# Washoe County School District

# Donner Springs Elementary School

Classification: 1 Star School

Title I, CSI

## 2025-2026 School Improvement Plan

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# Mission Statement

## Donner Springs will work in partnership with the community and families to help all students strive to be socially responsible, lifelong learners, who reach their highest potential.

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# Comprehensive Needs Assessment

# Student Success

## Areas of Strength

ELA

Based on iReady MAP data:

High frequency words, phonics and vocab were areas of strength.

3rd grade grew from last years scores by 11%.

80% of kindergarten is on grade level.

iReady scores stayed consistent.

Median typical growth was 103%. 24% of students met their stretch growth.

From the beginning of the year to the end of year diagnostic, the percentage of students in the red (2 or more grade levels below) decreased by 13%, the amount of students in yellow (one grade level below) decreased by 15%, and the number of students in green (on or above grade level) increased by 28%.

Math

Strength schoolwide in Numbers and Operations & Algebra & Algebraic Thinking.

As a school we showed growth in the area of geometry.

Median typical growth was 91%. 21% of students met their stretch growth.

From the beginning of the year to the end of year diagnostic, the percentage of students in the red (2 or more grade levels below) decreased by 18%, the amount of students in yellow (one grade level below) decreased by 13%, and the number of students in green (on or above grade level) increased by 30%.

## Areas for Growth

ELA

Based on iReady MAP data:

K-2nd - 20-29% of students are 2 or more grade levels below in phonics

3rd-5th - 29% of students are 2 or more grade levels below in comprehension of information text

Overall as a school we were below in vocabulary with 53% of students below grade level.

As a school, we had 51% of students below grade level in reading.

Math

60% of students school-wide were below level in the areas of Measurement and Data & Geometry.

As a school, we had 58% of students below grade level in math.

Students are missing basic fact comprehension.

# Equity Resource Supports

| Student Group | Challenge | Solution |
|---|---|---|
| **English Learners** | *Students learning English Language* | *Front load, vocabulary, GLAD Strategies integrated into Tier 1 instruction.* |
| **Foster/Homeless** | *Constant movement, constant new environments, building stable relationships* | *SEL instruction, friendship groups, guidance lessons 2x per month, check-in's if needed* |
| **Free and Reduced Lunch** | Basic needs not being met | Provide snacks, clothing, hygiene, etc. |
| **Migrant/Title1-C Eligible** | N/A | |
| **Racial/Ethnic Minorities** | Identifying Cultural Norms, Building stable relationships | *SEL instruction, friendship groups, check-in's if needed, review material during missed instructional time* |
| **Students with IEPs** | *Staff shortage, lack of curriculum supports* | *Front load, small group support, interventions, one on one instruction* |

# Problem Statements Identifying Student Success Needs

| | Problem Statement | Critical Root Cause |
|---|---|---|
| 1 ★ | Our proficiency in ELA based on iReady (K-5th) was 49% proficient. | Teachers understanding the science of reading (application), learning how to use iReady to drive instruction, and vertical alignment for writing |

★ = Priority

# Adult Learning Culture

## Areas of Strength

School-wide T3 is 3.8%!

As a school, the tiered triangle is balanced.

PLC time to discuss students.

100% complete at mid-point and final.

Interventionist to support students.

All staff in grade level involved.

## Areas for Growth

Tracking attendance during interventions (making sure students are getting 720 minutes before changing interventions).

K-2nd tracking data with UFLI.

No schoolwide writing samples for vertical alignment (think about 3x per year or quarterly).

Providing data for MTSS meetings that matches the needs of the student (think about using core phonics, fluency passages, BM fluency check, comprehension 2nd-5th)

## Equity Resource Supports

| Student Group | Challenge | Solution |
|---|---|---|
| **English Learners** | Need more instructional time | Interventions, monitoring, collecting data, Collaborating with Grade level team, Co-planning with ELL teacher and/or ELL Facilitator |
| **Foster/Homeless** | Constant movement, constant new environments, building stable relationships | Interventions, monitoring, collecting data, Collaborating with Grade level team, Collaborating with Counselor |
| **Free and Reduced Lunch** | Basic needs not being met | Interventions, monitoring, collecting data, Collaborating with Grade level team, support from counselor, Front load, review material during missed instructional time |
| **Migrant/Title1-C Eligible** | N/A | |

| | | |
|---|---|---|
| **Racial/Ethnic Minorities** | Identifying Cultural Norms, Building stable relationships | Teachers providing a safe, inclusive environment that celebrates and recognizes diversity. Collaborates with Grade level team, support from counselor if needed |
| **Students with IEPs** | staff shortage, lack of curriculum supports and training | Teachers getting trainings as offered, Collaborating with Grade level teams |

