

Clark County School District

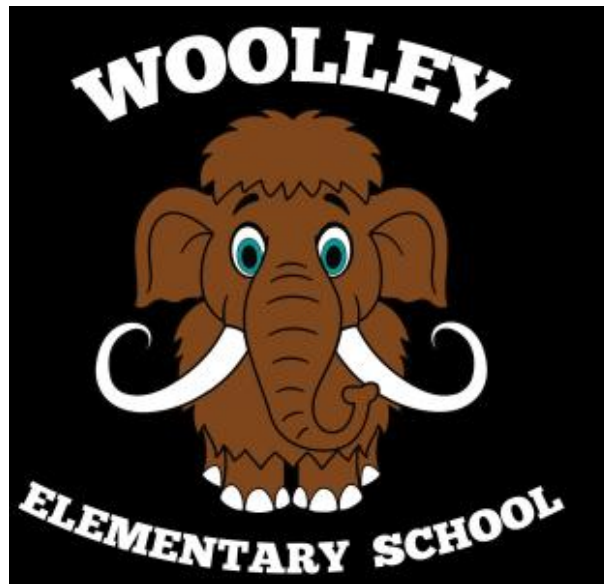
Woolley, Gwendolyn ES

2026-2027 School Improvement Plan

Accreditation Status
Accredited

Classification: 2 Star School

Title I



District Approval Date: June 16, 2026

Mission Statement

We are Gwendolyn Woolley Elementary School, a community of learners. Each day we are dedicated to creating a positive learning environment that celebrates mutual respect, personal responsibility, and academic success as we prepare for our future.

Vision

Vision Statement

Woolley Elementary School's vision is focused on student success, ensuring every child is equipped for a bright future. We aim to create a safe, empathetic, and positive learning environment that fosters mutual respect, personal responsibility, and academic achievement.

- **Student Success:** We are dedicated to helping students grow and thrive, both academically and personally.
- **Safe and Empathetic Learning Environment:** We strive to create a space where students feel secure and supported.
- **Mutual Respect:** We emphasize the importance of valuing others and working together.
- **Personal Responsibility:** We aim to instill a sense of accountability and ownership in each student's learning.
- **Academic Achievement:** We focus on providing high-quality instruction and supporting students in meeting their academic goals.

Preparing for the Future: We strive to provide students with the skills and knowledge they need to enjoy a successful future.

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). Woolley Elementary School's Rating Report can be found at https://nevadareportcard.nv.gov/DI/nv/clark/gwendolyn_woolley_elementary_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

When analyzing Woolley Elementary School SBAC historical test results from the 23/24 to the 24/25 test administrations, ELA data indicates that there is an overall increase in the percent of students scoring in the meets/exceeds categories and an overall decrease in the percent of students scoring in the approaching/emergent categories. Also, for the same test administration years, Math data indicates that there is an overall increase in the percent of students scoring in the exceeds category and an overall decrease in the percent of student scoring in the emergent category.

Woolley SBAC Historical Data										
Woolley ELA SBAC Overall						Woolley MATH SBAC Overall				
	Exceeds	Meets	Approachin	Emergent			Exceeds	Meets	Approachin	Emergent
2024-25*	13.1%	20.6%	25.1%	41.0%		2024-25*	6.2%	13.1%	32.1%	48.4%
2023-24	9.8%	19.7%	27.0%	43.3%		2023-24	5.0%	16.5%	29.6%	49.0%
2022-23	11.3%	18.6%	21.4%	48.7%		2022-23	4.4%	13.2%	28.8%	53.6%
2021-22	11.0%	17.3%	24.0%	50.0%		2021-22	3.0%	12.0%	30.0%	54.0%
2020-21	6%	14%	26%	54%		2020-21	2%	10%	20%	69%
2019-20	-%	-%	-%	-%		2019-20	-%	-%	-%	-%
2018-19	19%	28%	29%	24%		2018-19	8%	23%	28%	40%
2017-18	21%	29%	24%	26%		2017-18	9%	21%	34%	36%
2016-17	23%	30%	24%	25%		2016-17	15%	25%	33%	29%
2015-16	13%	29%	24%	34%		2015-16	11%	20%	35%	34%
ELA SBAC - Grade 3						MATH SBAC - Grade 3				
	Exceeds	Meets	Approachin	Emergent			Exceeds	Meets	Approachin	Emergent

