

Washoe County School District
Roger Corbett Elementary School
2025-2026 School Improvement Plan

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at: https://nevadareportcard.nv.gov/DI/nv/washoe/roger_corbett_elementary/2024

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Attendance:

- Decreased chronic absenteeism from 18.87% in 23-24 to 13.75% for 24-25.
- Established a comprehensive attendance incentive system, including improved parent outreach

Academic Achievement:

- Still waiting on SBAC results but iReady results indicate strong growth in reading and mathematics.
- The median growth in reading equates to about 1.2 years worth of progress, up from 0.8 from last year.
- The median growth in math equates to about 1.08 years worth of progress, up from 0.95 from last year.
- The percentage of students scoring from early grade level to above grade level increased from 9% to 34% from August to May of this school year in reading and from 2% to 34% in math.

ACCESS:

- Overall average growth of our ELD students remained roughly the same at about 0.5 points. If all students had made their expected growth, the average would have been about 0.75 to 0.8 points.

Student Success Areas for Growth

While iReady data indicate exceptional growth from beginning of 24-25 to end of 24-25, we still must ensure this translates into proficiency. While we do not yet have our SBAC results to assess, mid-year iReady data suggest a relatively low number of students ready to test on grade level. However, between the mid-year assessment and end of year assessment we realized tremendous growth. Again, the percentage of students scoring from early grade level to above grade level increased from 9% to 34% from August to May of this school year in reading and from 2% to 34% in math. We need to assess whether this growth was enough to improve our grade level proficiencies as measured by the SBAC exam. Additionally, next year we have determined the need for students to grow on average 0.76 points in their ACCESS test, which requires roughly a 150% increase from this year's growth values.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Lack of consistent language production	Targeted groups combined with ELD push in support during T1 to elicit more language production.
Foster/Homeless	Transiency and attendance	Attendance incentive system
Free and Reduced Lunch	N/A Entire school	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Our students only grew on average 1.08 years in math this last school year. If we are to overcome our proficiency deficit, that value needs to be closer to 1.5.

Critical Root Cause: Disjointed math curriculum between K-2 and 2-5 grade level bands, and difficulty extending learning above grade level for high achieving students.

Adult Learning Culture

Adult Learning Culture Areas of Strength

- Half of K-2 teachers LETRS trained
- K-5 staff completed book study on the science of reading
- 1.2 year's worth of growth in reading for 24-25 school year as measured by iReady
 - High levels of teacher willingness and enthusiasm for learning and growing in the profession
 - Embrace of "Building Thinking Classrooms" for math classrooms
 - Teachers beginning to use Learning Intentions and Success Criteria from Teacher Clarity in their unit planning

Adult Learning Culture Areas for Growth

- Newly adopted math curriculum for teachers to learn
- Teacher Clarity work is still new to teachers and they need time for planning

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Difficulty with language production in classroom	Targeted small groups and ELD push in during T1 instruction
Foster/Homeless	Transiency and attendance	Attendance incentive system
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): The grade level expectations for students in math are rigorous and we need to utilize our newly adopted math curriculum along with the work of Teacher Clarity and Building Thinking Classrooms to meet these expectations.

Critical Root Cause: Lack of focus in the past on success criteria for students along with disjointed math curriculum.

Connectedness

Connectedness Areas of Strength

- Decreased chronic absenteeism from 18.87% to 13.75% between the 23-24 and 24-25 school years.
- Large, success family engagement events
- The development of a comprehensive attendance incentive system that we plan to deploy at the beginning of the 25-26 school year.
- Creation of a PTO

Connectedness Areas for Growth

- Chronic absenteeism remains high at 13.75%

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Difficulty with language production in classroom	Targeted small groups and push in ELD services into T1
Foster/Homeless	Transiency and attendance	Attendance incentive system
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Our chronic absenteeism rate remains above 10% at 13.75%.

Critical Root Cause: High levels of transiency among student population and the need for family education on attendance rates and the impact they have on their students' achievement.

Priority Problem Statements

Problem Statement 1: Our students only grew on average 1.08 years in math this last school year. If we are to overcome our proficiency deficit, that value needs to be closer to 1.5.

Critical Root Cause 1: Disjointed math curriculum between K-2 and 2-5 grade level bands, and difficulty extending learning above grade level for high achieving students.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Our chronic absenteeism rate remains above 10% at 13.75%.

