Washoe County School District



Glenn Duncan S.T.E.M. Academy

Classification: 3 Star School

Title I, TSI

2025-2026 School Improvement Plan

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Mission Statement

We will meet each student where they are, as they are, while maintaining high expectations for academic success. We will teach students to be confident, critical thinkers and expose them to diverse opportunities.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

- Our students receiving EL services had a 15% exit rate. 58% of our students met AGP (Adequate Growth Percentile), which is 10% higher than the District average.
- Our students in grades 3, 4, and 5 had a median growth percentile of 58% in ELA, which was 16% higher than the previous year.
- Our students in grades 3, 4, and 5 had a median growth percentile of 60% in Math, which was 22% higher than the previous year.
- Our students in grades 3, 4, and 5 had an adequate growth percentile of 51% in ELA, which was 20% higher than the previous year.
- Our students in grades 3, 4, and 5 had an adequate growth percentile of 31% in Math, which was 31% higher than the previous year.

• Students are resilient.

• We have offered an increase in student support such as Officer 360, Duncan Dolphin Mentoring Club, T.I.D.E. Student Voice/Leadership, etc.

Areas for Growth

Over the past year, Glenn Duncan Elementary demonstrated significant academic growth and success. Our students receiving English Learner (EL) services achieved a 15% exit rate, reflecting strong progress in language acquisition. In addition, 58% of all students met Adequate Growth Percentile (AGP), which is 10% above the district average, showing that our targeted instructional supports are making a difference.

In grades 3–5, students showed remarkable improvement across both ELA and Math. The median growth percentile in ELA was 58%, a 16% increase from the previous year, while the median growth percentile in Math was 60%, representing an impressive 22% increase. Likewise, Adequate Growth Percentiles climbed: ELA AGP rose to 51% (a 20% increase) and Math AGP reached 31% (a 31% increase). These outcomes reflect a clear trend of acceleration in student learning.

Moving forward, our greatest area of opportunity is to increase the percentage of students meeting Adequate Growth Percentile in Math, as only one-third of students reached this benchmark despite large growth gains. Continued focus on small-group instruction, scaffolding, and problem-solving strategies will help us build upon the strong momentum we have established.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Lack of staff to support EL students, as we lost one full-time EL teacher and did not receive an EL teacher's assistant.	Use one of our classroom assistants as a support for our EL students.
Foster/Homeless	Transportation	Work with the Children in Transition (CIT) Department to provide support to students.
Free and Reduced Lunch	N/A - School is 100% FRL	

Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	Time available due to Tier 1 content blocks	Students receive IEP minutes during Intervention/Enrichment blocks and/or grey areas on the master schedule.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	In the past school year, students in grades 3-5 at Glenn Duncan Elementary demonstrated strong growth on state and local measures. According to the 2025 SBA and growth data, students achieved a median growth percentile of 58% in ELA (16% higher than the previous year) and 60% in Math (22% higher than the previous year). Adequate Growth Percentile (AGP) also improved substantially, with 51% of students in ELA (20% higher than the previous year) and 31% of students in Math (31% higher than the previous year) meeting growth targets. Additionally, 15% of English Learners exited services, showing progress in language acquisition. Despite these gains, an area of concern remains: only 31% of students met Adequate Growth Percentile in Math, indicating that a majority of students are still not making sufficient growth to reach or maintain grade-level proficiency. This gap is particularly pressing for students on IEPs and those receiving English Learner services, who continue to require targeted supports to accelerate achievement.	Chronically absent students, lack of resources for intervention materials

★ = Priority

Adult Learning Culture

Areas of Strength

- Staff is eager to participate in professional learning opportunities: site leadership team, WCSD-approved in-service classes, book studies, etc.
- Staff engages in planning collaboratively with grade-level teams and ELD facilitator/teacher
- Positive climate and culture in the classrooms and schoolwide.
- MTSS relaunch and facilitated by EL Teacher and Dean of Students.

Areas for Growth

- Focus on more data-driven decisions using iReady in every PLC

• More vertical alignment in instruction, communication, and collaboration.

• Grade-level PLCs based on data analysis, learning intentions, success criteria

• Math – professional learning around the standards and best teaching practices to fill in the gaps based on iReady data and weekly assessments. Focus on problem-solving skills using the language of mathematics.

