

Washoe County School District
George Westergard Elementary School
2025-2026 School Improvement Plan

Classification: 4 Star School



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/george_westergard_elementary_school/2025

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Overall, Westergard had a strong performance in Math. This was a bright spot for Westergard.

Student Success Areas for Growth

75% of Westergard students in K-5 will meet their typical growth target in ELA on the EOY iReady diagnostic. 40% of students who are two or more grade levels below on the BOY iReady diagnostic will meet their stretch target.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Increase in ELL students who do not speak English/ Tier 1 Instruction	EL assistant support/ New math curriculum with fidelity
Foster/Homeless	Absenteeism/ Tier 1 instruction	Building Relationship, Truancy Officer/ Communication Flow chart/New math curriculum with fidelity
Free and Reduced Lunch	Absenteeism/Tier 1 instruction	Building Relationship, Truancy Officer/ Communication Flow chart/New math curriculum with fidelity
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Absenteeism/Tier 1 Instruction	Building Relationship, Truancy Officer/ Communication Flow chart/New math curriculum fidelity

Student Group	Challenge	Solution
Students with IEPs	Student engagement with the I-ready program	Building incentives into the achievement /New math curriculum with fidelity

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Students at Westergard have scored lower in Mathematics over the last 4 years as measured by SBAC. A significant percentage of the student population are struggling with "Catching up".

Critical Root Cause: Westergard students are working in a new curriculum. We are waiting to see the results of this curriculum on student outcomes.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Westergard is fortunate to have a veteran staff of educators. Staff also have a variety of outside training focused on instruction, EL support, equity and diversity.

Adult Learning Culture Areas for Growth

Westergard Elementary School will implement PLCs across all grade levels. Using Du Four’s 4 questions:

1) What do we want students to know? 2) How will we know if students have learned it? 3) What do we do if students don't learn it? 4) What do we do if students already learn it?

Grade level teams will focus on student learning, a collaborative culture and data driven decision making to help ensure that each student is getting targeted support.

Teachers are meeting in the library as grade level teams on Wednesdays.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Ensuring that we are using strategies that meet the needs of all learners during Tier 1 instruction	PLC's with assistance from the EL Coordinator
Foster/Homeless	Ensuring that we are using strategies that meet the needs of all learners during Tier 1 instruction	Structured PLCs that follow the Du Four's Model
Free and Reduced Lunch	Ensuring that we are using strategies that meet the needs of all learners during Tier 1 instruction.	Structured PLCs that follow the Du Four's Model
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Ensuring that we are using strategies that meet the needs of all learners in Tier 1 Instruction.	Structured PLCs that follow the Du Four's Model
Students with IEPs	Ensuring that lessons are differentiated to meet the needs of all learners in Tier 1 instruction	Support from the case manager and taking part of PLCs. Team approach.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): In the past, Westergard staff did not have a consistent structure for PLCs that allows for the analysis of student data.

Critical Root Cause: Westergard staff are at various stages of implementing effective PLCs. We need to establish a culture of trust and openness among staff.

Connectedness

Connectedness Areas of Strength

The Westergard community is tight knit and well established. Teachers and staff have taken time to build relationships over the years and can use these relationships to help build the family/school partnership. Students improved in feeling connected to adults and in feeling safe at school.

Connectedness Areas for Growth

Westergard Elementary School will implement a greater presence of Social Emotional Learning (SEL)/PBS (Positive Behavior Support) practices into the classroom and school environment by increasing the number of SEL practices and positive reinforcement engagement strategies used daily. The goal is to build relationships and decrease the overall percentage of Chronic Absenteeism to reflect less than or equal to 10% students chronically absent.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Lack of appropriate SEL Skills/Behavior concerns/ Attendance concerns	SEL curriculum that is taught with Fidelity and Attendance Meetings
Foster/Homeless	Lack of appropriate SEL Skills/Behavior concerns/ Attendance concerns	SEL curriculum that is taught with Fidelity and Attendance Meetings
Free and Reduced Lunch	Lack of appropriate SEL Skills/Behavior concerns/ Attendance concerns	SEL curriculum that is taught with Fidelity and Attendance Meetings
Migrant/Title1-C Eligible	NA	
Racial/Ethnic Minorities	Lack of appropriate SEL Skills/Behavior concerns/ Attendance concerns	SEL curriculum that is taught with Fidelity and Attendance Meetings
Students with IEPs	Lack of appropriate SEL Skills/Behavior concerns/ Attendance concerns	SEL curriculum that is taught with Fidelity and Attendance Meetings

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Westergard students showed a decrease in the SEL areas of managing their emotions and utilizing social awareness strategies as shown by the student climate survey.