Woolley SBAC Historical Data

2024-25*	7.0%	10.1%	3.3%	49.4		2024-25*	1.0%	16.1%	27.2%	55.5%
2023-24	8.5%	15.8%	30.4%	45.1%		2023-24	8.5%	20.7%	21.9%	48.7%
2022-23	11.0%	18.0%	23.0%	48.0%		2022-23	5.9%	1.9%	19.8%	60.4%
2021-22	12.0%	15.0%	29.0%	44.0%		2021-22	2.0%	18.0%	28.0%	52.0%
2020-21	5%	10%	23%	62%		2020-21	1%	8%	13%	79%
2019-20	-%	-%	-%	-%		2019-20	-%	-%	-%	-%
2018-19	22%	26%	29%	22%		2018-19	11%	29%	28%	32%
2017-18	20%	31%	23%	29%		2017-18	11%	34%	30%	26%
2016-17	23%	30%	33%	15%		2016-17	16%	32%	34%	19%
2015-16	16%	30%	23%	30%		2015-16	15%	23%	31%	31%
ELA SBAC - Grade 4						MATH SBAC - Grade 4				
	Exceeds	Meets	Approaching	Emergent			Exceeds	Meets	Approaching	Emergent
2024-25*	21.6%	19.2%	18.0%	40.9%		2024-25*	15.8%	18.2%	32.9%	32.9%
2023-24	10.4%	15.6%	25.2%	48.6%		2023-24	2.6%	15.6%	38.2%	43.4%
2022-23	13.3%	14.2%	23.0%	49.6%		2022-23	1.8%	18.6%	37.2%	42.5%
2021-22	7.0%	17.0%	18.0%	58.0%		2021-22	3.0%	9.0%	37.0%	50.0%
2020-21	6%	19%	19%	56%		2020-21	-%	6%	25%	68%
2019-20	-%	-%	-%	-%		2019-20	-%	-%	-%	-%
2018-19	23%	24%	33%	20%		2018-19	9%	31%	36%	25%
2017-18	19%	28%	23%	29%		2017-18	6%	16%	40%	40%
2016-17	21%	27%	15%	38%		2016-17	16%	22%	34%	28%
2015-16	17%	23%	25%	35%		2015-16	12%	22%	45%	22%

Woolley SBAC Historical Data

ELA SBAC - Grade 5						MATH SBAC - Grade 5				
	Exceeds	Meets	Approaching	Emergent			Exceeds	Meets	Approaching	Emergent
2024-25*	12.0%	31.4%	23.1%	33.3%		2024-25	3.7%	6.4%	36.1%	53.7%
2023-24	10.2%	26.4%	26.4%	36.7%		2023-24	5.1%	13.6%	26.4%	54.7%
2022-23	9.5%	23.8%	18.1%	48.6%		2022-23	5.7%	6.7%	28.6%	59.0%

Student Success Areas for Growth

Based on the most recent data received from the MAP assessment administered in the Winter of 2025 and the Spring of 2026, 49% of the school's overall population met its growth goal in Math, and 46% of the school's overall population met its growth goal in Reading. These results suggest that current interventions are making a positive impact and that Woolley ES students are demonstrating significant growth. Also, 30% of the school's population indicates proficiency in Math, and 33% of the school's overall population indicates proficiency in Reading.

Woolley ES																		
Historical MAP Data																		
Fall to Winter Map Growth - Percentage of Students who Met their Growth Goal																		
	2017-18		2018-19 (Admin Left Nov.)		2019-20 (March 13th - Lockdown)		2020-21 (Distance Learning)		2021-22		2022-23		2023-24		2024-25		2025-26	
	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read
WES	76%	65%	62%	58%	35%	43%	29%	34%	49%	56%	47%	45%	58%	48%	64%	51%	56.00	47.00
K	76%	64%	83%	68%	33%	33%	33%	31%	49%	49%	60%	48%	69%	48%	75%	66%	---	---
1	83%	70%	50%	54%	42%	50%	29%	30%	47%	44%	50%	42%	52%	42%	68%	56%	52.00	42.00
2	75%	62%	57%	54%	33%	42%	24%	34%	64%	71%	51%	44%	64%	48%	50%	47%	46.00	38.00
3	70%	63%	59%	56%	32%	45%	26%	28%	48%	58%	37%	50%	52%	45%	64%	40%	37.00	46.00
4					39%	43%	21%	26%	45%	45%	31%	32%	53%	48%	73%	46%	46.00	59.00

