Washoe County School District



Bernice Mathews Elementary School

Classification: 2 Star School

Title I

2025-2026 School Improvement Plan

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Mission Statement

Together we will educate and inspire the whole child to SHINE at school, at home, and in our community.

Vision

Together, we build a strong foundation for our students to shine to their full potential, embrace a growth mindset, and courageously tackle any challenge that comes their way.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

ELA

Students' overall proficiency on ELA SBAC increased from 21% to 26% from 2023 to 2025.

MATH

Students' overall proficiency on Math SBAC increased from 16% to 24% from 2023 to 2025.

Students' overall Student Growth Percentile increased from 40% to 42% from 2023 to 2025.

ACCESS

Students' overall AGP on the ACCESS assesment for students learning English increased from 34% to 53% from 2023-2025.

Chronic Absenteeism is less than 7%

Areas for Growth

Mathews Elementary School students produced across the board overall increases in multiple areas. Improvements were noted in the areas of proficiency and adequate growth percentiles in both ELA and Math. Students in subgroup populations increased in growth as well.

ELA

Students' overall proficiency on ELA SBAC increased from 21% to 26% from 2023 to 2025.

MATH

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Students' overall Student Growth Percentile increased from 40% to 42% from 2023 to 2025.

ACCESS

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Chronic Absenteeism is less than 7%

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	NA	
Foster/Homeless	NA	
Free and Reduced Lunch	NA	

Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	NA	
Students with IEPs	NA	

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Only 38% of our students are making expected growth on SBAC ELA. b) Only 26% of students are proficient on the SBAC in ELA.	1. Transciency rate of students moving in and out of the school in the year 2024-25 was 29%. 1 out of every 3 students leaves or is new to the school within the school year, creating a lack of consistency in their education and instruction. 2. Tier 1 instructional capacity across the school needs to be continuously developed and supported due to the number of novice teachers and teachers with less than 5 years of experience. 3. Students have learning gaps and/or are behind in their learning. 4. A significant number of students are English Language Learners and require more time to learn the language and the content.

★ = Priority

Adult Learning Culture

Areas of Strength

Out of our 30 certified instructional staff, 3 are first year teachers, 3 are 2nd year teachers, and 8 have less than 5 years of teaching experience. After teachers have been developed into effective/highly effective professionals, they often can procure employment at schools with less challenges and thus we grow leaders who can shine in other schools. Therefore, we consistently are hiring and training novice teachers.

We have worked over the years to develop strong systems of collaboration, and work to build teacher capacity quickly. Our PLCs are strong and supported by instructional leaders in the school. Professional development has been focused on needs and provided to staff throughout the year.

Areas for Growth

- Well-Functioning Professional Learning Communities (PLCs)
- Strong culture of collaboration, trust and effort to improve
- Knowledgeable staff members, eager to learn and share knowledge
- Climate Surveys completed by the staff demonstrate over 95% of staff feel supported and are happy at work.

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	Critical Root Cause
1 ★	There is inconsistent implementation of rigorous grade-level instruction across teachers at Mathews. Tier 1 instructional capacity across the school needs to be continuously developed and supported due to the number of novice teachers and teachers with less than 5 years of experience integrating with established teachers.	* Teachers require more frequent specific feedback regarding instruction * Teachers require support in scaffolding appropriately so all students can access Tier 1 instruction * Curricular expectations are complex and challenging; staff needs PLC time to break down curricula and standards. Staff needs time for collaborative planning and preparation for all subject areas * Students have learning gap

★ = Priority

Connectedness

Areas of Strength

- Staff perceptions of leadership, and overall school climate and culture have increased on the Insight Survey.
- Student perceptions of safety and positive climate & culture
- Sunshine Committee
- PBIS Committee/SEL
- Communities in Schools Coordinator
- Established Parent Teacher Home Visit Program