• Students track their own progress using data binders. Students need more ownership of their academic progress and growth.

- With the loss of an EL Teaching allocation, create ways to ensure that all EL students receive proper support.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	We lost an EL Teaching allocation and did not gain an EL program assistant.	EL Teacher provides strategies to teaching staff to help target language skills.
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A - School is 100% FRL	
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 ★	While Glenn Duncan Elementary has demonstrated notable academic growth, opportunities remain to strengthen our adult learning culture. Teachers and staff need to consistently engage in data-driven collaboration, vertical alignment, and shared ownership of student success. Greater focus is required in math instruction, problem-solving, and ensuring equitable supports for English Learners following the reduction of an EL teaching allocation. Additionally, fostering a culture where students track and take ownership of their learning requires adults to model and support effective data use across all classrooms and PLCs.	Inconsistent use of data across PLCs - iReady and other assessment tools are not yet consistently driving instructional decisions, limiting the impact of collaboration. Need for deeper understanding of math standards and best practices - Staff require additional professional learning to close instructional gaps and build students' problem-solving skills using academic language. Insufficient student ownership systems - While student data binders are in place, staff need stronger structures and training to help students meaningfully track progress and set goals. Reduced EL instructional support - The loss of an EL teaching allocation has created a need for all staff to better integrate language supports into core instruction, ensuring EL students receive equitable access to learning.

★ = Priority

Connectedness

Areas of Strength

- Duncan lowered its percentage of chronically absent students from 29% to 19%
- Attendance intervention team that meets weekly to discuss individualized attendance issues and barriers
- Community relationships and partnerships
- Strong presence on social media and Class Dojo
- Celebrating diversity schoolwide
- Family engagement including volunteering opportunities, community events, classes for families

Areas for Growth

- Improvement in student attendance is one of our most important priorities
- More family engagement at school events will increase student attendance

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	
Foster/Homeless	Transportation	Work with WCSD Truancy Dept and Communities in Schools for transportation needs.
Free and Reduced Lunch	N/A - 100% FRL	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	Absenteeism makes it challenging for students to receive minutes contained in IEPs	Principal sends home PWNs for chronically absent students regarding minutes in IEP

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	In the 2024-2025 school year, chronic absenteeism was approximately 19%, which was a 10% improvement from the previous school year. The amount of time students were out of school impacted their overall growth and achievement.	Some families keep students from attending school for domestic reasons out of our control.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	In the past school year, students in grades 3-5 at Glenn Duncan Elementary demonstrated strong growth on state and local measures. According to the 2025 SBA and growth data, students achieved a median growth percentile of 58% in ELA (16% higher than the previous year) and 60% in Math (22% higher than the previous year). Adequate Growth Percentile (AGP) also improved substantially, with 51% of students in ELA (20% higher than the previous year) and 31% of students in Math (31% higher than the previous year) meeting growth targets. Additionally, 15% of English Learners exited services, showing progress in language acquisition. Despite these gains, an area of concern remains: only 31% of students met Adequate Growth Percentile in Math, indicating that a majority of students are still not making sufficient growth to reach or maintain grade-level proficiency. This gap is particularly pressing for students on IEPs and those receiving English Learner services, who continue to require targeted supports to accelerate achievement.	Chronically absent students, lack of resources for intervention materials
2 ★	While Glenn Duncan Elementary has demonstrated notable academic growth, opportunities remain to strengthen our adult learning culture. Teachers and staff need to consistently engage in data-driven collaboration, vertical alignment, and shared ownership of student success. Greater focus is required in math instruction, problem-solving, and ensuring equitable supports for English Learners following the reduction of an EL teaching allocation. Additionally, fostering a culture where students track and take ownership of their learning requires adults to model and support effective data use across all classrooms and PLCs.	Inconsistent use of data across PLCs - iReady and other assessment tools are not yet consistently driving instructional decisions, limiting the impact of collaboration. Need for deeper understanding of math standards and best practices - Staff require additional professional learning to close instructional gaps and build students' problem-solving skills using academic language. Insufficient student ownership systems - While student data binders are in place, staff need stronger structures and training to help students meaningfully track progress and set goals. Reduced EL instructional support - The loss of an EL teaching allocation has created a need for all staff to better integrate language supports into core instruction, ensuring EL students receive equitable access to learning.
3 ★	In the 2024-2025 school year, chronic absenteeism was approximately 19%, which was a 10% improvement from the previous school year. The amount of time students were out of school impacted their overall growth and achievement.	Some families keep students from attending school for domestic reasons out of our control.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **Grades**
- [x] **Local benchmark, common assessments, diagnostic assessments, or interim assessments data**
- [x] **MAP Growth Assessment**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **Nevada Alternate Assessment (NAA)**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **WIDA ACCESS for ELLs**
- [x] **WIDA Alternate ACCESS (WAA)**
- [x] **Other**