Woolley ES

5		31%	42%	41%	53%	40%	63%	56%	54%	59%	53%	54%	50%	53.00	46.00
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Winter to Spring Map Growth - Percentile of Growth of Students who Met their Growth Goal

	2017-18		2018-19 (Admin Left Nov.)		2019-20 (March 13th - Lockdown)		2020-21 (Distance Learning)		2021-22		2022-23		2023-24		2024-25		2025-26	
	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read
WES	49%	52%	40%	49%	NA	NA	30%	39%	42%	41%	43%	52%	61%	45%	55%	47%	49%	46%
K	61%	50%	50%	48%	NA	NA	19%	23%	46%	40%	49%	49%	58%	37%	62%	43%	64%	51%
1	49%	58%	45%	50%	NA	NA	26%	34%	35%	48%	34%	50%	58%	54%	39%	43%	38%	51%
2	35%	53%	33%	52%	NA	NA	36%	46%	31%	42%	35%	51%	58%	40%	67%	44%	42%	38%
3	50%	46%	31%	46%	NA	NA	27%	43%	41%	36%	50%	55%	51%	44%	36%	41%	33%	48%
4					NA	NA	30%	44%	43%	40%	51%	51%	81%	47%	81%	58%	66%	38%
5					NA	NA	37%	42%	64%	45%	35%	54%	64%	46%	51%	53%	51%	56%

Percentage of Students Proficient at Grade Level - 61st Percentile

Spring Window (End of Year)

Woolley ES

	2017-18		2018-19 (Admin Left Nov.)		2019-20 (March 13th - Lockdown) ***WINTER, not Spring		2020-21 (Distance Learning)		2021-22		2022-23		2023-24		2024-25		2025-26	
	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read
WES	25%	32%	25%	27%	17%	22%	14%	20%	13%	20%	13%	21%	27%	23%	28%	23%	30%	33%
K	38%	31%	38%	27%	33%	24%	31%	21%	24%	15%	34%	26%	33%	16%	46%	23%	46%	38%
1	26%	34%	28%	26%	20%	26%	24%	24%	13%	13%	12%	15%	32%	24%	17%	15%	33%	29%
2	18%	31%	18%	25%	5%	14%	10%	29%	11%	19%	11%	17%	21%	22%	33%	29%	24%	32%
3	19%	32%	14%	30%	12%	20%	3%	15%	9%	20%	12%	13%	27%	23%	17%	14%	23%	36%
4					12%	20%	7%	12%	9%	20%	8%	19%	31%	23%	44%	32%	23%	26%
5					18%	29%	8%	20%	12%	31%	7%	24%	24%	28%	17%	27%	33%	40%

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	A challenge continues for the school to better ensure that students are meeting their minutes required in the Summit K12 program and provide language support during direct instruction. The school needs to continue providing additional training and/or support for teachers to ensure effective strategies that will support English Learner (EL) students' achievement. A preliminary review of current data suggests that there is an achievement gap in math and reading between EL and non-EL students.	As needed, Woolley ES will continue to secure professional development and resources to support the specific learning needs of EL students and will continue to provide Summit K12 to deliver individualized support for identified students based on WIDA scores. The school will incorporate Kagan structures to support learning and promote purposeful classroom engagement. The school will continue its Newcomers' Group to assist newly identified students and will provide additional tutoring to WIDA identified students that are approaching an exit from the program. The school will also continue to work with its District EL consultant by including her in instructional rounds and PLC's. The recommendations/actions made by the consultant will be considered and implemented as appropriate.
Foster/Homeless	A challenge continues for the school to better establish an effective communication pathway with the Student Support team to ensure that such students are identified and served in a timely and efficient manner. There is currently no identifiable achievement gap between Foster/Homeless and not Foster/Homeless students.	Ongoing Title 1 HOPE services will continue to be provided to identified students.

