

Washoe County School District

Elizabeth Lenz Elementary School

2025-2026 School Improvement Plan

Classification: 4 Star School

Mission Statement

We are committed to providing a safe and positive environment where students are inspired to learn, grow, and persevere.

Vision

We believe in the potential of every child to succeed in the life path they choose.

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/elizabeth_lenz_elementary_school/2025/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

According to the 2025-26 SBAC data, Lenz showed many strengths in both ELA and Math.

ELA:

Overall, 77% of students were proficient, a 10% increase from the previous year.

3rd Grade: 79% of students were proficient compared with 77% in 2024-25

4th Grade: 77% of students were proficient compared with 70% in 2024-25

5th Grade: 74% of students were proficient compared with 58% in 2024-25

Lenz students improved in making adequate growth and closing the opportunity gap.

Students Making adequate growth to catch up or keep up improved to 69% compared to 55% in 2024/25.

52% of special education students were proficient compared to 36% in 2024-25.

Math:

Overall, 75% of students were proficient in math compared with 70% in 2024-25

4th Grade: 79% of students were proficient compared with 76% in 2024-25

5th Grade: 67% of students were proficient compared with 47% in 2024-25

Student Success Areas for Growth

Student success for Lenz during the 2024-25 school year showed improved proficiency in ELA and Math. However, an area of improvement will be in growth for both subjects especially in closing the opportunity gap in Math.

Student Success 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	Teachers not taking ownership of all students	SPED staff will work closely with classroom teachers to ensure all staff are supporting students' goals per their IEP.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): According to SBAC data from 2024-25, only 31% of students are on track to catch up in Math.

Critical Root Cause: Consistency of common assessments Instructional practices Lack of resources to challenge students who are already meeting or exceeding standards. Lack of teacher clarity around expectations for student learning.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Grade-level teams work cooperatively together and get along well. They are diligent about timeliness and engage fully to maximize time together. A few new grade-level teams were formed to increase collaboration.

Adult Learning Culture Areas for Growth

The adult learning culture at Lenz Elementary School demonstrates a commitment to student learning and professional growth. PLCs were held weekly throughout the 2024-25 school year with time and space allocated for addressing concerns, discussing students, and collaborative planning. Having this system in place has set us up for moving into a more purposeful use of time that will focus on backward planning using essential standards, student data, and teacher clarity.

MTSS was well organized and systematic with a consistent team meeting weekly to discuss both tier 2 and tier 3 students by grade level.

Our significant increase in proficiency can be attributed to these processes.

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): Now that the PLC process has been established amongst all grade levels, we will be able to focus on current data, assessments, specific student needs, planning, etc.

Critical Root Cause: New math curriculum is taking up a large amount of time while we all get accustomed to it.

Connectedness

Connectedness Areas of Strength

In 2024/25 Lenz improved the percentage of chronic absenteeism for students from 9.66% to 6%.

Staff build strong relationships with students.

SEL block is built into the master schedule.

According to the Student Climate Survey, Lenz improved in the following areas:

Adult Respect improved 18 to 87%

Adult Support improved 10 to 86%

Bullying improved 16 to 71%

All SEL areas showed improvement, notably self-management up 26 to 69% and Responsible Decision Making up 20 to 72%

Safety improved 13 to 86%

Student Engagement improved 14 to 69%

Student Respect improved 21 to 79%

Victimization improved 10 to 56%

Connectedness Areas for Growth

Lenz is a strong community where students, staff, and families feel connected. In 2024/25 Lenz improved the percentage of chronic absenteeism for students from 9.66% to 6%. Visitors often comment on the atmosphere they feel when they enter the building. Students are kind and friendly and staff care deeply for every student.

Connectedness 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 Connectedness Needs

Problem Statement 1 (Prioritized): While Lenz is a strong community, there is always room for improvement around ensuring all stakeholders feel connected to school. According to the Parent Climate Survey, 86% of families perceive Lenz as a supportive place, this is 2% below the average for WCSD elementary schools.

Critical Root Cause: Chronic Absenteeism Increase in economic diversity

Priority Problem Statements

Problem Statement 1: According to SBAC data from 2024-25, only 31% of students are on track to catch up in Math.