  iReady Diagnostics (BOY, MOY, EOY)

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Evaluation(s) of professional development implementation and impact**
- [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] **Teacher evaluation**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Home Visits**
- [x] **PBIS/MTSS data**
- [x] **Volunteer opportunities, attendance, and participation**
- [x] **Other**

  Family Engagement data

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

80% of students will make typical growth on iReady in Reading and Math by the End of Year diagnostic assessment.

Formative Measures: iReady Diagnostics

Improvement Strategy 1

iReady

We will implement iReady schoolwide in all classrooms, K-5. We will utilize bi-weekly iReady reports in PLC to monitor how students are making academic growth in ELA and math.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	*Professional learning will be based around iReady implementation and interpretation of data in reports. Our admin team will assist teachers with student growth data. *Administrators will provide protected time for the ELD facilitator to support Tier 1 instruction. *We will increase the value and productivity in PLCs. *We will create an ELD support model and include direct ELD Tier 1 support and instruction in the master schedule. *Administrators will monitor the time students spend on iReady to ensure that students are using the program for 30-49 minutes per subject, per week.	Administration, ELD Facilitators, Instructional Staff	August 2025 - June 2026	

Position Responsible: Administration, ELD Facilitators, Instructional Staff

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1

Status Checks

November	February	May
Implemented	Implemented	Implemented

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	In the past school year, students in grades 3-5 at Glenn Duncan Elementary demonstrated strong growth on state and local measures. According to the 2025 SBA and growth data, students achieved a median growth percentile of 58% in ELA (16% higher than the previous year) and 60% in Math (22% higher than the previous year). Adequate Growth Percentile (AGP) also improved substantially, with 51% of students in ELA (20% higher than the previous year) and 31% of students in Math (31% higher than the previous year) meeting growth targets. Additionally, 15% of English Learners exited services, showing progress in language acquisition. Despite these gains, an area of concern remains: only 31% of students met Adequate Growth Percentile in Math, indicating that a majority of students are still not making sufficient growth to reach or maintain grade-level proficiency. This gap is particularly pressing for students on IEPs and those receiving English Learner services, who continue to require targeted supports to accelerate achievement.	Chronically absent students, lack of resources for intervention materials

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

Teaching staff will engage in professional learning surrounding "Teacher Clarity" and "Routines for Reasoning". Effectiveness will be measured by our school outcomes: chronic absenteeism reduced by 7% and 80% of students meeting typical yearly growth in iReady in Reading and Math.

Formative Measures: Weekly BIG reports, daily attendance reports, iReady diagnostic status/results, iReady progress monitoring, schoolwide iReady 'lessons passed' report.

Improvement Strategy 1

PLCs

Glenn Duncan Administration will invite qualified staff to join the Site Leadership Team, which will create a more structured, teacher-designed PLC process. This team will also provide relevant professional learning topics to be included schoolwide.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	*Surveys will be sent out to all staff members that participated in professional learning to learn the following information: The effectiveness of the professional learning, instructional response to professional learning, ideas for vertical collaboration, and ideas for future professional learning sessions aligned to the SPP. *Administrators and Learning Facilitator will build teacher capacity on iReady implementation, small-group instruction, and accessing helpful reports.	Administration, Counselor, ELD Facilitators, Site Leadership Team, Instructional Staff	August 2025 - June 2026	

Position Responsible: Administration, Counselor, ELD Facilitators, Site Leadership Team, Instructional Staff

