

Douglas County School District



G. L. Scarselli Elementary School

2025-2026 School Improvement Plan

Table of Contents

Comprehensive Needs Assessment	4
Student Success	5
Adult Learning Culture	7
Connectedness	9
Priority Problem Statements	11
Inquiry Areas	13
Inquiry Area 1 : Student Success	14
Inquiry Area 2 : Adult Learning Culture	17
Inquiry Area 3 : Connectedness	19



Comprehensive Needs Assessment

Student Success

Areas of Strength

Students at Scarselli have made great improvements in understanding phonics and phonemic awareness based on focus on the Science of Reading. Student and staff culture is strong and positive.

Areas for Growth

- 3rd grade SBAC proficiency increased in Math and Reading
- Improved and more consistent phonics instruction across grades
- Positive school culture

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	We struggle to provide enough deep learning time with the ESL teacher.	
Foster/Homeless		
Free and Reduced Lunch		
Migrant/Title1-C Eligible		
Racial/Ethnic Minorities		
Students with IEPs	Providing enough practice after instructional minutes in special education. We need more paraprofessional help for practice time.	We are trying to be creative with the scheduling of paraprofessionals.

Problem Statements Identifying Student Success Needs

Problem Statement

Critical Root Cause

1
★

READING: In the 24-25 school year, the percentage of students in grades 1-5 scoring at or above the 65th percentile on the reading MAP dropped from 42% in the fall to 40% in the spring.

*Lack of reading stamina * Students don't like reading and we are not fostering a love of reading * Students lack reading fluency, which affects comprehension * We are not providing enough practice on SBAC-type questions * Insufficient vocabulary instruction to address student vocabulary deficits

2
★

MATH: In the 24-25 school year, only 42% of students in grades 1-5 scored at or above the 65th percentile on the spring math MAP assessment and only 45% of students in grades 3-5 scored at the proficient level on the SBAC Math assessment

We don't provide enough error analysis problems to kids. We don't provide enough SBAC-type questions for practice We don't teach and strengthen math vocabulary. Students are not proficient with math facts.

★ = Priority

Adult Learning Culture

Areas of Strength

We have a fairly strong adult learning culture at Scarselli, with teachers having a desire to learn new things will improve teaching and learning. However, teachers are less eager to work outside of contract hours for professional development purposes unless they are compensated.

Teachers at Scarselli are eager to learn new strategies that will improve instruction.

Positive climate

Teacher flexibility

Effective coaching from EPIC Instructional coach

Strong PLC framework

Willingness to try new things

Areas for Growth

- Teachers are reluctant to accept peer coaching

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Being consistent in using instructional strategies aligned with HQSI.	Have the ESL teacher provide regular HQSI refreshers
Foster/Homeless	Ensuring that teachers understand the effects of foster and homeless situations for students	Provide professional learning on the effects of poverty and foster situations
Free and Reduced Lunch		
Migrant/Title1-C Eligible		
Racial/Ethnic Minorities		
Students with IEPs	Ensuring that teachers understand the importance of consistent collaboration with case managers on student needs and progress	Provide PLC time

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement

Critical Root Cause

1

We are not effective at targeting PD based on what the data shows us and administrators are not consistent with PD follow-up.

Insufficient time to devote to ongoing PD Failure to consistently follow-up on PD to ensure implementation

 = Priority

Connectedness

Areas of Strength

- Multiple methods of communication
- Positive phone calls home
- Positive news via social media

Areas for Growth

- More positive phone calls home
- Communication earlier to families from teachers when a student is struggling


Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Ensuring there is no language barrier	Reach out for translation services
Foster/Homeless	Communicating with homeless families can be a challenge	
Free and Reduced Lunch		
Migrant/Title1-C Eligible		
Racial/Ethnic Minorities		
Students with IEPs		

Problem Statements Identifying Connectedness Needs

Problem Statement	Critical Root Cause
<p>1 Staff members are not consistent with communication to families regarding academics, behavior and attendance.</p>	<p>Admin has not been effective at holding teachers accountable for consistent communication Admin has not developed effective communication expectations Where expectations exist, teachers are not following consistently Teachers fear contacting parents (intimidated?)</p>
<p>2 According to the Nevada Working Conditions Survey, only two out of 15 teachers at Scarselli say they have "a lot of input" on PD programming at the school. Five teachers say they have no input and six teachers say they have minimal input. Two teachers did not answer the question.</p>	<p>Administrators do not do an adequate job of soliciting input from staff members on PD programming.</p>

 = Priority



Priority Problem Statements

Problem Statement

Critical Root Cause

1
★

MATH: In the 24-25 school year, only 42% of students in grades 1-5 scored at or above the 65th percentile on the spring math MAP assessment and only 45% of students in grades 3-5 scored at the proficient level on the SBAC Math assessment

We don't provide enough error analysis problems to kids. We don't provide enough SBAC-type questions for practice We don't teach and strengthen math vocabulary. Students are not proficient with math facts.

2
★

READING: In the 24-25 school year, the percentage of students in grades 1-5 scoring at or above the 65th percentile on the reading MAP dropped from 42% in the fall to 40% in the spring.

*Lack of reading stamina * Students don't like reading and we are not fostering a love of reading * Students lack reading fluency, which affects comprehension * We are not providing enough practice on SBAC-type questions * Insufficient vocabulary instruction to address student vocabulary deficits

★ = Priority



Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

By the end of the 2025-2026 school year, all students in grades K-5 at Scarselli will achieve at least average annual growth in reading RIT scores, as measured by the NWEA MAP Growth assessment, with at least 70% of students achieving or exceeding their individual growth projections.