Critical Root Cause 1: Consistency of common assessments Instructional practices Lack of resources to challenge students who are already meeting or exceeding standards. Lack of teacher clarity around expectations for student learning.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Now that the PLC process has been established amongst all grade levels, we will be able to focus on current data, assessments, specific student needs, planning, etc.

Critical Root Cause 2: New math curriculum is taking up a large amount of time while we all get accustomed to it.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: While Lenz is a strong community, there is always room for improvement around ensuring all stakeholders feel connected to school. According to the Parent Climate Survey, 86% of families perceive Lenz as a supportive place, this is 2% below the average for WCSD elementary schools.

Critical Root Cause 3: Chronic Absenteeism Increase in economic diversity

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
- Multi-Tiered System of Supports (MTSS)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Other
 - iReady

Adult Learning Culture

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

Connectedness

- Attendance
- PBIS/MTSS data
- Volunteer opportunities, attendance, and participation

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: By the end of the 2025-26 school year, 4th and 5th students will improve the growth percentage on SBAC by 5%.

Aligns with District Goal

Formative Measures: SBAC

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	All students will fully access Tier 1 Math curriculum using Reveal Math, and participate in common assessments focused on WCSD-identified essential standards Interventions around iReady data iReady resources for intervention	Teachers, LF, Principal	End of 25-26SY			
Position Responsible: Teachers, LF, 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: According to SBAC data from 2024-25, only 31% of students are on track to catch up in Math. Critical Root Cause: Consistency of common assessments Instructional practices Lack of resources to challenge students who are already meeting or exceeding standards. Lack of teacher clarity around expectations for student learning.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: All (100%) of teachers will engage in collaborative planning to create learning intentions to clearly communicate goals and objectives for 100% of students as measured by walkthrough data and student responses.

During the 2025-26 school year, grade level teams will engage in consistent PLC cycles to include backward planning around essential standards and assessment analysis to meet individual student needs.

Aligns with District Goal

Formative Measures: PLC Notes

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLCs				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Teachers will be provided designated time during the school week, outside of their prep time to engage in meaningful PLC practices guided by preset agendas and support to collaborate around student learning goals. During the 2025-26 school year, grade level teams will engage in consistent PLC cycles to include backward planning around essential standards and assessment analysis to meet individual student needs.	Teachers, LF, Principal	End of 25-26SY			
Position Responsible: Teachers, LF, Principal						
Evidence Level Level 2: Moderate: PLC						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Now that the PLC process has been established amongst all grade levels, we will be able to focus on current data, assessments, specific student needs, planning, etc. Critical Root Cause: New math curriculum is taking up a large amount of time while we all get accustomed to it.

Inquiry Area 3: Connectedness

SMART Goal 1: Lenz ES will see an increase on the parent climate survey in family efficacy by 5%, and an increase in learning behaviors by 5%.

During the 2025-26 school year, staff will work with families to ensure they feel welcome and create goals with parents to include them in the education of their child/children.

Aligns with District Goal

Formative Measures: Parent Climate Survey, Conference attendance and notes, parent feedback

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Family Engagement				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	During parent/teacher conferences, teachers will share current and relevant data with parents and include them in setting educational goals to support their children. During the 2025-26 school year, staff will work with families to ensure they feel welcome and create goals with parents to include them in the education of their child/children.	Teachers, LF, Principal	End of 25-26SY	No review	No review	No review
Position Responsible: Teachers, LF, Principal						
Evidence Level Level 3: Promising: Family Engagement						
Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: While Lenz is a strong community, there is always room for improvement around ensuring all stakeholders feel connected to school. According to the Parent Climate Survey, 86% of families perceive Lenz as a supportive place, this is 2% below the average for WCSD elementary schools. Critical Root Cause: Chronic Absenteeism Increase in economic diversity

Community Outreach Activities

Activity	Date	Lesson Learned
Meet and Greet Before School Starts	August 7, 2025	Shorter and earlier
Back to School Night	August 19, 2025	Keep the same
Carnival	September 21, 2025	Same as last year
Trunk or Treat	October 28, 2025	Same as last year
STEAM Nights	November 18, 2025 and March 10, 2026	
Canvas and Cookies	December 2025	
Grands and Goodies	April 15, 2026	
Lenz Gala	April 25, 2026	