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Adult Learning Culture 1

Status Checks

November	February	May
Implemented	Implemented	Implemented

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	While Glenn Duncan Elementary has demonstrated notable academic growth, opportunities remain to strengthen our adult learning culture. Teachers and staff need to consistently engage in data-driven collaboration, vertical alignment, and shared ownership of student success. Greater focus is required in math instruction, problem-solving, and ensuring equitable supports for English Learners following the reduction of an EL teaching allocation. Additionally, fostering a culture where students track and take ownership of their learning requires adults to model and support effective data use across all classrooms and PLCs.	Inconsistent use of data across PLCs - iReady and other assessment tools are not yet consistently driving instructional decisions, limiting the impact of collaboration. Need for deeper understanding of math standards and best practices - Staff require additional professional learning to close instructional gaps and build students' problem-solving skills using academic language. Insufficient student ownership systems - While student data binders are in place, staff need stronger structures and training to help students meaningfully track progress and set goals. Reduced EL instructional support - The loss of an EL teaching allocation has created a need for all staff to better integrate language supports into core instruction, ensuring EL students receive equitable access to learning.

Inquiry Area 3

Connectedness

SMART Goal 1

Chronic absenteeism will decrease by 7% as measured by attendance data and BIG.

Formative Measures: BIG report, attendance data, daily attendance report in Infinite Campus

Improvement Strategy 1

Family Engagement

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	We will work together, as a team, to create more communication with Duncan families by leveraging the support of Communities in Schools (CIS) and our FACE Liaison, our Counselor. We will also include the importance of good attendance in our messaging with families to increase the importance of academic culture.	Administrators, counselor, truancy officer, admin assistants, classroom teachers, CIS Coordinator, Leadership Team	August 2025 - June 2026	

Position Responsible: Administrators, counselor, truancy officer, admin assistants, classroom teachers, CIS Coordinator, Leadership Team

Evidence Level

Level 3: Promising:
Family Engagement

Problem Statements: Connectedness 1

Status Checks

Implemented	Implemented	Implemented
November	**February**	**May**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	In the 2024-2025 school year, chronic absenteeism was approximately 19%, which was a 10% improvement from the previous school year. The amount of time students were out of school impacted their overall growth and achievement.	Some families keep students from attending school for domestic reasons out of our control.

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.

2.1 School Performance Plan (SPP) developed with appropriate stakeholders

Staff, families, and community members are actively engaged in the development of Glenn Duncan Elementary's School Performance Plan through participation in the Site Leadership Team, parent surveys, and regular family engagement events. Feedback is solicited via staff meetings, family input forms, and community partner discussions to ensure the plan reflects shared priorities and addresses the needs of all stakeholders.

2.2 Regular monitoring and revision

The School Performance Plan is regularly monitored through monthly Site Leadership Team meetings, data analysis cycles, and PLC discussions focused on student progress and implementation of strategies. Revisions are made based on ongoing review of academic and attendance data, as well as feedback from staff, families, and community partners to ensure continuous improvement.

2.3 Available to parents and community in an understandable format and language

The School Performance Plan is shared with families and community members through our school website, newsletters, and presentations at family events, with key components summarized in plain language. Translations are provided in Spanish and other needed languages to ensure accessibility for all members of our school community.

2.4 Opportunities for all children to meet State standards

Title I funds at Glenn Duncan Elementary support initiatives that provide all students with opportunities to meet State standards through targeted instructional support, evidence-based interventions, and access to high-quality curriculum materials. These funds also support professional learning for teachers to strengthen Tier 1 instruction and ensure equitable access to grade-level content for all learners. Specific content funded through Title I includes: UFLI for grades K-3, Phonics for Reading for grades 3-5. Additionally, we have funded a full-time classroom assistant that will be utilized for interventions in grades K-2, as well as a full-time substitute for reading interventions in grades 3-5.

2.5 Increased learning time and well-rounded education

Title I funds at Glenn Duncan Elementary support major initiatives that provide increased learning time through after-school academic interventions, as well as small-group instruction during the school day. Funds also enhance a well-rounded education by supporting enrichment opportunities, including STEM activities, social-emotional learning programs, and access

to classroom libraries.

2.6 Address needs of all students, particularly at-risk

Title I funds at Glenn Duncan Elementary are used to address the needs of all students, particularly those at risk, by providing academic interventions, push-in support services, and additional instructional staff. These initiatives ensure that students performing below grade level receive targeted, small-group instruction and access to resources that support both academic growth and social-emotional development.

