

Washoe County School District

Silver Lake Elementary School

2025-2026 School Improvement Plan

Classification: 3 Star School



Mission Statement

Shared Mission: It is the mission of Silver Lake Elementary School to develop students and staff as leaders who will reach the height of their potential. Our school is a diverse community dedicated to creating a culture where staff, students, and parents can solve problems equitably within a safe environment.

Vision

Shared Vision: With the implementation of a professional learning community (PLC), we envision a school in which:

- Staff work together collaboratively
- Teachers and students frequently discuss student data to drive instruction
- Staff create SMART (Specific, Measurable, Attainable, Relevant, Timely) goals to drive data-based decisions
- Staff use scientifically research-based strategies to improve student learning
- Staff will build a community with the implementation of the 7 habits SEL (Social Emotional Learning) curriculum

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 (Add a link to the school's School Rating Report.)

https://nevadareportcard.nv.gov/DI/nv/washoe/silver_lake_elementary/2024

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

- As a school our overall ELA proficiency grew from 38% to 41% (3% growth)
- As a school our overall Math proficiency grew from 29% to 39% (10% growth)
- Our 3rd grade students overall ELA proficiency grew from 35% to 40% (5% growth)
- Our 4th grade student overall ELA proficiency grew from 35% to 42% (7% growth)
- Our 3rd grade student's overall math proficiency grew from 24% to 43% (19% growth)
- Our 4th grade student's overall math proficiency grew from 32% to 49% (17% growth)

Will update once new scores are released.

Student Success Areas for Growth

At Silver Lake Elementary School, we have seen commendable growth in student achievement over the past year, particularly in Mathematics. Our overall Math proficiency increased significantly from 29% to 39%, reflecting a 10% gain, which highlights the strength of our instructional strategies and student efforts in this area.

Focusing on specific grade levels, our 3rd-grade students demonstrated remarkable progress in Math, with proficiency levels jumping from 24% to 43%, a substantial 19% growth. Similarly, our 4th-grade students achieved a notable increase in Math proficiency, rising from 32% to 49%, a 17% gain. These results underscore the effectiveness of our targeted support and intervention strategies in Math, driving the most significant improvements across the school.

While we are pleased with this progress, particularly in Math, we have also identified an area for growth. Through data analysis and classroom observations, we found that, in response to the learning loss from COVID-19, the rigor of Tier 1 instruction had unintentionally decreased. This has resulted in a lack of student endurance and perseverance when faced with more rigorous academic tasks.

To address this, our focus moving forward will be on re-calibrating Tier 1 instruction to reintroduce appropriate levels of rigor. By enhancing our instructional practices and supporting students in developing greater academic stamina, we aim to build on our Math successes and continue to improve student outcomes across all subjects.

Will update once new scores are released.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	We have had a small increase in students who are enrolling Spanish speaking only. We do not have a newcomer's program at Silver Lake.	Reaching out for district support for learning tools and support in order to best support our students who are learning English.
Foster/Homeless	Regularly attending school	We work to build strong relationships with students so that they have a sense of belonging and want to attend school. We work with the families to support transportations needs and get district support involved suck as CIT, and truancy to help build a plan to support the families,
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Our current demographic is shifting based on new housing developments in the area. Some of our students from different backgrounds struggle to acclimate to us due to not feeling welcomed by other students. Other students tend to use inappropriate language around race and that is creating an unwelcoming environment.	We are working to build community within our school. We are using SEL curriculum, morning meetings, and counseling lessons to support community, acceptance, and kindness within our building.
Students with IEPs	We have a large population of students on IEP plans. Additionally, we have three self-contained programs on campus Strategies and Social Resource. These teaching positions can be difficult to fill as very specific credentials are requiring. We have had to depend on long-term subs to lead the classes and due to a lack of training within this area students are not growing a rate we would like to be seeing.	We are working with district leadership and talent to bring qualified applicants into the WCSD.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): We found through data analysis and classroom observations that in an effort to support students due to loss of learning through Covid that the rigor of tier 1 instruction had decreased. This has created a lack of student endurance and perseverance in the face of rigorous academic tasks.