Critical Root Cause 2: High levels of transiency among student population and the need for family education on attendance rates and the impact they have on their students' achievement.

Problem Statement 2 Areas: Connectedness

Problem Statement 3: The grade level expectations for students in math are rigorous and we need to utilize our newly adopted math curriculum along with the work of Teacher Clarity and Building Thinking Classrooms to meet these expectations.

Critical Root Cause 3: Lack of focus in the past on success criteria for students along with disjointed math curriculum.

Problem Statement 3 Areas: Adult Learning Culture

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- End-of-Unit Assessments
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- Other
 - iReady

Adult Learning Culture

- Action research results
- Administrator evaluation
- Communications data
- Lesson Plans
- School leadership data
- Staff surveys and/or other feedback
- Student Climate Survey
- Teacher evaluation
- Teacher retention

Connectedness

- Attendance
- Behavior
- Demographic data
- Enrollment trends
- Social Emotional Learning Data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Students will grow in math on average 125% between the BOY and EOY during the 25-26 school year as measured by iReady. This means the median growth for students will equate to 1.25 year's worth of learning in math.

Formative Measures: Classroom common assessments, iReady MOY assessment, and progress monitoring

Aligns with District Goal

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: i-Ready				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	PD every 4th Wednesday with ELD and admin staff regularly participating in teacher PLCs "Building Thinking Classrooms" focus in PD with staff Continued Number Talks Interim math assessments using SBAC practice items aligned with grade level rigor Integrating Language strategies into Tier 1 instruction	Leadership team and Student Success Committee	Ongoing throughout school year			
Position Responsible: Administration and ELD coaches Resources Needed: Building Thinking Classrooms books, Prep time for teachers to create interim assessments as we now have new math curriculum Evidence Level Level 3: Promising: i-Ready Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Our students only grew on average 1.08 years in math this last school year. If we are to overcome our proficiency deficit, that value needs to be closer to 1.5. Critical Root Cause: Disjointed math curriculum between K-2 and 2-5 grade level bands, and difficulty extending learning above grade level for high achieving students.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: All teachers have Learning Intentions and clear Success Criteria for lessons in math, ELA/Social Studies, and science with aligned assessments.

Formative Measures: Classroom walk throughs, unit plans, lesson plans, student interviews about what they are learning and if they know when they are successful

Aligns with District Goal

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Teacher Clarity				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Teacher Clarity Training, teacher planning days, Unit Planning central hub	Leadership Team and Adult Learning Culture Committee	Ongoing throughout school year			
Resources Needed: Teacher Clarity books, training time, funding for planning days						
Evidence Level						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: The grade level expectations for students in math are rigorous and we need to utilize our newly adopted math curriculum along with the work of Teacher Clarity and Building Thinking Classrooms to meet these expectations. Critical Root Cause: Lack of focus in the past on success criteria for students along with disjointed math curriculum.

Inquiry Area 3: Connectedness

SMART Goal 1: Chronic absenteeism will fall below 10% by the end of the 25-26 school year.

Formative Measures: Continuing attendance monitoring throughout the school year.

Aligns with District Goal

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: Attendance Incentive System <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Attendance parties, administrative meetings with families, classroom competitions</td><td>Leadership Team and Connectedness Committee</td><td>Ongoing throughout school year</td></tr></table> <p>Resources Needed: Funds for prizes, staffing for attendance parties, data pulls from IC, scheduling help for administrative meetings</p> <p>Evidence Level</p> <p>Problem Statements/Critical Root Cause: Connectedness 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Attendance parties, administrative meetings with families, classroom competitions	Leadership Team and Connectedness Committee	Ongoing throughout school year	Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Attendance parties, administrative meetings with families, classroom competitions	Leadership Team and Connectedness Committee	Ongoing throughout school year							
				Nov	Feb	May								
No review	No review	No review												

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Our chronic absenteeism rate remains above 10% at 13.75%. Critical Root Cause: High levels of transiency among student population and the need for family education on attendance rates and the impact they have on their students' achievement.

