

Washoe County School District

Virginia Palmer Elementary School

Classification: 2 Star School

2025-2026 School Improvement Plan

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Comprehensive Needs Assessment

Student Success

Areas of Strength

WIDA/ACCESS:

We exited 18 students

The percent of students who are growing on a trajectory that predicts within five years they will exit increased from 36% to 45%.

SBAC Growth:

Increase in students performing at or above standard in ELA to 34%

Students in the "Catch Up" category increased from 17% to 33% of our students who are not yet at standard but are growing enough to meet standard within three years.

Students in the "Keep Up" category increased from 34% to 58% of our students who are growing enough to continue to meet standard.

We increased from 23% to 41% of our students who are growing adequately to catch up or keep up with meeting standards.

Our Median growth in ELA increased from 41 to 50.

Areas for Growth

In 2023 29% of Palmer students scored proficient on the SBAC ELA assessment in grades 3-5, and we increased to 34% proficient in 2024. According to MAP scores for students in Kindergarten through 3rd grade 45% of our students are in the 41st percentile or above. In kindergarten 66% of our students are in the 41st percentile or above, in 1st grade 46% meet this criteria, in 2nd grade 20% meet the criteria, and in 3rd grade 45% of our students met the criteria.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	We did not exit as many students this year	Co-teaching for EL supports in all grades
Foster/Homeless	NA	
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 Student Success Needs

Problem Statement

Critical Root Cause

1



In 2023 29% of Palmer students scored proficient on the SBAC ELA assessment in grades 3-5, and we increased to 34% proficient in 2024-25. According to MAP scores for students in Kindergarten through 3rd grade 45% of our students are in the 41st percentile or above. We are showing gains however, we have not had enough gains to get us back to pre-pandemic levels.

Beyond this we have lowered our expectations for students because they are entering grade levels lower than in years previous. Students have fallen further and further behind academically and we have decreased the exposure to grade level content.

 = Priority

Adult Learning Culture

Areas of Strength

Staff survey showed:

Expectations of Success is up six points.

The home school connection is up eight points.

Parent involvement is up 11 points.

Safety is up one point.

Social Emotional Learning is up two points.

Staff-Student Relationships is up seven points.

Student Behaviors improved 10 points.

Areas for Growth

Teachers having a secured planning time has always been a focus at Palmer. We have created a master schedule that allows teachers planning time during the day if they choose. We have also dedicated Wednesday early release time to the Plan, Do, Study, Act, PLC process. Staff at Palmer work incredibly hard together to ensure student success. We build great relationships with each other and all of our students. We had a strong focus last year on common lesson plans which helped to ensure higher quality tier 1 in every grade level.

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 Adult Learning Culture Needs

Problem Statement

Critical Root Cause

1



Students are still performing below grade level.

Staff members can choose to meet during the day for planning or not.

 = Priority

Connectedness

Areas of Strength

Student Attendance:

Student attendance was improved in 2nd, 3rd, and 5th grades.

We maintained the percent of students who were chronically, and severely chronically absent was reduced.
absent.

According to the 5th grade student survey:

Adult respect was up one point.

Questions about bullying showed an eight point positive increase.

Student engagement was up one point.

Student respect was up three points.

Areas for Growth

We have seen small gains in grade levels and some classes in student attendance. We have seen gains in the student survey showing that our focus on building relationships with student is showing growth.

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 Connectedness Needs

Problem Statement

Critical Root Cause


1



During the 2024-2025 school year, we declined in absenteeism, although we had some attendance focused activities (mystery word, perfect attendance awards, etc.) but it didn't seem to make an impact. We will continue to support attendance at Palmer.

In elementary school the responsibility of coming to school falls primarily on the guardians, however it is our job as the school to ensure students want to come to school. We have not done a sufficient job of educating families about the importance of school attendance post-pandemic. We are going to focus on educating our families about attendance and increasing our student attendance.

 = Priority



Priority Problem Statements

Problem Statement

Critical Root Cause

1
★

In 2023 29% of Palmer students scored proficient on the SBAC ELA assessment in grades 3-5, and we increased to 34% proficient in 2024-25. According to MAP scores for students in Kindergarten through 3rd grade 45% of our students are in the 41st percentile or above. We are showing gains however, we have not had enough gains to get us back to pre-pandemic levels.

Beyond this we have lowered our expectations for students because they are entering grade levels lower than in years previous. Students have fallen further and further behind academically and we have decreased the exposure to grade level content.

2
★

Students are still performing below grade level.

Staff members can choose to meet during the day for planning or not.

3
★

During the 2024-2025 school year, we declined in absenteeism, although we had some attendance focused activities (mystery word, perfect attendance awards, etc.) but it didn't seem to make an impact. We will continue to support attendance at Palmer.