3.1 Annually evaluate the schoolwide plan

The School Performance Plan is evaluated through ongoing analysis of student achievement, attendance, and behavior data, as well as staff and stakeholder feedback collected throughout the year. This data-driven process ensures that goals, strategies, and action steps are adjusted as needed to improve student outcomes and meet school-wide priorities.

4.1 Develop and distribute Parent Involvement and Family Engagement Policy

The Parent Involvement and Family Engagement Policy is developed collaboratively with input from the Site Leadership Team, family surveys, and parent meetings to reflect the needs and priorities of our school community. Once finalized, the policy is distributed to all families through printed handouts, ClassDojo, the school website, and at school events in both English and Spanish. Our Counselor, 4th Grade Teacher, and Principal are involved in facilitating this process.

4.2 Offer flexible number of parent involvement meetings

Glenn Duncan Elementary offers a flexible range of parent involvement opportunities, including morning, evening, and virtual events to accommodate varying family schedules. These include family literacy nights, student showcases, workshops, and informal gatherings such as “Duncan Donuts with the Principal,” ensuring all families have meaningful opportunities to engage with the school community.

Community Outreach Activities

Activity	Date	Lesson Learned
Communities In Schools Shoe Giveaway	08/2025	CIS invited all Duncan families to receive a brand new pair of shoes before the start of the school year.
Back To School Night / Community Resource Fair	08/07/2025	Always a very successful event. This year we are holding it before school begins. Nissan donated school supplies and a backpack for every single Duncan student.
Parent Teacher Home Visits	Ongoing	Teams of staff members visit homes throughout the school year to discuss the hopes and dreams of families.
Gratitude By The Sea Family Night	11/2025	One of our most well attended events. This year we will add academic resources to the event for families to explore.
Duncan P.O.D. classes sponsored by Parent University	One per month	In the past we facilitated these on our own, but now we work with WCSD Family School Partnerships to facilitate the classes. We are adding one to kickoff the school year that our WCSD Truancy and Re-Engagement will facilitate. We offered one during the first semester regarding restorative behavior practices.
Walk N' Roll	09/25/2025	In partnership with Safe Routes to School, we had a 'walk to Duncan' event that originated at Pat Baker Park and ended at Glenn Duncan Elementary School. All families and students were invited to participate in this event.
Fall Conferences	10/24/2025 - 10/30/25	We invite all families to come to the school during this week for a personalized conference with their student's teacher.
Trunk Or Treat	10/30/2025	This is an event hosted by our Partner In Education, Washoe County.
Duncan Family Game Night	Winter 2025-2026	Based on its success last school year, we will add one more of these to the upcoming school year.
T.I.D.E. Leadership Pancake Breakfast	December 2025	Leadership students will host a pancake breakfast for our community.
Team Up Science Night	Spring 2026	Team Up invites students and families to join a family science night in the evening.

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.

School English Learner Academic Achievement Plan

According to NRS 388.408, all schools who are rated in the lowest 30 percent of public schools in this State in the achievement of pupils who are English learners, shall adopt, submit to the Department (NDE) and publish on an Internet website maintained by the school a corrective action plan. This template is designed to help schools write a plan that satisfies NRS 388.408 and integrates into their School Performance Plan.

School Contact Information

School Year:	
School Name:	Glenn Duncan STEM Academy
District:	Washoe County School District
Principal:	Ryan Smith
Principal email:	RGSmith@washoeschools.net
EL Specialist:	Mariangeles Yossen
EL Specialist email:	MYossen@washoeschools.net

Root Cause Analysis	*When considering the achievement of the English learners at your school, your team might ask the following questions to better understand the underlying reasons why your English learners aren't seeing greater academic success.*
Student Success	• Although our MLL students had an increase in AGP from 66% to 72%, some of the proficiency skills are not transferring to the SBA. This is a result by missing instructional time due to absences.
Adult Learning Culture	• 7 Teachers are trained in GLAD strategies and the school has two full-time EL teachers and one half-time EL site facilitator. Teachers utilize GLAD and/or ELLevation strategies in their classrooms daily. • Gaining many newcomer students late in the school year is challenging for some teachers. We had 21 students who were classified as 'new to country' during the 23-24 school year.
Connectedness	• Chronic absenteeism, including MLL students that are pulled out of schools for long periods of time to travel out of the country. • Some monolingual teachers may find it challenging to communicate with families at home when they feel there is a language/communication/cultural understanding barrier.