Areas for Growth

Teachers and staff report an increase in overall happiness, feelings of support, and leadership through the Climate Survey. We have met multiple goals around our Parent Involvement. There are many families very engaged in their student's educational process and many families who don't engage. Attempts to provide more opportunities at varying times a day for Parent University events, school wide events, Parent Teacher Home Visits have increased our number of overall engaged families by a small amount, but they have deepened the connections with those active families. Families who are navigating many demands on their time are best reached through digital means.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language Barriers	All homevisits for EL families will include a translator or staff member who speaks the language
Foster/Homeless	Hosting a home-visit	Homevisits are offered at the park and library
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	Critical Root Cause
1 ★	Not every parent or guardian engages with their child's teacher through regular communication, and demonstrate an accurate understanding of the achievement levels expected at each grade level.	a) Staff communication to parents about educational supports are not reaching parents effectively; b) Parents have been unable to attend Parent University Classes or other events c) Parents feel lack of confidence in their understanding of content; d) Parents are not aware of other engagement techniques they can employ when unable to physically participate in school activities.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Only 38% of our students are making expected growth on SBAC ELA. b) Only 26% of students are proficient on the SBAC in ELA.	1. Transciency rate of students moving in and out of the school in the year 2024-25 was 29%. 1 out of every 3 students leaves or is new to the school within the school year, creating a lack of consistency in their education and instruction. 2. Tier 1 instructional capacity across the school needs to be continuously developed and supported due to the number of novice teachers and teachers with less than 5 years of experience. 3. Students have learning gaps and/or are behind in their learning. 4. A significant number of students are English Language Learners and require more time to learn the language and the content.
2 ★	There is inconsistent implementation of rigorous grade-level instruction across teachers at Mathews. Tier 1 instructional capacity across the school needs to be continuously developed and supported due to the number of novice teachers and teachers with less than 5 years of experience integrating with established teachers.	* Teachers require more frequent specific feedback regarding instruction * Teachers require support in scaffolding appropriately so all students can access Tier 1 instruction * Curricular expectations are complex and challenging; staff needs PLC time to break down curricula and standards. Staff needs time for collaborative planning and preparation for all subject areas * Students have learning gap
3 ★	Not every parent or guardian engages with their child's teacher through regular communication, and demonstrate an accurate understanding of the achievement levels expected at each grade level.	a) Staff communication to parents about educational supports are not reaching parents effectively; b) Parents have been unable to attend Parent University Classes or other events c) Parents feel lack of confidence in their understanding of content; d) Parents are not aware of other engagement techniques they can employ when unable to physically participate in school activities.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **Criterion-Referenced Test in Mathematics**
- [x] **Criterion-Referenced Test in Science**
- [x] **MAP Growth Assessment**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **MyPath**
- [x] **Nevada State Performance Framework (NSPF)**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **WIDA ACCESS for ELLs**

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Class size averages by grade and subject**
- [x] **Lesson Plans**
- [x] **Master schedule**
- [x] **Professional Development Agendas**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **School leadership data**
- [x] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**
- [x] **Teacher evaluation**
- [x] **Teacher retention**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Community surveys and/or other feedback**
- [x] **Demographic data**
- [x] **Enrollment**
- [x] **Home Visits**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

2024-2025 goal: On ELA SBAC, increase the Student Growth Percentile from 38% to 60% by 2026. Grow ELA SBAC overall proficiency from 26% to 41% by 2026.

80% of students will make between 80 and 100% of their typical growth on iReady diagnostic assessment from the beginning of the year to the end of the year diagnostic windows.

Formative Measures: iReady data reports
MAP scores
3 Diagnostic Windows of iReady

Improvement Strategy 1

iReady

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	*Teacher Clarity Professional Development and implementation Develop walk-through schedule with area of focus for each week. * Revise walk-through form to target non-negotiables * Implement walk-through system that includes a process for teachers to access immediate feedback. * Assistant Principal and EL Coach to develop system/schedule/structure for providing instructional coaching. * Schedule and implement staff instructional rounds/peer walk-throughs. * EL Coach and Special Ed teachers participate in grade level PLCs and planning sessions * Continue PLC structure * Implement iReady with fidelity * Mentor teachers provide support and mentoring for novice teachers * Implement Phonics Professional learning and increase systemic phonics instruction in all grade levels (UFLI) Continue implementing GLAD and Elevation Strategy professional learning opportunities	Principal Assistant Principal ELD Coach Grade Level Facilitators Mentors Teachers	Three diganostic windows of iReady, Fall, Winter, Spring	

Position Responsible: Principal Assistant Principal ELD Coach Grade Level Facilitators Mentors Teachers

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1

Status Checks

November	February	May
In progress	In progress	

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Only 38% of our students are making expected growth on SBAC ELA. b) Only 26% of students are proficient on the SBAC in ELA.	1. Transciency rate of students moving in and out of the school in the year 2024-25 was 29%. 1 out of every 3 students leaves or is new to the school within the school year, creating a lack of consistency in their education and instruction. 2. Tier 1 instructional capacity across the school needs to be continuously developed and supported due to the number of novice teachers and teachers with less than 5 years of experience. 3. Students have learning gaps and/or are behind in their learning. 4. A significant number of students are English Language Learners and require more time to learn the language and the content.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

Classroom walk-throughs will indicate at least 75% of teachers consistently implement the four components of Teacher Clarity (Clarity of organization, clarity of explanation, clarity of examples and guided practice, clarity of assessment of student learning)