# Problem Statements Identifying Adult Learning Culture Needs

| | Problem Statement | Critical Root Cause |
|---|---|---|
| 1 ★ | Interventions align with progress monitoring and student movement through the Tier system, along with PLC alignment. Not having data to support Tier placement decisions. | Students not consistently moving through the Tier system, progress monitoring and data collection not aligning/available for certain interventions, and PLC not vertically aligned. |

★ = Priority

# Connectedness

## Areas of Strength

2nd & 4th Grade had the highest attendance rates (2nd - 15% chronic, 4th - 18%  chronic).

Our chronic absenteeism data did not increase or decrease (stayed consistent).

1st grade - no students were severely chronic.

Students and teachers liked the lunchroom attendance tracker.

Check in/Check out daily with staff.

Specific planning of fun activities on low attendance days (brough them to school).

Year long calendar provided to parents at the beginning of the year.

After school clubs and activities promoted positive attendance (drama club, soccer, girls on the run).

## Areas for Growth

22% of students chronically absent. 4% of students severely chronic (20% or more).

Kindergarten 34% chronically absent

1st Grade - 26% chronically absent

2nd Grade - 15% chronically absent

3rd Grade - 23% chronically absent

4th Grade - 18% chronically absent

5th Grade - 22% chronically absent

Next steps:

Provide students specific roles (helper for other teachers or other staff).

Start the beginning of the year with attendance expectations (especially during kinder screenings and open house).

Donner Springs staff go and pick up students from home to bring them to school.

Monthly perfect attendance shout out per classroom in lunchroom.

Student DJ's in lunchroom (student picks a song to play at lunch) based on attendance.

Continue to build after school clubs and activities for students.

## Equity Resource Supports

| Student Group | Challenge | Solution |
|---|---|---|
| **English Learners** | *Not all students and families speak English* | *Scheduling interpreters for events, working with the EL dept. to provide interpretation in native language* |
| **Foster/Homeless** | *Transportation to and from events* | *Providing opportunities at school for engagement* |
| **Free and Reduced Lunch** | *Transportation to and from events* | *Providing opportunities at school for engagement* |
| **Migrant/Title1-C Eligible** | N/A | |
| **Racial/Ethnic Minorities** | *Extended absences due to cultural travel* | *Communicating with families to ensure they give school ample notice to provide materials to student on what they will be missing* |
| **Students with IEPs** | *Making up service times due to absences* | *Communication with families to express the importance of consistency in attendance to ensure students are getting all the possible supports within the school* |

# Problem Statements Identifying Connectedness Needs

| | Problem Statement | Critical Root Cause |
|---|---|---|
| 1 ★ | Chronic absenteeism is at almost 24% for the school. | Lingering fear from COVID (sickness), parents not coming into the building during school hours (volunteering), parents unaware of consequences of absenteeism. |

★ = Priority

# Priority Problem Statements

| | Problem Statement | Critical Root Cause |
|---|---|---|
| 1 ★ | Chronic absenteeism is at almost 24% for the school. | Lingering fear from COVID (sickness), parents not coming into the building during school hours (volunteering), parents unaware of consequences of absenteeism. |
| 2 ★ | Interventions align with progress monitoring and student movement through the Tier system, along with PLC alignment. Not having data to support Tier placement decisions. | Students not consistently moving through the Tier system, progress monitoring and data collection not aligning/available for certain interventions, and PLC not vertically aligned. |
| 3 ★ | Our proficiency in ELA based on iReady (K-5th) was 49% proficient. | Teachers understanding the science of reading (application), learning how to use iReady to drive instruction, and vertical alignment for writing |

★ = Priority

# Data Documentation for CNA

# Data Documentation for CNA

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

## Student Success

- [x] **MAP Growth Assessment**
- [x] **Other**

  i-Ready

## Adult Learning Culture

- [x] **School department and/or faculty meeting discussions and data**
- [x] **Other**

  BIG MTSS Data

## Connectedness

- [x] **Attendance**

# Inquiry Areas

# Inquiry Area 1 Student Success

## SMART Goal 1

The percentage of students in grades K-5 meeting or exceeding the iReady target in reading on the 25-26 final Diagnostic will increase by 5% when compared to the 24-25 final Diagnostic.