Student Group	Challenge	Solution
Free and Reduced Lunch (FRL)	A challenge continues for the school to better ensure that all students eat a balanced and nutritious breakfast and lunch. There is currently no identifiable achievement gap between FRL and not FRL students.	All Woolley ES students qualify for and will continue to receive this support. Students enter the building in the morning through the cafeteria to help encourage eating a breakfast if they have not done so at home. Staff monitors breakfast and lunch periods encouraging student to finish their District and/or home prepared meals. Lunch is available and served to all students, and teachers continually encourage students to make healthy food choices. The school will continue to participate in the District sponsored Fresh Fruits and Veggies program. The school is fully aligned to the CCSD Wellness Policy, Regulation 5157, including student birthdays.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	A challenge continues for the school to better ensure that all students receive equitable educational, social, and emotional services, and that all races and minorities are equally represented by incorporating diverse teaching materials in instruction, and by recognizing/promoting diversity in the classroom and school-wide environment. Data indicates that students from certain racial and ethnic groups may be experiencing academic performance gaps. Such disparities highlight the need for culturally responsive practices, targeted supports, and equitable access to high-quality instruction.	Woolley ES created and supports the work of the Equity Committee to promote awareness, engage families, design and implement after-school family events, and provide targeted support as needed for racial/ethnic minority students. The school's curriculum, sponsored by the District, incorporates and promotes equity and diversity. On a yearly basis, the school celebrates its diversity by hosting a Multicultural Festival, an event open to all of its students' families that includes ethnic games, foods, exhibits, crafts, and entertainment.

Student Group	Challenge	Solution
Students with IEPs	A challenge continues for the school to better ensure that each student is receiving the instructional practices and content specified in his/her Individual Educational Plan (IEP) and that identified minutes of support are provided.	In addition to offering inclusion services to identified students, Woolley ES operates primary and intermediate autism programs and employs a part-time Special Education Instructional Facilitator (SEIF) to ensure that IEPs are current, appropriate, and meet all Federal, State, and District regulations. The school also employs six full time Specialized Programs Teacher Assistants (SPTA) to assist teachers and students in the Primary and Intermediate autism programs. Special education teachers and special education instructional facilitators will participate in Professional Learning Community (PLC) meetings to analyze data, determine students' needs, plan effective instruction and support, and coordinate all efforts with the homeroom teachers.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): All Woolley ES teachers do not, on a continuous basis, plan and implement quality and effective Tier 1 instruction that meets the high level of rigor and intent of the Nevada Academic Content Standards.

Critical Root Cause: All Woolley ES teachers are not consistently implementing and following the District adopted curriculum and utilizing accompanying resources.

Problem Statement 2 (Prioritized): Woolley ES students in Kindergarten through Grade 5 continue to demonstrate a lack of grade level proficiency in Math and Reading.

Critical Root Cause: Woolley ES students are not consistently receiving quality and effective Tier 1, Tier 2, and Tier 3 instruction in all classrooms, all grades, in Math and Reading.

Inquiry Area 1: Student Success

SMART Goal 1: Increase the overall percent of the school's students meeting/exceeding their growth target in both Reading and Math by 5% from the Fall of 2026 to the Spring of 2027, as assessed by iReady; and increase the overall percentage of the school's students proficient in both Reading and Math by 5% in year 2026 to year 2027, as measured by SBAC.

Formative Measures: iReady

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Deliver high quality Tier 1 and effective data driven differentiated instruction.					Status Check		EOY Reflection
					Oct	Feb	June
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Woolley ES teachers will have the opportunity to observe peers' effective instructional and management best practices via instructional rounds using the District's Tier 1 Monitoring Tool .	Cool-Macrae, Linares, Roberson, and teachers	October of 2026 through May 2027, one per semester				
2	Woolley ES will maintain a Reading Center, staffed with full-time employees, utilizing all current student formative data, to provide differentiated instruction that will support Tier 1 instruction.	Jessie Woods and the Reading Center Staff	September 2026 through May 2027				
3	Woolley ES will implement a mentorship program for entry and mid-level teachers that will include coaching, modeling, and monitoring of effective Tier 1 instruction.	Jessie Woods and designated school mentors	September 2026 through May 2027 on a monthly basis				
4	During PLC's, Woolley administration and grade level teachers will focus on Tier 1 expectations using District curriculum, pacing guides, and a standard grade level PLC agenda.	Cool-Macrae, Linares, Roberson, Learning Strategists, Grade Level Chairs, and grade level team members	August 2026 through May 2027 on a weekly basis				
5	The Woolley ES Leadership Team will conduct instructional walks to assess the effectiveness of Tier 1 instruction delivered, using the District's Tier 1 Monitoring tool, and will reflect after each walk to discuss observations and determine appropriate next steps.	Cool-Macrae, Linares, Roberson, and Learning Strategists	August 2026 through May 2027 on a monthly basis				
Position Responsible: Principal Resources Needed: Woolley ES will provide dedicated and ongoing time to engage in PLC collaboration with Leadership Team members attending as well to monitor adherence to protocol and determine ongoing effectiveness. Woolley ES will provide a written protocol that will be followed with desired outcomes being recorded for each PLC meeting. Teachers will bring all current formative and summative data to the PLC for the purpose of informing and guiding the collaboration of and evaluating the effectiveness of the plans implemented, as a result of the PLC.							
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: 95 Phonics, A-Z collections for blended learning, Amplify science, counselor, PBIS, RAZ Plus Level 2: Moderate: AIMSweb, BrainPop, coaching, data analysis, Kagan, PLC							