Formative Measures: * Completed Walk-Through Forms
* District Common Formative Assessments
* PLC-developed common assessments
* MAP and iReady Data
Lesson Plans

Improvement Strategy 1

Teacher Clarity Professional Development and Implementation

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	* Purchase and conduct Teacher Clarity Playbook book study Provide montly Teacher Clarity Professional development Provide uniterrupted PLC time for teachers to implement teacher clarity work. Develop walk-through schedule with area of focus for each week. * Implement walk-through system that includes a process for teachers to access immediate feedback. * Learning Facilitator, and EL Coach to develop system/schedule/structure for providing instructional coaching. * EL Coach and Special Ed teachers participate in grade level PLCs and planning sessions. * iReady * Continue PLC structure * development of student/class data binders * School administrators and coaches will conduct walk-throughs of each classroom and provide documented feedback regularly. Teachers will participate in Instructional Rounds observing each other and providing feedback.	Principal, Assistant Principal, & EL Coach Instructional Rounds- All teaching staff to participate	Monthly PDs, Weekly PLCS	

Position Responsible: Principal, Assistant Principal, & EL Coach Instructional Rounds- All teaching staff to participate

Evidence Level

Level 2: Moderate:
Teacher Clarity- Professional Learning Community

Problem Statements: Adult Learning Culture 1

Status Checks

November	February	May
In progress	In progress	

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	There is inconsistent implementation of rigorous grade-level instruction across teachers at Mathews. Tier 1 instructional capacity across the school needs to be continuously developed and supported due to the number of novice teachers and teachers with less than 5 years of experience integrating with established teachers.	* Teachers require more frequent specific feedback regarding instruction * Teachers require support in scaffolding appropriately so all students can access Tier 1 instruction * Curricular expectations are complex and challenging; staff needs PLC time to break down curricula and standards. Staff needs time for collaborative planning and preparation for all subject areas * Students have learning gap

Inquiry Area 3

Connectedness

SMART Goal 1

30 staff members will conduct at least 1 home visit through the Home Visting program during the school year.

Formative Measures: * Number of completed home visits, and number of staff participation
* Number and varying schedule of family educational events offered
* Percentage of parents who attend Parent Teacher Conferences
- Percentage of parents who interact on Class Dojo on a quarterly basis to monitor connectedness

Improvement Strategy 1

Home Visiting
Promising Evidence

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	*Teachers and staff attend Home visit training Schedule Homevisits with families Schedule Saturday event during home visit week Provide stronger encouragement to complete the Climate Survey * Set computers and iPads up in the lobby for parents to complete survey when the visit the school * Provide incentives for parents to attend Parent Teacher Conferences * Provide optional homework opportunities for students * Increase the number of parent engagement academic opportunities and vary the times of day they are offered * Encourage more sign ups for the Home visit program. Offer a "Super Saturday" Event 3 times a year. * Increase number of teachers trained in Home visiting to actually complete a home visit * Revisit purpose and structure of schoolwide PBIS system with staff * Ensure that the PBIS Expectation Posters are hung in all classrooms and other environments (i.e., cafeteria, hall, etc.) * Revise Parent University Schedule to include more events at varying times a day * Teach SEL Curriculum -Hold Parent Sessions at Back to School Night that will teach and support parent use of communication app, Class Dojo, and Infinite Campus Parent Portal. - Send Connect Ed messages to inform parents of Connectedness goals -Provide class incentives for reaching 100% connectedness on Dojo	Principal, Assistant Principal, Counselor, Communities in Schools Coordinator, PBIS Committee, Family Event Committees, teaching staff	Home visiting counts by December	

Position Responsible: Principal, Assistant Principal, Counselor, Communities in Schools Coordinator, PBIS Committee, Family Event Committees, teaching staff

Evidence Level

Level 3: Promising:
Home Visiting

Problem Statements: Connectedness 1

Status Checks


Implemented

In progress

November **February** **May**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Not every parent or guardian engages with their child's teacher through regular communication, and demonstrate an accurate understanding of the achievement levels expected at each grade level.	a) Staff communication to parents about educational supports are not reaching parents effectively; b) Parents have been unable to attend Parent University Classes or other events c) Parents feel lack of confidence in their understanding of content; d) Parents are not aware of other engagement techniques they can employ when unable to physically participate in school activities.

Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

1.1 Comprehensive Needs Assessment

For all Title 1 Elements, please see addendum.