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★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs
- Other

iReady

Adult Learning Culture

- Lesson Plans
- Master schedule
- Professional learning communities (PLC) data/agenda/notes
- Walk-through data

Connectedness

- Attendance



Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

By the spring of 2026 we will increase the percentage of students scoring proficient on the SBAC ELA by 7% in grades 3-5. By the spring of 2026, all students in grades K-5th grade will make typical growth on the iReady assessment in ELA.

Formative Measures: SBAC, iReady

Improvement Strategy 1

Virginia Palmer ES will implement the MTSS based "What I Need" intervention across all grade levels during designated intervention and enrichment time periods. We will ensure all students are passing at least 2 lessons a week in iReady and engaging in lessons for a minimum of 45 minutes a week.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	<p>Action Steps:</p> <p>Create a master schedule that includes: 45-minute daily grade level What I Need (WIN) time for interventions and enrichment, one hour planning during the school day (if teachers choose), weekly PLC time on Early Release Wednesday, Stipend one Wednesday a month to allow for an extra hour of PLC focused work, 90-minute ELA block.</p> <p>Use iReady data to identify learning skill gaps, create small groups, and plan instruction to fill those gaps</p> <p>Create and discuss outcomes of Common Formative Assessments to guide T1 small group instruction and WIN groups.</p> <p>All PLC time will focus on answering the four critical questions. 1. What is it we want our students to know and be able to do? 2. How will we know if each student has learned it? 3. How will we respond when some students do not learn it? 4. How will we extend the learning for students who have demonstrated proficiency?</p> <p>Create SMART Goals based on Essential Standards that support our SLO.</p> <p>Continue backward planning</p> <p>Plan and use intentional activities during WIN and use iReady Teacher toolbox</p> <p>Weekly reviews of student iReady usage and lesson passage</p> <p>Master schedule with specific time allotted to iReady lessons</p> <p>Incentives to support students in meeting weekly lessons</p>	Grade level teachers, EL Teachers, Resource Teachers	SY 2025-26	


Position Responsible: Grade level teachers, EL Teachers, Resource Teachers

Evidence Level


Level 2: Moderate:
MTSS

Problem Statements: Student Success 1


Status Checks

 Implemented

November

 Implemented

February

 Implemented

May

SMART Goal 1 Problem Statements Identifying Student Success

Problem Statement

Root Cause

1

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Inquiry Area

2

Adult Learning Culture

SMART Goal 1

Classroom walk-throughs will indicate at least 75% of teachers consistently implement the components of Teacher Clarity for both ELA and math, ensuring students can identify what they are learning, why they are learning it, and how they will know when they have learned it.

Formative Measures: Walk through forms

Improvement Strategy 1

Professional Learning Communities (PLCs)

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	<p>Action Steps: Analyze and dissect grade level subject standards to determine appropriate rigor of instruction. Teachers will collaborate to define clear learning intentions for daily lessons across all subject areas, aligned with curriculum standards and student needs. Lesson plans will identify what students are learning, why they are learning it, and how they will know when they have learned the standard. PLCs to identify daily learning intentions, create an assessment, then adjust instruction to meet student's needs Schedule weekly walkthroughs in subject areas and meet with administration team to recap observations. Add teacher clarity questions to walkthrough forms.</p>	Teachers, administrators.	SY 2025-26	


Position Responsible: Teachers, administrators.

Evidence Level


Level 2: Moderate:
PLC

Problem Statements: Adult Learning Culture 1

Status Checks

 Implemented

November

 Implemented

February

 Implemented

May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

Problem Statement

Root Cause

1

Students are still performing below grade level.

Staff members can choose to meet during the day for planning or not.

SMART Goal 1

The percentage of students identified as chronically absent in the 25-26 school year will decrease by 2% when compared to the 24-25 percent identified as chronically absent and we will increase the average daily attendance from 95.63% to 96%

Formative Measures: IC and BIG attendance reports

Improvement Strategy 1

Family Engagement

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	<p>Action Steps:</p> <p>Outreach campaign to inform parents of the importance of regular attendance and the potential consequences of chronic absenteeism.</p> <p>Attendance information in weekly parent communication.</p> <p>Coffee & Conversation workshop and information session designed to educate them on the importance of attendance.</p> <p>Collaborate with families to develop individualized attendance plans for student at risk of chronic absenteeism.</p> <p>Weekly attendance meetings with attendance officer</p> <p>Teachers will call home at 2nd day missed of school.</p> <p>Teachers will email at 5th day of missed school.</p> <p>Administration will call home at 7th day of missed school.</p> <p>We will have weekly incentives for the grade level with the highest Average Daily Attendance.</p> <p>Students will earn "Den" points for attendance.</p> <p>Identify students who are historically at risk for absenteeism.</p> <p>Weekly reviews of attendance data</p>	CIS, Counselor, Administration, Clerk, Teachers	SY 2025-26	