Level 3: Promising: Communities in Schools, enVision, Freckle, Imagine Learning, MAP growth assessment
Level 4: Demonstrate Rationale: CHAMPS, collections, HMH, truancy diversion, wraparound services
Problem Statements/Critical Root Cause: Student Success 1, 2

No review	No review	
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Inquiry Area 1: Student Success

SMART Goal 2: Increase the percentage of English Language (EL) students proficient in Reading by 5% in year 2026 to year 2027, as measured by World-Class Instructional Design and Assessment (WIDA); and increase the percentage of EL students proficient in both Reading and Math by 5% in year 2026 to year 2027, as measured by SBAC.

Formative Measures: iReady proficiency data, classroom grades, and classroom assessments

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: AB335: Implement Academic Language Acquisition through Content to support access to Tier 1 instruction for all EL students.					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Expect all teachers and administrators to complete CCSD's adopted Language Development Approach, Understanding Language Development (ULD).	Cool-Macrae, Linares, and Roberson	September 2026 through May 2027				
2	Monitor implementation of EL support in Tier 1 by participating in instructional rounds utilizing the Tier 1 monitoring tool accompanied by District EL staff.	Cool-Macrae, Linares, Roberson, District EL consultant, strategists, and teachers	September 2026 through May 2027, one per semester				
3	After each instructional round, discuss what was observed, not observed, and next steps, to include identifying professional learning and coaching needs for the school.	Cool-Macrae, Linares, Roberson, District EL consultant, strategists, and teachers	September 2026 through May 2027				
Position Responsible: Principal and Assistant Principals Resources Needed: ULD professional learning series and Tier 1 Monitoring Tool Evidence Level Level 3: Promising: Problem Statements/Critical Root Cause: Student Success 1, 2							

Improvement Strategy 2 Details					Reviews		
Improvement Strategy 2: AB335: Implement Tier II support for identified EL student groups, (newcomers, short-term English learners (STEL), and long-term English learners (LTEL).					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Implement Focused Language Study (FLS) Tier II support for newcomers.	School administration, strategists, and teachers	September 2026 through May 2027				
2	Implement Summit K12 Tier II support for STELs.	School administration, strategists, and teachers	September 2026 through May 2027				
3	Utilize academic language, Kagan strategies, sentence frames, and incorporate academic discourse during all lessons in Tier II for LETLs.	School administration, strategists, and teachers	September 2026 through May 2027				
4	Monitor implementation of EL support in Tier II by participating in instructional rounds utilizing the Tier II monitoring tools.	School Administration, strategists, teachers, and EL District consultant	September 2026 through May 2027				
5	Based on the instructional rounds, identify professional learning, professional learning community, and coaching needs for the school.	School Administration, strategists, teachers, and EL District consultant	September 2026 through May 2027				
Position Responsible: School principal and assistant principals Resources Needed: FLS instructional materials, QTEL Newcomer Curriculum, Summit K12, ACLE instructional materials, English 3D, and FLS and ACLE Look For Tools Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 2: Moderate: Problem Statements/Critical Root Cause: Student Success 1, 2							

Adult Learning Culture

Adult Learning Culture Areas of Strength

The administration of Woolley ES conducts weekly Leadership Team meetings each Monday and entire staff meetings each Tuesday for the purpose of discussing past, present, and future mandates, issues, challenges, and successes. Staff needs in training and support are a standing agenda item for these meetings, along with a review of the effectiveness of previously delivered training and support, and a plan for future needs to ensure continuance of meeting the needs of staff.