Community Outreach Activities

Activity	Date	Lesson Learned
Kinder Round Up	May 22, 2025	
Ice Cream Social- Meet the staff event	Aug. 8, 2025	
Back To School Night		
Multi Cultural Night		

Addendums

ESSA Title I Schoolwide and Targeted Assistance Title I Elements

School Improvement Plan (SIP) Washoe County School District

1.1Write 1-2 sentences describing the comprehensive needs assessment process at your school.

The Comprehensive Needs Assessment (CNA) is conducted as part of the Continuous Improvement Process (CIP). Acts 1 and Events 1-3— including Data Dive, Root Cause Analysis, Problem Statements, and ESSA-approved Improvement Strategies— ensure a thorough CNA, which serves as the foundation for developing the School Improvement Plan (SIP).

2.1 Write 1-2 sentences describing how staff, families, and community members are included in the plan development process, including how feedback is solicited about the plan.

Staff, families, and community members are actively involved in the plan development process through surveys, meetings, collaborative discussions and other community outreach events. Their feedback is solicited via stakeholder input sessions, advisory committees, and open forums to ensure the plan reflects the needs and priorities of the entire school community. At the secondary level Student Voice is required when crafting the plan.

2.2 Write 1-2 sentences describing the process of how plans are regularly monitored and revised.

At least three times a year, through CIP Events 5-7, schools meet with stakeholders to review their School Improvement Plan (SIP), assess progress, reflect on lessons learned, and determine next steps. Many schools utilize school improvement stipends to support data analysis and necessary course corrections.

2.3 Write 1-2 sentences describing how you make the plan available to parents and community in an understandable format and language. Ex.

The plan is posted on our school website in English and Spanish, as well as sent to families in the newsletter and available at the front desk. Elementary schools inform families of the plan through Class Dojo.

2.4 Briefly describe the Title I funded major initiatives in your plan in which all children are given opportunities to meet State standards.

Supplementary materials for ELA foundational skills instruction such as UFLI and Magnetic Reading Foundations are used to reinforce and expand core concepts, offer students targeted opportunities to practice and strengthen their reading, writing, and language skills. Students engage in varied learning activities that support key foundational skills like

phonics, vocabulary development, and fluency. These resources align with grade-level standards and provide students with a structured pathway to meet grade-level expectations.

2.5 Briefly describe the Title I funded major initiatives in your plan in which children are provided increased learning time and well-rounded education.

Teacher Clarity by Corwin emphasized the importance of clear, purposeful instruction in improving student outcomes. The incorporation of Teacher Clarity ensures that students know exactly what they are expected to learn, how they will learn it and why it matters. Teachers utilize the Teacher Clarity Playbook to guide their practice.

2.6 Briefly describe the Title I funded major initiatives in your plan in which you address the needs of all students, particularly at-risk.

Targeting chronic absenteeism creates a supportive environment that encourages consistent attendance and addresses underlying barriers. A range of resources and strategies are tailored to different students' needs such as identifying root causes, engaging families and communities, early identification, timely interventions, and creating a positive school culture.

3.1 Write 1-2 sentences describing the process for how you evaluate the School Performance Plan (SPP)

The School Improvement Office conducts a thorough review of all 114 School Improvement Plans (SIPs), meeting individually with each principal and key stakeholders to ensure alignment with district and state requirements. Special focus is given to SMART goals, ESSA-approved improvement strategies, and actionable steps to drive plan success.

4.1 Write 1-2 sentences describing how you develop and distribute the Parent Involvement and Family Engagement Policy, and who is involved in the process.

The parent and family engagement policy are developed with family members and school staff including administrators. Staff and families discuss key points of family engagement at their school, i.e., communication, meetings, building staff and family capacity around family engagement, and indicate on the policy how those points will be addressed. Depending on school needs, the policy is created in both English and Spanish. Schools distribute the policy through their website, newsletters, or other communication methods by October 1 of each year. The policy is revised annually in the Spring with staff and family members to update it for the next year.

4.2 Describe how you provide a flexible number of parent involvement opportunities. e.g. multiple events are held at different times during the day on various days.

Schools provide parent meetings with Morning Mugs, parent and teacher meetings, and one-on-one meetings at different times during the day. Schools schedule Parent University

or other classes or during the school day and at night based on what families have indicated they prefer and aligned to the school performance plan and administrator vision.

5.1Determine which students will be served by following local policy

WCSD uses the Title I Rank and Serve process based upon FRL Percentages. The Federal mandate is that schools with an FRL Percentage 75% or higher automatically must be served as a Title I school. For the 2025-2026 school year, all schools that have an FRL Percentage 68.81% or higher will be served as Title I schools. WCSD utilizes a School-wide program for all schools that receive Title I funding.