: Implement evidence-based

literacy practices, collaborative planning, and targeted intervention to increase student achievement and growth in reading.

**Actions for Implementation**

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|---|---|---|---|---|
| 1 | Implement UFLI Foundations in grades K-2 and Phonics for Reading in grades 3-5 to strengthen foundational literacy skills. | Grade level teachers, EL Teachers, Resource Teachers | Ongoing | |
| 2 | Utilize PLCs to analyze student data, identify essential standards, and plan responsive instruction and intervention | Grade-Level Teams, Administration | Weekly | |
| 3 | Implement WIN intervention groups based on student needs and regularly monitor progress. | Grade level teachers, EL Teachers, Resource Teachers | Weekly | |
| 4 | Conduct classroom walkthroughs focused on Teacher Clarity, student engagement, and literacy instructional practices. | Administration | Ongoing | |
| 5 | Utilize common formative assessments and i-Ready data to adjust instruction and provide targeted support for students not meeting growth expectations. | Grade-Level Teams, Administration | Ongoing | |

**Position Responsible:** Principal, Assistant Principal, Classroom Teachers, Intervention Teacher, EL Teacher, Resource Teacher

**Resources Needed:** Benchmark ELA
UFLI Foundations
Phonics for Reading
i-Ready
PLC collaboration time
Professional learning on literacy instruction and Teacher Clarity

**Evidence Level**

**Level 1: Strong:**
High-quality instruction, Additional instructional support, Professional learning, Data-driven decision, making Family engagement

**Level 2: Moderate:**
MTSS, PLC

**Level 3: Promising:**
Clarity

**Level 4: Demonstrate Rationale:**
Data

**Problem Statements:** Student Success 1

**Status Checks**

| November | February | May |
|---|---|---|

### SMART Goal 2 Problem Statements Identifying Student Success

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | In 2023-24, 34% of Palmer students in grades 3-5 scored proficient on the SBAC ELA assessment. By 2024-25, proficiency increased to 38.1%, demonstrating steady improvement in student achievement. Additionally, i-Ready Reading data indicate that students exceeded expected growth, with a median progress toward annual typical growth of 138% and 70% of students meeting or exceeding their annual growth targets. While these results reflect meaningful progress, achievement levels remain below our desired outcomes. Continued focus on high-quality Tier 1 instruction, intervention, and literacy practices will be necessary to accelerate growth and increase the number of students meeting grade-level expectations. | While literacy achievement has improved, consistent implementation of high-quality Tier 1 instruction, intervention, and academic language practices has not yet been fully realized across all classrooms, resulting in variability in student outcomes. |

## SMART Goal 3

By the spring of 2027 we will increase the percentage of students scoring proficient on the SBAC ELA by 7% in grades 3-5. Additionally, students in grades K-5 will demonstrate at least one year's growth in mathematics as measured by i-Ready Mathematics, with 65% or more of students meeting or exceeding their annual typical growth targets.

**Formative Measures:** iReady, SBAC

## Improvement Strategy 1

Implement standards-aligned mathematics instruction, collaborative planning, and targeted intervention practices to increase student achievement, growth, and proficiency in mathematics.

**Actions for Implementation**

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|---|---|---|---|---|
| 1 | Implement Reveal Mathematics with fidelity and utilize district instructional resources aligned to Nevada Academic Content Standards. | Classroom Teachers, Administration | Ongoing | |
| 2 | Utilize PLCs to analyze student data, identify essential standards, and collaboratively plan instruction and intervention. | Grade-Level Teams, Administration | Ongoing | |
| 3 | Incorporate Teacher Clarity practices including learning targets, success criteria, and formative assessment into mathematics instruction. | Teachers | Ongoing | |
| 4 | Implement WIN intervention groups based on student needs and monitor progress through i-Ready and common formative assessments. | Teachers, Intervention Staff | Ongoing | |
| 5 | Conduct classroom walkthroughs focused on mathematics instruction, student engagement, mathematical discourse, and Teacher Clarity practices | Administration | Ongoing | |