Adult Learning Culture Areas for Growth

The administration and Learning Strategists will continue to monitor the implementation and effectiveness of previously delivered professional development (PD) and support, and will adjust future activities accordingly. Look Fors and Walk Throughs with central office administrators, site administrators, and site classroom teachers will also focus on determining if such PD offerings are evident in daily classroom activities. If practices are not evident, in-depth discussions will focus on determining what factors are inhibiting implementations.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	.A challenge continues for the school to better ensure that students are meeting their minutes required in the Summit K12 program and provide language support during direct instruction. The school needs to provide additional training and/or support for teachers to ensure effective strategies that will support English Learner (EL) students' achievement. A preliminary review of current data suggests that there is an achievement gap in math and reading between LEP and non-LEP students.	As needed, Woolley ES will secure professional development and resources to support the specific learning needs of EL students, and will provide Summit K12 to deliver individualized support for identified students based on WIDA scores. The school will incorporate Kagan structures to support learning and promote purposeful classroom engagement. The school will establish a Newcomers' Group to assist newly identified students and will provide additional tutoring to WIDA identified students that are approaching an exit from the program. The school will also continue to work with our District EL consultant by including her in instructional rounds and PLC's. The recommendations/actions made by the consultant will be considered and implemented as appropriate.

Student Group	Challenge	Solution
Foster/Homeless	The school needs to establish a more effective communication pathway with the Student Support team to ensure that such students are identified and served in a timely and efficient manner.	As needed, Woolley ES will offer Wraparound services and resources to support the unique needs of foster/homeless students and will provide ongoing Title 1 HOPE services to identified students.
Free and Reduced Lunch	The school needs to establish a more effective daily morning routine that will encourage all students to participate in the Free and Reduced Lunch program as it is a school-wide offering.	All Woolley ES students qualify for and receive this support. Staff assigned to duty to attempt to greet students as they enter the school and remind them of the need for a complete, nutritious breakfast, encouraging them to participate. Staff will also monitor students during lunch to encourage better participation in eating a full meal as opposed to snacks brought from home.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	There is a continued need for the school to ensure that all students receive equitable educational, social, and emotional services, and that all races and minorities are equally represented by incorporating diverse teaching materials in instruction and by recognizing/promoting diversity in the classroom environment.	Woolley ES created and supports the work of the Equity Committee to promote awareness, engage families, and provide targeted support as needed for racial/ethnic minority students. The school's curriculum, sponsored by the District, incorporates and promotes equity and diversity.

Student Group	Challenge	Solution
Students with IEPs	There is a continued need for the school to ensure that IEPs are shared among teachers servicing identified students, that the IEPs remain current and appropriate, and that staff continually collaborates together to effectively implement the IEPs.	In addition to offering inclusion services to identified students, Woolley ES operates primary and intermediate autism programs and employs a part-time Special Education Instructional Facilitator (SEIF) to ensure that IEPs are current, appropriate, and meet all Federal, State, and District regulations. The school's Leadership Team created a "Look Book" that will be available in the lunchroom for all staff to access as needed. The book will include a one-page reference that will identify any child in the school who exhibits behavioral challenges, will specify what works best in dealing with the child, will include potential behavior triggers for the child, and will list the phone number of the staff member to call if assistance is needed. The school also employs a full time Specialized Programs Teacher Assistant (SPTA) to assist both teachers and students as appropriate.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Woolley ES teachers continue to display a need for ongoing support in the planning and implementation of quality and effective Tier 1 instruction that meets the high level of rigor and intent of the Nevada Academic Content Standards.

Critical Root Cause: On a school-wide basis, Woolley ES teachers are not consistently providing quality and effective Tier 1 instruction to all students, in all grades, in Math and Reading by not fully implementing and following the District adopted curriculum and accompanying resources.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By May of 2027, 100% of Woolley Elementary School staff will attend targeted and differentiated professional development based on identified needs, as documented by ELMS transcripts, Staff Development Day sign-in sheets, and all ongoing in-house training/coaching/modeling events which will include a roster of participants and a summary of content delivered.

Formative Measures: Professional Development Agendas, Sign-In Sheets, and ELMS transcripts.