Critical Root Cause: * Over scaffolding * Reliance on non-standards-based curriculum. * Not having a working understanding of the difference between intervention,

differentiation, accommodation, and modification

Adult Learning Culture

Adult Learning Culture Areas of Strength

- PLC Meetings are taking place with administrator support and guidance.
- A focus on Teacher Clarity and developing a skillset with the new math curriculum
- With a focus on math instruction for the 2023-2024 school year our students from 3rd-5th grade increased proficiency by 10%
- Within the 2023-2024 school year as a staff, we created a whole school agreement on math instruction within our building. It will be important for the 2025-2026 school year to re-commit to our math agreements and adjust where needed.

Adult Learning Culture Areas for Growth

At Silver Lake Elementary School, our commitment to fostering a strong adult learning culture is evident through several key strengths and areas for growth. During the 2023-2024 school year, our Professional Learning Communities (PLC) meetings have been consistently taking place with strong administrative support and guidance, ensuring a collaborative environment for teachers to reflect on and improve their instructional practices. This collaborative focus, particularly on Math instruction, contributed to a notable 10% increase in Math proficiency among our 3rd-5th grade students. Furthermore, as a staff, we successfully created a whole-school agreement on Math instruction, promoting consistency and alignment across grade levels.

However, there are areas for growth that need to be addressed to further enhance our adult learning culture. While learning objectives are being utilized in classrooms, they are often applied for compliance rather than serving as a meaningful tool to set clear purposes for learning and establish success criteria. This indicates a need for a shift from procedural use to a more strategic and intentional use of learning objectives to drive student outcomes.

Critical Root Causes

1. **Overall Lack of Teacher Clarity in Planning and Implementation:** There is a need for greater clarity among teachers in both planning lessons and implementing instructional strategies to ensure that learning objectives are effectively communicated and understood.
2. **Inconsistent Alignment Within Grade-Level Teams:** Not all grade-level team members are fully aligned or committed to the established instructional agreements, leading to inconsistencies in instruction and potential gaps in student learning experiences.
3. **Lack of Rigor and Engagement in Tier 1 Instruction:** A key challenge identified is the insufficient rigor and engagement in Tier 1 instruction, which impacts student learning outcomes and hinders their ability to meet higher academic expectations.

To address these challenges, our focus will be on strengthening teacher clarity through targeted professional development, fostering greater alignment and collaboration within grade-level teams, and enhancing the rigor and engagement of Tier 1 instruction. By building a more cohesive and intentional adult learning culture, we aim to create a more effective and supportive environment for both teachers and students, driving continued growth and success across our school.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	
Foster/Homeless	N/A	
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): Learning objectives are being used for compliance not as a tool to set a purpose for learning and success criteria.

Critical Root Cause: *Overall lack of teacher clarity in planning and implementation *Grade level team members not all on board for overall alignment within the grade level. *Lack of rigor and engagement in Tier 1 instruction.

Connectedness

Connectedness Areas of Strength

Based on our Parent Climate Survey.

- Communication with school increased from 85% to 89%
- Relationships and Respect increased from 56% to 94%
- Supportive School Environment increased from 79% to 88%

Connectedness Areas for Growth

At Silver Lake Elementary School, chronic absenteeism is a significant concern, with a current rate of 16%. This level of absenteeism affects student learning, engagement, and overall school performance. The issues contributing to chronic absenteeism at Silver Lake ES can be attributed to several factors:

1. **Socioeconomic Barriers:** Many families face economic challenges that impact student attendance, such as lack of transportation, unstable housing, or the need for older students to care for younger siblings. These factors can lead to frequent absences as students struggle to prioritize school attendance.
2. **Health and Wellness Issues:** Health problems, including chronic illnesses, mental health issues, and lack of access to healthcare, can cause students to miss school regularly. Additionally, inadequate nutrition and poor living conditions can lead to illnesses that contribute to absenteeism.
3. **Family and Home Dynamics:** Family instability, such as divorce, domestic violence, or parental neglect, can create an environment where students are either unable or unmotivated to attend school. A lack of parental engagement or understanding of the importance of consistent attendance also plays a role.
4. **School Climate and Student Engagement:** Some students may feel disconnected from the school environment due to a lack of positive relationships with peers or teachers, feeling unsafe, or not seeing relevance in the curriculum. This lack of connectedness can decrease student motivation to attend school.
5. **Behavioral and Academic Challenges:** Students struggling academically or facing behavioral issues may develop avoidance behaviors, feeling embarrassed, overwhelmed, or unsupported. These challenges can lead to disengagement and increased absenteeism.
6. **Limited Awareness and Support Systems:** There may be limited awareness among families about the impact of chronic absenteeism on student success. Additionally, the absence of robust support systems to address attendance barriers can hinder efforts to improve attendance rates.

Addressing chronic absenteeism at Silver Lake ES requires a comprehensive approach that includes understanding the root causes, fostering a positive school climate, engaging families and communities, and providing targeted interventions to support at-risk students.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	We have many families who are Spanish speaking only so communication can be a challenge.	We have worked to ensure we have Spanish speaking staff members within our office, so that our families have the same access as non-Spanish speaking families. Additionally, we work to ensure that our communication to families is translated or can be translated within the communication app.,
Foster/Homeless	A challenge we have is a lack of guardian involvement within this area. It can be challenging to get a hold of families as they do not always have access to a phone.	We are still working on a support system. Our counselor reaches out for district support and works to catch guardians when they pick up from the school site.
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities		
Students with IEPs		

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): At Silver Lake Elementary School 16% of our student body is chronically absent.

Critical Root Cause: Community feeling on attendance after covid response. *Increase in student enrollment and increase in enrollments of students with absenteeism. *Lack of tiered supports for students needing support with attendance.

Priority Problem Statements

Problem Statement 1: We found through data analysis and classroom observations that in an effort to support students due to loss of learning through Covid that the rigor of tier 1 instruction had decreased. This has created a lack of student endurance and perseverance in the face of rigorous academic tasks.

Critical Root Cause 1: * Over scaffolding * Reliance on non-standards-based curriculum. * Not having a working understanding of the difference between intervention, differentiation, accommodation, and modification

Problem Statement 1 Areas: Student Success

Problem Statement 2: Learning objectives are being used for compliance not as a tool to set a purpose for learning and success criteria.

Critical Root Cause 2: *Overall lack of teacher clarity in planning and implementation *Grade level team members not all on board for overall alignment within the grade level. *Lack of rigor and engagement in Tier 1 instruction.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: At Silver Lake Elementary School 16% of our student body is chronically absent.

Critical Root Cause 3: Community feeling on attendance after covid response. *Increase in student enrollment and increase in enrollments of students with absenteeism. *Lack of tiered supports for students needing support with attendance.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Student Climate Survey, Student Voice

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: One hundred percent of students in grades K-5 will meet their typical growth target in reading on the third iReady Diagnostic. 75% of students who are two or more grade levels below on the first reading iReady Diagnostic will meet their stretch growth target on the third Diagnostic.

One hundred percent of students in grades K-5 will meet their typical growth target in math on the third iReady Diagnostic. 75% of students who are two or more grade levels below on the first math iReady Diagnostic will meet their stretch growth target on the third Diagnostic.

