Douglas County School District

C. C. Meneley Elementary School

2025-2026 School Improvement Plan

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Comprehensive Needs Assessment

Student Success

Areas of Strength

We utilized Write Score for the first time during the 2024-25 school year. Our data highlights growth for all students. Teachers gained a better understanding of the writing process and how to help their students improve their overall writing skills. The support from teachers was personalized for students in grade 3 through 5. This was last year's data:

3rd grade raw scores improved from 2.47 to 4.36

4th grade raw scores improved from 3.02 to 4.39

5th grade raw scores improved from 4.77 to 5.23

Areas for Growth

We still have students who are not proficient writers. SBAC no longer separates writing our for ELA as they have done historically. Therefore, we will not be able to use SBAC data as we have planned. We will use Write Score to measure writing growth.

Comparison of raw score average from Fall of 24 to Fall of 25:

3rd: 2.47 to 3.35

4th: 3.02 to 4.86

5th: 4.77 to 5.73

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1	We still have students who struggle to write.	Because writing is challenging, students do not often like to write and they do not practice enough. Writing also takes a long time to teach and takes students a lot of time to practice writing.
2	We have too many problem behaviors at our school. Based on the Nevada Working Conditions Survey and and internal staff survey presented by the principal at the end of the last school year, it was determined that student behavior concerns needed to be addressed, thus these behavior goals.	How students communicate their needs can often be challenging for them and this results in inappropriate behaviors. Students struggle with code switching and being emotionally resilient when faced with a challenge.

★ = Priority

Adult Learning Culture

Areas of Strength

As a school, we have been focusing on the MTSS process and Tier 1 behavior instruction and support. Our system is solidly in place for academics and behaviors. We have refined our interventions and data tracking. We had over 1700 office referrals in SWIS. We know teachers are writing office referrals.

Areas for Growth

Due to the large number of referrals, we have determined that we do not have enough supports and instruction in place for Tier 1. We have inconsistencies in who is writing referrals and what they are being written for. Teachers and grade levels are not always consistent in their Tier 1 instruction. We need to collectively work together to provide instructional resources to teach our behavior expectations.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1	We have too many problem behaviors at our school. Based on the Nevada Working Conditions Survey and and internal staff survey presented by the principal at the end of the last school year, it was determined that student behavior concerns needed to be addressed, thus these behavior goals.	How students communicate their needs can often be challenging for them and this results in inappropriate behaviors. Students struggle with code switching and being emotionally resilient when faced with a challenge.

★ = Priority

Connectedness

Areas of Strength

Our school has a strong and positive culture. This is based upon student culture survey results, the 5th grade climate survey through state and parent involvement at our evening family events. Teachers generally report feeling supported and connected to the school.

Areas for Growth

We will be using a new communication application for next school year (Parent square). We strive to have all parents involved, but that remains a challenge. We will communicate more with families around our learner expectations and student behavior expectations. We will let parents know more regularly about strategies to support expected behaviors at home and what language we are using at school to help improve expected student behaviors.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1	Students are not often ready to be at school and engaged in learning. We need to communicate more with families around our behavior expectations.	Students are not as resilient and often lack the communication skills to let others know what they need.
2	We have too many problem behaviors at our school. Based on the Nevada Working Conditions Survey and and internal staff survey presented by the principal at the end of the last school year, it was determined that student behavior concerns needed to be addressed, thus these behavior goals.	How students communicate their needs can often be challenging for them and this results in inappropriate behaviors. Students struggle with code switching and being emotionally resilient when faced with a challenge.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **Curriculum Based Measures**
- [x] **MAP Growth Assessment**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **Student failure and/or retention rates**
- [x] **WIDA ACCESS for ELLs**

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Professional development needs assessment data**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **School department and/or faculty meeting discussions and data**
- [x] **School leadership data**
- [x] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Community surveys and/or other feedback**
- [x] **PBIS/MTSS data**
- [x] **Perception/survey data**

- [x] **Social Emotional Learning Data**
- [x] **Volunteer opportunities, attendance, and participation**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

Constructed written response are an area of concern so for grades 3-5 we will use Write Score to improve student writing and continue this work from last school year. In addition to writing, we will also focus on improving student math fluency in grades 3-5. Based upon SLO data for fluency, students will increase their fluency across all four operations.

Formative Measures: Use of Write Score in grade 3-5. Two assessments will be given to determine growth. 3-5 teachers will write SLOs on fluency. 90% of students will grow across all four operations for our math goal.

Improvement Strategy 1

Fully utilize the resources within Write Score and ensure that writing lessons are taught a minimum of 3 days a week.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Classroom observations and student interviews.	Administration	September 2025 to March 2026

Position Responsible: Administration

Resources Needed: Write Score resources

Status Checks

In progress	In progress		
November	**January**	**March**	**June**

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

Our school MTSS team will continue to work through Tier 1 behavior and academic supports. A select group of staff will continue MTSS training through UNR around Tier 2 and 3 supports.

Formative Measures: Increase expected behaviors across all locations of the school. We will use SWIS and IC behavior data to measure this improvement. Our goal is to decrease office referrals by 50% each month when compared to last school year.

Improvement Strategy 1

By June 12th, 2026, we will improve student behavior by increasing the demonstration of expected behaviors (Safe, Respectful, Responsible) and decrease office discipline referrals schoolwide by 25%, as measured through monthly SWIS reports. Tier 1 PBIS will be implemented with fidelity's as measured by the tiered fidelity inventory.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	School-wide PBIS Whole school MTSS team meetings	Administration and school counselor	By June 2026

Position Responsible: Administration and school counselor

Resources Needed: MTSS training through UNR.

Status Checks

November	January	March	June
In progress	In progress		

SMART Goal 2

According to the Nevada 2024 - 2025 Working Conditions Survey, it was reported that physical conflicts among students, physical abuse of teachers, and verbal abuse of teachers are behaviors demonstrating a concern for safety at the school.

Formative Measures: We will work to support a decrease of office referrals by 50% for physical aggression and verbal disrespect. We will utilize our classroom morning meetings, PBIS rewards, counseling lessons, lunch groups, and Suite 360 to help teach, model, and reinforce positive expected behaviors at school. Data will be compared utilizing SWIS and IC behavior entries.

Inquiry Area 3

Connectedness

SMART Goal 1

We will communicate once a quarter with parents around our behavior data and will focus each quarter on an expected behavior that needs improvement.

Formative Measures: Once a quarter the principal will report to families on our behavior data, goals and strategies to support at home.

Improvement Strategy 1

Improve communication with parents regarding student behavior.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Quarterly communication with families regarding behavior both positive and areas of need improvement.	Administration	Once a quarter

Position Responsible: Administration

Resources Needed: None

Status Checks

November	January	March	June
In progress	In progress		