**Position Responsible:** Principal, Assistant Principal, Classroom Teachers, Interventionist, Teacher PLC Teams

**Resources Needed:** Reveal Mathematics curriculum
i-Ready Mathematics
PLC collaboration time
Teacher Clarity resources
Common formative assessments
Professional learning opportunities

**Evidence Level**

**Level 1: Strong:**
High-quality instruction, Additional instructional support, Professional learning, Data-driven decision, making Family engagement

**Level 2: Moderate:**
Moderate: MTSS, PLC

**Level 3: Promising:**
Clarity

**Level 4: Demonstrate Rationale:**
Data

**Problem Statements:** Student Success 2

## Status Checks

**November** **February** **May**

## SMART Goal 3 Problem Statements Identifying Student Success

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | In 2023-24, 31.0% of Palmer students in grades 3-5 scored proficient on the SBAC Mathematics assessment. In 2024-25, mathematics proficiency remained relatively flat at 30.7%. While proficiency rates have not yet increased significantly, i-Ready Mathematics data indicate that students are making progress, with a median progress toward annual typical growth of 115% and 60% of students meeting or exceeding their annual growth targets. Despite these gains, 48% of students remain one or more grade levels below expectations in mathematics. Continued focus on high-quality Tier 1 instruction, mathematical discourse, and targeted intervention will be necessary to accelerate student learning and improve mathematics outcomes for all students. | Although students are demonstrating growth in mathematics, nearly half of Palmer students continue to perform below grade-level expectations. Consistent implementation of standards-aligned mathematics instruction, mathematical discourse, and targeted intervention practices across classrooms has not yet been fully realized, limiting opportunities to accelerate student achievement. |

# Inquiry Area 2

Adult Learning Culture

## SMART Goal 1

Classroom walk-throughs will indicate at least 75% of teachers consistently implement the components of Teacher Clarity, ensuring students can identify what they are learning, why they are learning it, and how they will know when they have learned it and that teachers are regularly assessing student understanding.

**Formative Measures:** Walk through forms

## Improvement Strategy 1

PLC: Build teacher capacity to consistently implement Teacher Clarity practices, including clear learning targets, success criteria, formative assessment, and student ownership of learning, to improve student achievement and engagement.

**Actions for Implementation**

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|---|---|---|---|---|
| 1 | Provide professional learning on the components of Teacher Clarity, including learning intentions, success criteria, formative assessment, and student ownership of learning. | Teachers, administrators. | August - September | |
| 2 | Develop and communicate schoolwide expectations for Teacher Clarity implementation. | Administration, Leadership Team | August | |
| 3 | Utilize PLCs to collaboratively develop learning targets, success criteria, and common formative assessments aligned to grade-level standards | Grade-Level Teams | Ongoing | |
| 4 | Conduct classroom walkthroughs and provide feedback focused on Teacher Clarity implementation. | Administration | Ongoing | |
| 5 | Review walkthrough data with staff and identify trends, celebrations, and areas for growth. | Administration | Ongoing | |

**Position Responsible:** Principal, Assistant Principal, Teacher Leaders, Classroom Teachers, PLC Teams

**Resources Needed:** Teacher Clarity professional learning
PLC collaboration time
Walkthrough tool and data collection forms

**Evidence Level**

**Level 2: Moderate:**
PLC, Walkthrough data, Leadership Team

**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 | While students are demonstrating growth in reading and mathematics, achievement data indicate that many students have not yet reached grade-level proficiency. Continued development of instructional practices is needed to accelerate student achievement and close learning gaps. | Staff members are continuing to develop consistent implementation of standards-aligned instruction, data-driven decision making, and collaborative planning practices to ensure all students receive high-quality Tier 1 instruction and targeted support. |

# Inquiry Area 3

Connectedness

## SMART Goal 1

By Spring 2027, Palmer Elementary will increase students' sense of connectedness and social-emotional competence as measured by the Student Climate Survey. Specifically, Palmer will increase scores in Bullying from 52% to 60%, Self-Management of Goals from 53% to 60%, Self-Management of Schoolwork from 54% to 60%, and Self-Management of Emotion from 57% to 65%. Progress will be supported through implementation of the Panther Promise behavior matrix, schoolwide SEL lessons, counseling supports, Den activities, and opportunities for student leadership and engagement.