English learner Achievement Root Cause Analysis Summary	The combined challenges of lost instructional time due to families leaving the country for long periods of time, difficulties integrating newcomers mid-year, and communication and/or cultural barriers with families contribute to the achievement gap between MLL students' classroom performance and standardized test outcomes. Addressing chronic absenteeism, enhancing teacher support for newcomer integration, and fostering stronger communication with non-English-speaking families are key focus areas to bolster EL achievement outcomes.
English Learner Achievement Problem Statement	Although our MLL students have an AGP of 72%, as measured by WIDA ACCESS, a significant gap persists in their performance on the Smarter Balanced Assessment. This discrepancy is influenced by chronic absenteeism. Additionally, late enrollment of newcomer students challenges teachers' ability to integrate these learners effectively into daily Tier 1 instruction. Finally, communication barriers between monolingual teachers and non-English-speaking families further impact student attendance and engagement. Addressing these root causes is essential to closing the achievement gap for our MLL students.

English Learner Achievement Plan Goals, Strategies, Action Steps and Persons Responsible

SMARTIE Goal #1	MLL students in grades 3-5 will have an increase in math proficiency, as measured by SBA.
Performance Objective	MLL students in grades 3-5 will increase proficiency, as measured by the SBA, to 7% in math.
Strategies for APO/Goal	• Routines for Reasoning professional learning focuses on the language of math. • In addition to math professional learning, all staff receive professional learning provided by our ELD team that focuses on teacher clarity and learning intentions. GLAD strategies are incorporated to support MLL students' understanding of what they are learning, why they are learning it, and how they will know when they have learned it. • The School Leadership Team participates in weekly classroom walkthroughs with a focus on providing intentional language scaffolds based on the needs of each student. The team provides immediate feedback on all classroom walkthroughs, which always includes language-specific feedback. • MLL students will have an increased Average Daily Attendance and a decrease in chronic absenteeism, 13% or below. The school's attendance team meets once per week to identify interventions needed to support students' attendance.
Action Steps for Strategies	**1. Routines for Reasoning Professional Learning Focused on the Language of Math** • **Schedule Training Sessions:** Create a professional learning calendar to ensure all teachers attend Routines for Reasoning workshops with a focus on mathematical language. • **Develop Math-Language Tools:** Provide sentence stems, graphic organizers, and vocabulary academic support to help MLL students articulate their reasoning in math. • **Monitor Implementation:** During walkthroughs, observe how teachers are incorporating math language routines and provide constructive feedback. • **Student Checkpoints:** Use math assessments and class discussions to monitor MLL students' progress in using mathematical language effectively.
	2. Professional Learning Focused on Teacher Clarity, Learning Intentions, and GLAD Strategies • **Collaborative Planning:** Organize regular planning meetings for grade-level teams to integrate teacher clarity and learning intentions into their lesson plans.

- **GLAD Strategy Training:** Provide ongoing workshops and modeling opportunities for teachers to practice GLAD strategies.
- **Anchor Visuals and Tools:** Create and distribute learning intention templates and classroom posters that clarify "What, Why, and How" for all lessons.
- **Classroom Follow-Up:** Use coaching cycles to observe and provide feedback on the use of clarity strategies and GLAD practices in classrooms.

3. Leadership Team Walkthroughs with Language Scaffold Feedback

- **Establish Walkthrough Focus:** Create a rubric or checklist centered on language scaffolding techniques, such as sentence frames, peer discussions, and visuals.
- **Consistent Walkthroughs:** Schedule weekly walkthroughs, ensuring the leadership team visits a variety of classrooms across all grade levels.
- **Feedback Loop:** Provide immediate, actionable feedback after each walkthrough, with specific examples of effective scaffolding and areas for improvement.
- **Track Progress:** Document trends in scaffolding practices over time to identify areas needing additional support or professional development.