**Formative Measures:** iReady Final Diagnostic

## Improvement Strategy 1

iReady

**Actions for Implementation**

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|---|---|---|---|---|
| 1 | Provide professional learning focused on the use of supporting iReady resources specifically Tools for Instruction and Tools for Scaffolding. Use the following reports: Student and Class Diagnostic Results, Grade Level Planning (Scaffolding), Grade Level Planning (Prerequisites), and Instructional Grouping to deliver coherent grade-level instruction and differentiated small group instruction. Establish the use of student data folders to develop goals and track growth towards goals. | Teachers, administrators | End of 25-26SY | |

**Position Responsible:** Teachers, administrators

**Evidence Level**

**Level 2: Moderate:**
iReady

**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 | Our proficiency in ELA based on iReady (K-5th) was 49% proficient. | Teachers understanding the science of reading (application), learning how to use iReady to drive instruction, and vertical alignment for writing |

# Inquiry Area 2

Adult Learning Culture

## SMART Goal 1

Increase intervention fidelity by monitoring students receiving interventions every 6-8 weeks, utilizing our IC MTSS tab as measured by 95% of students being updated and reviewed quarterly.

**Formative Measures:** PLC Agenda, MTSS tab in IC

## Improvement Strategy 1

PLC's

**Actions for Implementation**

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|---|---|---|---|---|
| 1 | Vertically align PLC's monthly by grade level bands with support staff in attendance. Schedule T3 MTSS meetings every 5-6 weeks by grade level. Schedule T2 review dates by grade levels every 4-6 weeks within PLC's. Counselor will email grade levels the students currently in the Tiered process at least one week prior to MTSS meetings. Collect writing samples 3-4 times per year for vertical alignment. Attendance will be taken during intervention and data will be collected and brought to the review meeting. | Teachers, administrators | End of 25-26SY | |

**Position Responsible:** Teachers, administrators

**Evidence Level**

**Level 2: Moderate:**
PLC

**Problem Statements:** Adult Learning Culture 1

### Status Checks

| | | |
|---|---|---|
| In progress | In progress | |
| **November** | **February** | **May** |

## SMART Goal 1 Problem Statements Identifying Adult Learning Culture

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Interventions align with progress monitoring and student movement through the Tier system, along with PLC alignment. Not having data to support Tier placement decisions. | Students not consistently moving through the Tier system, progress monitoring and data collection not aligning/available for certain interventions, and PLC not vertically aligned. |

# Inquiry Area 3

Connectedness

## SMART Goal 1

The percentage of students identified as chronically absent in the 25-26 school year will decrease by 3% when compared to the 24-25 percent identified as chronically absent.

**Formative Measures:** BIG absenteeism report

## Improvement Strategy 1

Family Engagement

**Actions for Implementation**

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|---|---|---|---|---|
| 1 | Use historical attendance data to identify students who are at risk of chronic absenteeism. Continue with attendance team to coordinate efforts to develop individualized attendance contracts/agreements with students identified through the quarterly attendance reviews. Establish process/protocol for teachers to communicate with attendance team and families regarding student absences. Establish monthly incentives for perfect attendance based on student input (lunchroom DJ, special table, teacher helper, etc.) | Teachers, administration, attendance team | End of 25-26SY | |

**Position Responsible:** Teachers, administration, attendance team

**Evidence Level**

**Level 1: Strong:**
Family Engagement

**Problem Statements:** Connectedness 1

### Status Checks

| | | |
|---|---|---|
| In progress | In progress | |
| **November** | **February** | **May** |

## SMART Goal 1 Problem Statements Identifying Connectedness

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Chronic absenteeism is at almost 24% for the school. | Lingering fear from COVID (sickness), parents not coming into the building during school hours (volunteering), parents unaware of consequences of absenteeism. |

# 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 |
| --- | --- | --- |
| Back to School Night | 8/26/25 | |
| Family Stem Night | | |
| Family Art Night | | |
| Family Reading Night | | |
| Family Math Night | | |
| Workshop - Strategies to Support Students with Disabilities at Home | | |
| Workshop - Super Parents Supervise: Screen Time, Social Media, and Safety | | |
| Workshop - Healthy Eating and Active Living | | |

# 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.