Position Responsible: CIS, Counselor, Administration, Clerk, Teachers

Evidence Level

Level 3: Promising:
Family Engagement

Problem Statements: Connectedness 1


Status Checks

 Implemented

November

 Implemented

February

 Implemented

May

SMART Goal 1 Problem Statements Identifying Connectedness

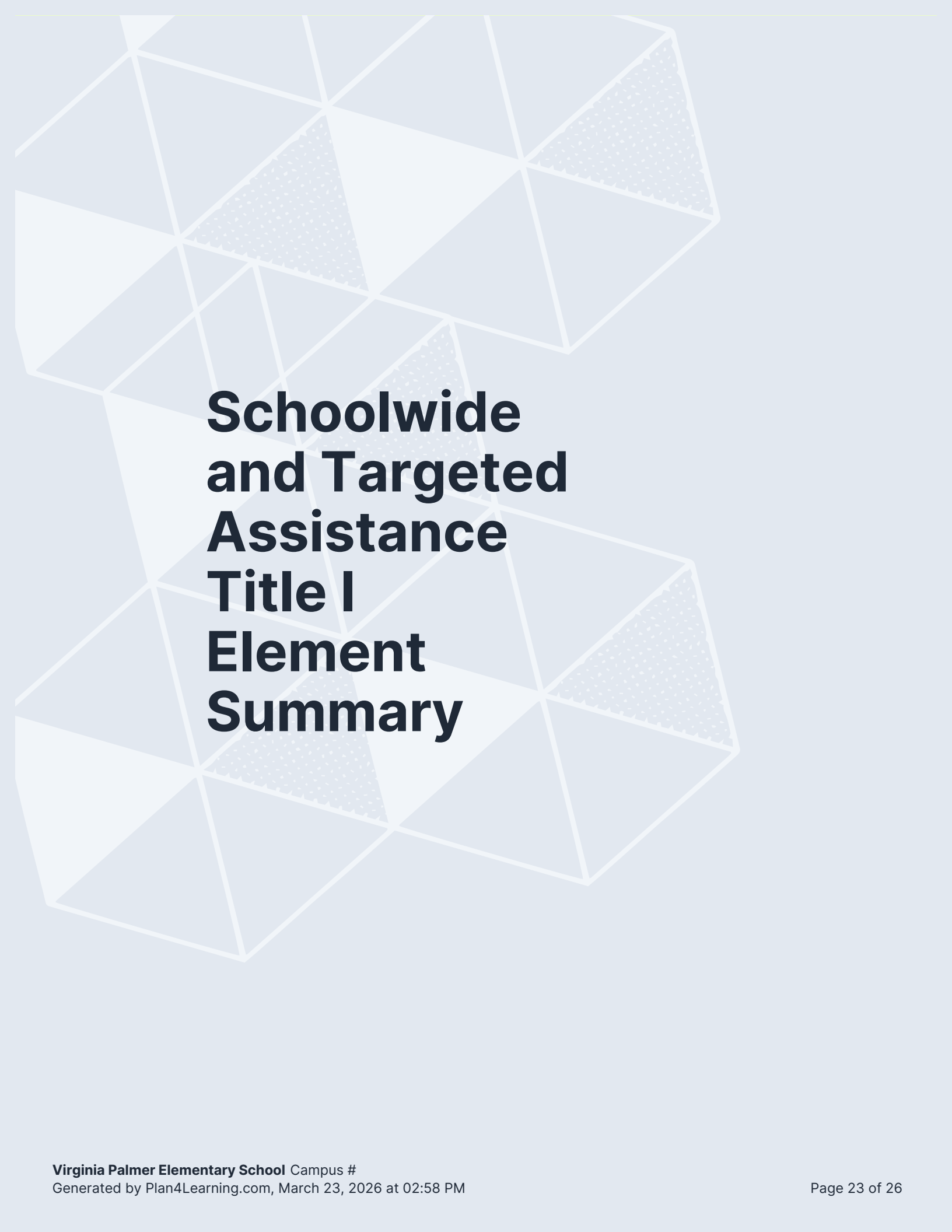
Problem Statement

Root Cause

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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	August 19, 2025	
Winter Dinner with your Den	December 9, 2025	
Spring Dinner with your den	March 3, 2026	
Coffee & Conversations	Monthly	



Addendums

ESSA Title I Schoolwide and Targeted Assistance Title I Elements

School Improvement Plan (SIP) Washoe County School District

1.1 Write 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.

5.1 Determine 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.