4. Improving Attendance and Reducing Chronic Absenteeism for MLL Students

- **Attendance Monitoring:** Use the weekly attendance team meetings to review attendance data, identify chronically absent students, and analyze trends.
- **Engage Families:** Develop culturally responsive communication strategies, such as multilingual outreach and in-person meetings, to educate families about the impact of absences.
- **Student Incentives:** Create attendance incentive programs for students, such as recognition assemblies, rewards, or class challenges.
- **Targeted Interventions:** Collaborate with counselors, social workers, and community partners to address barriers to attendance, such as transportation or health concerns.
- **Progress Reviews:** Set short-term attendance goals (e.g., monthly benchmarks) and adjust intervention plans as needed to achieve a chronic absenteeism rate of 13% or below.

General Implementation Support

	• **Regular Communication:** Share updates on strategy implementation with staff and stakeholders during faculty meetings or newsletters. • **Data-Driven Decisions:** Use student data from assessments, attendance records, and walkthroughs to refine action steps. • **Celebrating Success:** Acknowledge and celebrate progress in professional learning, language scaffolding, and attendance improvements during staff meetings and school events.
Position Responsible	Ryan Smith (Principal), Jody Walker (Assistant Principal), KayCee Goman and Lindsey Bell (EL Teachers), Mariangeles Yossen (EL Facilitator), and Duncan K-5 teaching staff.
SMARTIE Goal #2	MLL students in grades 3-5 will have an increase in ELA proficiency, as measured by SBA.
Performance Objective	MLL students in grades 3-5 will increase proficiency, as measured by the SBA, to 9% in ELA.
Strategies for APO	• The School Leadership Team participates in weekly classroom walkthroughs with a focus on providing intentional language scaffolds based on the needs of each student. The team provides immediate feedback on all classroom walkthroughs, which always includes language-specific feedback. • MLL students will have an increased Average Daily Attendance and a decrease in chronic absenteeism, 13% or below. The school's attendance team meets once per week to identify interventions needed to support students' attendance.
Action Steps for Strategies	**1. Professional Learning Focused on Teacher Clarity, Learning Intentions, and GLAD Strategies** • **Collaborative Planning:** Organize regular planning meetings for grade-level teams to integrate teacher clarity and learning intentions into their lesson plans. • **GLAD Strategy Training:** Provide ongoing workshops and modeling opportunities for teachers to practice GLAD strategies. • **Anchor Visuals and Tools:** Create and distribute learning intention templates and classroom posters that clarify "What, Why, and How" for all lessons. • **Classroom Follow-Up:** Use coaching cycles to observe and provide feedback on the use of clarity strategies and GLAD practices in classrooms.
	2. Leadership Team Walkthroughs with Language Scaffold Feedback

	• **Establish Walkthrough Focus:** Create a rubric or checklist centered on language scaffolding techniques, such as sentence frames, peer discussions, and visuals. • **Consistent Walkthroughs:** Schedule weekly walkthroughs, ensuring the leadership team visits a variety of classrooms across all grade levels. • **Feedback Loop:** Provide immediate, actionable feedback after each walkthrough, with specific examples of effective scaffolding and areas for improvement. • **Track Progress:** Document trends in scaffolding practices over time to identify areas needing additional support or professional development.
	3. Improving Attendance and Reducing Chronic Absenteeism for MLL Students • **Attendance Monitoring:** Use the weekly attendance team meetings to review attendance data, identify chronically absent students, and analyze trends. • **Engage Families:** Develop culturally responsive communication strategies, such as multilingual outreach and in-person meetings, to educate families about the impact of absences. • **Student Incentives:** Create attendance incentive programs for students, such as recognition assemblies, rewards, or class challenges. • **Targeted Interventions:** Collaborate with counselors, social workers, and community partners to address barriers to attendance, such as transportation or health concerns. • **Progress Reviews:** Set short-term attendance goals (e.g., monthly benchmarks) and adjust intervention plans as needed to achieve a chronic absenteeism rate of 13% or below.
	General Implementation Support • **Regular Communication:** Share updates on strategy implementation with staff and stakeholders during faculty meetings or newsletters. • **Data-Driven Decisions:** Use student data from assessments, attendance records, and walkthroughs to refine action steps. • **Celebrate Success:** Acknowledge and celebrate progress in professional learning, language scaffolding, and attendance improvements during staff meetings and school events.
Position Responsible	Ryan Smith (Principal), Jody Walker (Assistant Principal), KayCee Goman and Lindsey Bell (EL Teachers), Mariangeles Yossen (EL Facilitator), and Duncan K-5 teaching staff.