**Formative Measures:** Attendance data and chronic absenteeism rates
Behavior referrals and suspension data
Counseling lesson participation and student feedback
Panther Promise behavior data
Classroom behavior matrix implementation walkthroughs
Student surveys/check-ins
Den participation and engagement data

## Improvement Strategy 1

Strengthen Student Connectedness Through Panther Promise, SEL, and Schoolwide Engagement

**Actions for Implementation**

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|---|---|---|---|---|
| 1 | Implement monthly Panther Promise lessons and schoolwide expectations aligned to the behavior matrix, with explicit instruction in respect, responsibility, readiness to learn, self-management, and positive peer interactions. | Administration, Counselor, Classroom Teachers, PBIS team | Monthly | |
| 2 | Provide monthly classroom counseling lessons focused on self-management, goal setting, emotional regulation, conflict resolution, bullying prevention, and positive decision-making. | Counselor, Classroom Teachers | Monthly | |
| 3 | Facilitate quarterly Den activities that promote student belonging, teamwork, leadership, positive relationships, and school connectedness. | Administration, Counselor, Classroom Teachers, PBIS team | Quarterly | |
| 4 | Implement attendance monitoring and MTSS processes to identify students needing additional support and provide targeted interventions to improve engagement and attendance. | Administration, Counselor, MTSS Team | Weekly | |
| 5 | Utilize student climate survey results, behavior data, and attendance data to monitor progress and adjust supports throughout the school year | Administration, Leadership Team, Counselor | Quarterly | |

**Position Responsible:** Principal, Assistant Principal, Counselor, Classroom Teachers, Den Leaders, MTSS Team

**Resources Needed:** Panther Promise behavior matrix
SEL curriculum and lesson resources
Counseling curriculum and materials
Student climate survey data
Attendance and behavior data reports
MTSS processes and supports
Den activity materials

**Evidence Level**

**Level 1: Strong:**
Panther Promise behavior matrix SEL curriculum and lesson resources Counseling curriculum and materials Student climate survey data Attendance and behavior data reports MTSS processes and supports Den activity materials

**Problem Statements:** Connectedness 1

**Status Checks**

| November | February | May |
|---|---|---|

### SMART Goal 1 Problem Statements Identifying Connectedness

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | While Palmer students report positive relationships with adults and a strong sense of safety and belonging, survey data indicate opportunities to strengthen peer relationships, student voice, and social-emotional skills. Student survey results show lower ratings in Bullying (52%), Self-Management of Goals (53%), Self-Management of Schoolwork (54%), and Self-Management of Emotion (57%). Additionally, chronic absenteeism increased from 6.8% to 8.12% during the 2025-26 school year, indicating a continued need to strengthen student connectedness and engagement. | Although Palmer has established systems that promote positive relationships and student support, opportunities for students to develop self-management skills, strengthen peer relationships, and meaningfully contribute to the school community are not yet consistently embedded across all settings. Continued efforts to strengthen student voice, social-emotional learning, attendance supports, and schoolwide engagement opportunities are needed to ensure all students feel connected, supported, and engaged in school. |

## SMART Goal 2

By June 2027, Palmer Elementary will reduce chronic absenteeism from 8.12% to 6.5% as measured by Infinite Campus attendance data. Progress will be monitored monthly through attendance team meetings, MTSS processes, family outreach, and schoolwide attendance initiatives.