Formative Measures: i-Ready, PLC observations

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	Action Steps 1. Expectation set that all students K-5 will use the iReady program for 30-45 minutes per subject per week 2. Monitor student progress and passing rate of at least 70% or higher on all lessons. 3. Administration will monitor student use and meet in PLC's to discuss progress and areas of improvement.	Principal, Dean, classroom teachers				
Position Responsible: Principal, Dean, classroom teachers						
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: We found through data analysis and classroom observations that in an effort to support students due to loss of learning through Covid that the rigor of tier 1 instruction had decreased. This has created a lack of student endurance and perseverance in the face of rigorous academic tasks. Critical Root Cause: * Over scaffolding * Reliance on non-standards-based curriculum. * Not having a working understanding of the difference between intervention, differentiation, accommodation, and modification

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: 100% of PLC agendas will include professional development around Teacher Clarity practices.
100% of PLC agendas will include time to disaggregate and discuss student data to inform pedagogy.

Formative Measures: Formative Measures:

- * Walk through data.
- * PLC meeting notes
- * Classroom common data

Aligns with District Goal

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLCs Deliver Professional Development to teachers and staff through the lens of Teacher Clarity using "The Science of Reading in Action" text and practices.				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Action Steps: 1. Purchase and distribute "The Science of Reading in Action" text 2. Plan and deliver PD around Teacher Clarity and "The Science of Reading in Action" text. 3. Meet with PLC teams to analyze classroom data, tier 1 instruction, as well as support the creation of objectives, and success criteria. 4. Develop a shared understanding of academic standards, curriculum expectations, and instructional best practices through The Science of Reading. 5. Design PLC agendas to include incorporating Teacher Clarity into instructional practices across grade levels and subject areas. 6. Within PLC meetings, teachers will collaborate to analyze student data and adjust Tier I instruction in a timely manner. 7. Utilize the Teacher Clarity Focus Walk Form to monitor the incorporation of The Science of Reading instruction.	Principal, Dean, Classroom Teachers				
Position Responsible: Principal, Dean, Classroom Teachers						
Evidence Level Level 3: Promising: PLC's						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: Learning objectives are being used for compliance not as a tool to set a purpose for learning and success criteria. **Critical Root Cause:** *Overall lack of teacher clarity in planning and implementation *Grade level team members not all on board for overall alignment within the grade level. *Lack of rigor and engagement in Tier 1 instruction.

Inquiry Area 3: Connectedness

SMART Goal 1: Silver Lake ES will lower the percentage of chronically absent students by 5% (from 16.8% to 11.8%) by the end of school year 2024-25.

Formative Measures: Formative Measures:

- * Daily attendance calls/ monthly letters/ home visits/ wrap around supports
- * Monthly Newsletter/Dojo messages with a section on the importance of attendance and sharing our current data.
- * Encouragement/Incentivize good attendance/ attendance improvement.

Aligns with District Goal

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Family Engagement/Home Visits				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	Action Steps: 1. Pull daily attendance reports and call all absent student families. 2. Send monthly letters home to notify parents of absences. 3. Work with truancy officer to support families and students. 4. Send monthly newsletter and Dojo messages with tips and information about attendance and the effects of not attending school regularly. 5. Plan and implement incentives for good/ improved attendance. 6. Develop a comprehensive outreach campaign to inform families about the importance of regular attendance and the potential consequences of chronic absenteeism. 7. Utilize various communication channels such as email, newsletters, phone calls and social media platforms to reach out to parents. 8. Collaborate with families to develop individualized attendance plans for students at risk of chronic absenteeism. 9. Create and implement a system of incentives and recognition for students and families who demonstrate improved attendance. 10. Conduct home visits for students who are at risk of chronic absenteeism. 11. Monitor and support families with who have chronically absent students	Principal, Dean, Office Staff, Counselor		No review	No review	No review
Position Responsible: Principal, Dean, Office Staff, Counselor						
Evidence Level Level 1: Strong: Family Engagement Level 2: Moderate: Home Visits						
Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: At Silver Lake Elementary School 16% of our student body is chronically absent. Critical Root Cause: Community feeling on attendance after covid response. *Increase in student enrollment and increase in enrollments of students with absenteeism. *Lack of tiered supports for students needing support with attendance.

Community Outreach Activities

Activity	Date	Lesson Learned