Formative Measures: MAP Reading Assessment

Improvement Strategy 1

*Intervention groups for reading fluency and comprehension in grades 3-5 *Intervention groups for foundational skills, fluency and comprehension in grades K-2 *Daily reading fluency practice for all students in grades 3-5 *Consistently use Reciprocal Teaching in all grades, whole class and in small groups.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Organize intervention groups.	Teachers Learning Strategist	Flexible groups in 1-5 by September 1st
2	Administrators observe for effective implementation of Reciprocal Teaching	Administrators	Begin by September 15th

Position Responsible: Admin, Learning Strategist, Teachers

Resources Needed: *Intervention materials

*Read-alouds for Reciprocal Teaching

Problem Statements: Student Success 1

Status Checks

In progress

November

January

March

June

SMART Goal 1 Problem Statements Identifying Student Success

Problem Statement	Root Cause
<p>1</p> <p>READING: In the 24-25 school year, the percentage of students in grades 1-5 scoring at or above the 65th percentile on the reading MAP dropped from 42% in the fall to 40% in the spring.</p>	<p>*Lack of reading stamina * Students don't like reading and we are not fostering a love of reading * Students lack reading fluency, which affects comprehension * We are not providing enough practice on SBAC-type questions * Insufficient vocabulary instruction to address student vocabulary deficits</p>

SMART Goal 2

By the end of the 25-26 school year, we will increase the school-wide median RIT score in math by 5 points for each grade level, from kindergarten to 5th grade, as measured by the NWEA MAP Growth assessment.

Formative Measures: MAP Math Assessment

Improvement Strategy 1

*Implement the 3 Reads as part of math instruction in each classroom. *Implement Math Routines for Reasoning in grades 3-5

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Admins observe weekly for 3 reads and Routines for Reasoning.	Admins	Begin by September 15th

Position Responsible: Administrators, Teachers

Resources Needed: none

Problem Statements: Student Success 2

Status Checks

In progress

November

January

March

June

SMART Goal 2 Problem Statements Identifying Student Success

Problem Statement	Root Cause
2	<p>MATH: In the 24-25 school year, only 42% of students in grades 1-5 scored at or above the 65th percentile on the spring math MAP assessment and only 45% of students in grades 3-5 scored at the proficient level on the SBAC Math assessment</p>
	<p>We don't provide enough error analysis problems to kids. We don't provide enough SBAC-type questions for practice We don't teach and strengthen math vocabulary. Students are not proficient with math facts.</p>

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

By June of 2026, all teachers at Scarselli will have had initial training and refresher training in the 3 reads method in math in in Routines for Reasoning.

Formative Measures: Training schedule

Improvement Strategy 1

3 Reads and Routines for Reasoning will be discussion and planning topics in PLCs and Admins observing for each practice weekly

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	PLC agenda to include discussion of each strategy as learned in training and as implemented in the classroom	McNeall	Starting wth PLC on 9/15
2			

Position Responsible: Teachers, admins

Problem Statements: Student Success 2

Status Checks

In progress

November

January

March

June

SMART Goal 1 Problem Statements Identifying Student Success

Problem Statement	Root Cause
<p>2 MATH: In the 24-25 school year, only 42% of students in grades 1-5 scored at or above the 65th percentile on the spring math MAP assessment and only 45% of students in grades 3-5 scored at the proficient level on the SBAC Math assessment</p>	<p>We don't provide enough error analysis problems to kids. We don't provide enough SBAC-type questions for practice We don't teach and strengthen math vocabulary. Students are not proficient with math facts.</p>

Inquiry Area

Connectedness

3

SMART Goal 1

By June, 2026, each teacher at Scarselli will have made at least two positive phone calls home for each student on their roster.

Formative Measures: Positive Phone Call Spreadsheet

Improvement Strategy 1

Provide sentence frames for teachers who are reluctant to call families and allow time during one PLC per month for teachers to make phone calls.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Create sentence frames.	Admin and teachers	Begin by 9/1/25
2	Create PLC agenda to include time for phone calls	Admin	Begin on 9/15/25

Problem Statements: Student Success 1, 2

Status Checks

In progress

November

January

March

June

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	<p>READING: In the 24-25 school year, the percentage of students in grades 1-5 scoring at or above the 65th percentile on the reading MAP dropped from 42% in the fall to 40% in the spring.</p>	<p>*Lack of reading stamina * Students don't like reading and we are not fostering a love of reading * Students lack reading fluency, which affects comprehension * We are not providing enough practice on SBAC-type questions * Insufficient vocabulary instruction to address student vocabulary deficits</p>
2	<p>MATH: In the 24-25 school year, only 42% of students in grades 1-5 scored at or above the 65th percentile on the spring math MAP assessment and only 45% of students in grades 3-5 scored at the proficient level on the SBAC Math assessment</p>	<p>We don't provide enough error analysis problems to kids. We don't provide enough SBAC-type questions for practice We don't teach and strengthen math vocabulary. Students are not proficient with math facts.</p>

SMART Goal 2

By June, 2026, 100% of teachers at SES will indicate that they have "a lot of input" on PD programming at the school.

Improvement Strategy 1

Survey teachers on PD programming at SES. Provide discussion opportunities for teachers to discuss their PD needs and wants.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Survey certified staff on PD needs.	Admin	Complete survey by 12/20/25

Position Responsible: Admin

Resources Needed: Survey

Status Checks

In progress

November

January

March

June