**Formative Measures:** IC and BIG attendance reports

## Improvement Strategy 1

Family Engagement: Implement a comprehensive attendance support system that includes proactive monitoring, family communication, student engagement initiatives, and targeted interventions to reduce chronic absenteeism and increase student attendance.

**Actions for Implementation**

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|---|---|---|---|---|
| 1 | Conduct weekly attendance team meetings to review attendance data and identify students who are approaching chronic absenteeism. | Administration CIS, Counselor, Teachers, Secretary, Prevention Intervention Assistant, FACE Liaison | 2026-27 SY | |
| 2 | Implement a tiered attendance intervention process, including phone calls, attendance letters, problem-solving meetings, and attendance plans | Administration CIS, Counselor, Teachers, Secretary, Prevention Intervention Assistant, FACE Liaison | Ongoing | |
| 3 | Provide ongoing family communication regarding the importance of attendance and the impact of absenteeism on student achievement. | Administration CIS, Counselor, Teachers, Secretary, Prevention Intervention Assistant, FACE Liaison | Ongoing | |
| 4 | Implement schoolwide attendance incentives and recognition programs to encourage positive attendance habits. | Administration CIS, Counselor, Teachers, Secretary, Prevention Intervention Assistant, FACE Liaison | Ongoing | |

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|---|---|---|---|---|
| 5 | Utilize MTSS processes to identify and support students experiencing attendance barriers. | Administration CIS, Counselor, Teachers, Secretary, Prevention Intervention Assistant, FACE Liaison | Ongoing | |
| 6 | Partner with families and community agencies to address barriers impacting student attendance and engagement | Administration CIS, Counselor, Teachers, Secretary, Prevention Intervention Assistant, FACE Liaison | Ongoing | |

**Position Responsible:** Administration CIS, Counselor, Teachers, Secretary, Prevention Intervention Assistant, FACE Liaison

**Evidence Level**

**Level 3: Promising:**
Family Engagement

**Problem Statements:** Connectedness 2

## Status Checks

**November** **February** **May**

## SMART Goal 2 Problem Statements Identifying Connectedness

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | After significant improvements in student attendance over the past several years, Palmer Elementary experienced a slight increase in chronic absenteeism during the 2025-26 school year. While attendance rates remain stronger than historical levels, a subset of students continues to experience barriers to consistent attendance and school engagement. Continued efforts are needed to improve attendance and strengthen students' connection to school. | Although systems for monitoring attendance and supporting students are in place, some students and families continue to face barriers that impact regular school attendance. Continued family outreach, proactive attendance interventions, and schoolwide efforts to promote engagement and belonging are needed to improve attendance outcomes. |

# Schoolwide and Targeted Assistance Title I Element Summary

# Schoolwide and Targeted Assistance Title I Elements

## 1.1 Comprehensive Needs Assessment

**For all Title 1 elements, please see addendum.**

# Community Outreach Activities

| Activity | Date | Lesson Learned |
|---|---|---|
| Dinner with your Den | 12/8/26 | |
| Dinner with your Den | 3/9/26 | |
| Coffee with the Principal | 9/22/26 | |
| Coffee with the Principal | 10/27/26 | |
| Coffee with the Principal | 11/10/26 | |
| Coffee with the Principal | 12/15/26 | |
| Coffee with the Principal | 1/26/26 | |
| Coffee with the Principal | 2/23/26 | |
| Coffee with the Principal | 4/27/26 | |
| Coffee with the Principal | 5/25/26 | |
| Snack Time with Books | 9/15/26 | |
| Snack Time with Books | 11/17/26 | |
| Snack Time with Books | 2/16/27 | |
| Snack Time with Books | 4/20/27 | |
| Back to School Night | 8/18/26 | |
| Conference Week | 10/23-10/29 | |
| Hug High Back to School Night/ Football Game | 9/11/26 | |