Critical Root Cause: Cultural importance around attending school daily may have changed; Student engagement

Priority Problem Statements

Problem Statement 1: Students at Westergard have scored lower in Mathematics over the last 4 years as measured by SBAC. A significant percentage of the student population are struggling with "Catching up".

Critical Root Cause 1: Westergard students are working in a new curriculum. We are waiting to see the results of this curriculum on student outcomes.

Problem Statement 1 Areas: Student Success

Problem Statement 2: In the past, Westergard staff did not have a consistent structure for PLCs that allows for the analysis of student data.

Critical Root Cause 2: Westergard staff are at various stages of implementing effective PLCs. We need to establish a culture of trust and openness among staff.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Westergard students showed a decrease in the SEL areas of managing their emotions and utilizing social awareness strategies as shown by the student climate survey.

Critical Root Cause 3: Cultural importance around attending school daily may have changed; Student engagement

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- MAP Growth Assessment
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- Other
 - I-Ready Data

Adult Learning Culture

- Master schedule
- Professional learning communities (PLC) data/agenda/notes
- School leadership data
- Staff surveys and/or other feedback
- Student Climate Survey
- Walk-through data

Connectedness

- Attendance
- Community surveys and/or other feedback
- Enrollment
- Perception/survey data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: 75% of Westergard students in K-5 will meet their typical growth target in ELA on the EOY diagnostic. 40% or more of Westergard students will meet their stretch target.

Aligns with District Goal

Formative Measures: SBAC data; iReady diagnostic growth;

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: iReady:				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Action Steps: -Conduct weekly reviews of student usage and percentage being passed each week in iReady. -Positive weekly incentives for classes that meet target goals -Build time into the master schedule to ensure that students have time to complete required minutes.	Students, Teachers, Principal	SY 2025-26			
Position Responsible: Students, Teachers, Principal						
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: Students at Westergard have scored lower in Mathematics over the last 4 years as measured by SBAC. A significant percentage of the student population are struggling with "Catching up". Critical Root Cause: Westergard students are working in a new curriculum. We are waiting to see the results of this curriculum on student outcomes.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the academic year, 75% of PLCs will demonstrate evidence of improved instructional practices and student outcomes based on the PLC meeting documentation and student performance data.

Aligns with District Goal

Formative Measures: PLC documentation; principal/LF observation notes from PLCs/ New master schedule/ New Math Curriculum for alignment

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLC's:				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	Action Steps: -Schedule in PLC time to ensure that each grade level can meet weekly to review data -Teachers will submit notes/agendas of their PLCs to help track progress and ensure that goals are being met. -Principal or LF will attend each PLC -Assessments and Student Data will be reviewed at PLCs to help guide instruction and next steps for interventions	Principal, LF, classroom teachers	SY 2025-26	No review	No review	No review
Position Responsible: Principal, LF, classroom teachers						
Evidence Level Level 2: Moderate: PLC's						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Adult Learning Culture	
Problem Statement 1: In the past, Westergard staff did not have a consistent structure for PLCs that allows for the analysis of student data. Critical Root Cause: Westergard staff are at various stages of implementing effective PLCs. We need to establish a culture of trust and openness among staff.	

Inquiry Area 3: Connectedness

SMART Goal 1: With an increased focus on SEL/PBIS goals in the classroom and school wide, Westergard will reduce the average daily absentee rate by 2.5%.

Aligns with District Goal

Formative Measures: PD on Harmony SEL materials; BIG Attendance Data;

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: SEL and PBIS:				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	SEL and PBIS: -Counselor is doing weekly SEL lessons in each classroom to help teach positive expectations for Westergard -PBIS committee is meeting monthly, staff will be using PAWS to help reinforce positive behaviors. -We have a daily positive attendance winner to help create a positive climate at school -Weekly communication with families about what is happening at Westergard and help build a positive relationship with our community. -Monthly Coffee with Principal days to help meet families and meet their needs -Westergard is bringing back Student of the Month to help showcase positive actions taking place throughout the building.	Principal, Teachers	SY 2025-26	No review	No review	No review
Position Responsible: Principal, Teachers						
Evidence Level Level 2: Moderate: SEL - PBIS						
Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Westergard students showed a decrease in the SEL areas of managing their emotions and utilizing social awareness strategies as shown by the student climate survey. Critical Root Cause: Cultural importance around attending school daily may have changed; Student engagement

Community Outreach Activities

Activity	Date	Lesson Learned
Back to School Night	August 2025	
Parent Teacher Conferences	Oct. 2025	
Glow Dance Family Night	Sep/Oct	
Coffee With the Principal	Monthly	