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
Back to School Night	8/8/25	
Harvest Festival	TBD	
PTO Meetings	Monthly	
Holidays Around the World	TBD	
Math/STEM Night	TBD	

Addendums

ESSA Title I Schoolwide and Targeted Assistance Title I Elements

School Improvement Plan (SIP) Washoe County School District

1.1 Write 1-2 sentences describing the comprehensive needs assessment process at your school.

The Comprehensive Needs Assessment (CNA) is conducted as part of the Continuous Improvement Process (CIP). Acts 1 and Events 1-3— including Data Dive, Root Cause Analysis, Problem Statements, and ESSA-approved Improvement Strategies— ensure a thorough CNA, which serves as the foundation for developing the School Improvement Plan (SIP).

2.1 Write 1-2 sentences describing how staff, families, and community members are included in the plan development process, including how feedback is solicited about the plan.

Staff, families, and community members are actively involved in the plan development process through surveys, meetings, collaborative discussions and other community outreach events. Their feedback is solicited via stakeholder input sessions, advisory committees, and open forums to ensure the plan reflects the needs and priorities of the entire school community. At the secondary level Student Voice is required when crafting the plan.

2.2 Write 1-2 sentences describing the process of how plans are regularly monitored and revised.

At least three times a year, through CIP Events 5-7, schools meet with stakeholders to review their School Improvement Plan (SIP), assess progress, reflect on lessons learned, and determine next steps. Many schools utilize school improvement stipends to support data analysis and necessary course corrections.

2.3 Write 1-2 sentences describing how you make the plan available to parents and community in an understandable format and language. Ex.

The plan is posted on our school website in English and Spanish, as well as sent to families in the newsletter and available at the front desk. Elementary schools inform families of the plan through Class Dojo.

2.4 Briefly describe the Title I funded major initiatives in your plan in which all children are given opportunities to meet State standards.

Supplementary materials for ELA foundational skills instruction such as UFLI and Magnetic Reading Foundations are used to reinforce and expand core concepts, offer students targeted opportunities to practice and strengthen their reading, writing, and language skills. Students engage in varied learning activities that support key foundational skills like

phonics, vocabulary development, and fluency. These resources align with grade-level standards and provide students with a structured pathway to meet grade-level expectations.

2.5 Briefly describe the Title I funded major initiatives in your plan in which children are provided increased learning time and well-rounded education.

Teacher Clarity by Corwin emphasized the importance of clear, purposeful instruction in improving student outcomes. The incorporation of Teacher Clarity ensures that students know exactly what they are expected to learn, how they will learn it and why it matters. Teachers utilize the Teacher Clarity Playbook to guide their practice.

2.6 Briefly describe the Title I funded major initiatives in your plan in which you address the needs of all students, particularly at-risk.

Targeting chronic absenteeism creates a supportive environment that encourages consistent attendance and addresses underlying barriers. A range of resources and strategies are tailored to different students' needs such as identifying root causes, engaging families and communities, early identification, timely interventions, and creating a positive school culture.

3.1 Write 1-2 sentences describing the process for how you evaluate the School Performance Plan (SPP)

The School Improvement Office conducts a thorough review of all 114 School Improvement Plans (SIPs), meeting individually with each principal and key stakeholders to ensure alignment with district and state requirements. Special focus is given to SMART goals, ESSA-approved improvement strategies, and actionable steps to drive plan success.

4.1 Write 1-2 sentences describing how you develop and distribute the Parent Involvement and Family Engagement Policy, and who is involved in the process.

The parent and family engagement policy are developed with family members and school staff including administrators. Staff and families discuss key points of family engagement at their school, i.e., communication, meetings, building staff and family capacity around family engagement, and indicate on the policy how those points will be addressed. Depending on school needs, the policy is created in both English and Spanish. Schools distribute the policy through their website, newsletters, or other communication methods by October 1 of each year. The policy is revised annually in the Spring with staff and family members to update it for the next year.

4.2 Describe how you provide a flexible number of parent involvement opportunities. e.g. multiple events are held at different times during the day on various days.

Schools provide parent meetings with Morning Mugs, parent and teacher meetings, and one-on-one meetings at different times during the day. Schools schedule Parent University

or other classes or during the school day and at night based on what families have indicated they prefer and aligned to the school performance plan and administrator vision.

5.1 Determine which students will be served by following local policy

WCSD uses the Title I Rank and Serve process based upon FRL Percentages. The Federal mandate is that schools with an FRL Percentage 75% or higher automatically must be served as a Title I school. For the 2025-2026 school year, all schools that have an FRL Percentage 68.81% or higher will be served as Title I schools. WCSD utilizes a School-wide program for all schools that receive Title I funding.