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Provide targeted, differentiated high quality professional learning opportunities for all staff.					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Woolley ES teachers will have the opportunity to observe peers' effective instructional and management best practices, look for tools, pacing guides, and the Tier 1 monitoring tool as resources/guides.	Woolley Teaching staff	Fall of 2026 and Spring of 2027				
2	Woolley ES will implement a mentorship program for entry and mid-level teachers that will include coaching, modeling, and monitoring of the program's effectiveness.	Strategists and Reading Center - Woods	September of 2026 through May of 2027				
3	The Woolley ES Leadership Team will plan targeted professional learning based on identified needs and Tier 1 instructional materials.	Administration - Cool-Macrae, Roberson, and Linares	September of 2026 through May of 2027				
4	The Woolley ES Strategic Team will conduct instructional rounds to assess the effectiveness of the instruction delivered and will reflect after the rounds to discuss observations and determine appropriate next steps.	Administration - Linares	September of 2026 through May of 2027				
5	All Woolley ES teachers will successfully complete LETRS training.	Strategists	Before the end of the 26/27 school year				
Position Responsible: Principal Resources Needed: The acquisition and scheduling of targeted, research based, best practices Professional Learning Education (PDE) that will support overall teacher effectiveness, insure implementation of program fidelity, and address individual student needs, is an ongoing challenge. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: PBIS, build a committed staff and provide professional development Level 2: Moderate: coaching, PLCs Problem Statements/Critical Root Cause: Adult Learning Culture 1							

Connectedness

Connectedness Areas of Strength

Based on the Spring 2026 Family Engagement Survey, the following percent of responses were received, suggesting areas of strength:

- I feel that I have a voice in my child's education (strongly agree and/or agree) - 84.8%
- I feel welcome on the school campus (strongly agree and/or agree) - 87.8%
- I feel well informed about community resources that may be available to me (strongly agree and/or agree) - 83.4%
- How would you rate your most recent interactions with our staff (very positive and/or positive) - 86.4%
- I felt that I am well informed about my child's academic progress (often and/or periodically) - 81.8%

Connectedness Areas for Growth

Based on the Spring 2026 Family Engagement Survey, the following percent of responses were received, suggesting areas for growth:

- I feel there is a positive two way communication with my child's teacher (strongly agree and/or agree) - 77.0%
- I feel my child received the academic support needed to be successful (strongly agree and/or agree) - 77.3%

The last question on the Spring 2026 Family Engagement Survey was: What month(s), days of the week, and start-end times would you like to see our family activities be scheduled? The following responses were received:

- Every other month and Wednesday/Friday
- Fridays or Mondays
- Fridays starting at 5:30 and ending at 8:30
- During the week is fine and the times are good too
- Monday-Thursday after 4:30
- Any time Tuesday or Wednesday of any month
- No preference
- Weekends, late afternoons

Hope this may help in planning for our 26/27 family events. Deb

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	A challenge continues for the school to better ensure that students are meeting their minutes required in the Summit K12 program and provide language support during direct instruction. The school needs to provide additional training and/or support for teachers to ensure effective strategies that will support English Learner (EL) students' achievement. A preliminary review of current data suggests that there is an achievement gap in math and reading between LEP and non-LEP students.	As needed, Woolley ES will secure professional development and resources to support the specific learning needs of EL students, and will provide Summit K12 to deliver individualized support for identified students based on WIDA scores. The school will incorporate Kagan structures to support learning and promote purposeful classroom engagement. The school will establish a Newcomers' Group to assist newly identified students and will provide additional tutoring to WIDA identified students that are approaching an exit from the program. The school will also continue to work with our District EL consultant by including her in instructional rounds and PLC's. The recommendations/actions made by the consultant will be considered and implemented as appropriate.
Foster/Homeless	Identify and serve all identified students in a timely and efficient manner.	Establish an effective communication pathway with the Student Support team to ensure that such students are identified and served in a timely and efficient manner, and provide ongoing Title 1 HOPE services to those identified.

Student Group	Challenge	Solution
Free and Reduced Lunch	Although offered to every student in the school, not all students participate in the Free and Reduced Lunch program that is offered to all students.	All Woolley ES students qualify for and will continue to receive this support. At the beginning of each month, school administration, the school's attendance officer, and the school's clerk will meet to identify students with chronic absenteeism - for the purpose of making phone calls to the parents, conducting on-site visits to the home, and sending letters of concerns to the home via students' backpacks expressing concern and offering assistance to help improve the students' attendance.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Ensure that all students receive equitable educational, social, and emotional services, and that all races and minorities are equally represented by incorporating diverse teaching materials in instruction and by recognizing/promoting diversity in the classroom environment.	Woolley ES created and supports the work of the Equity Committee to promote awareness, engage families, and provide targeted support as needed for racial/ethnic minority students. The school's curriculum, sponsored by the District, incorporates and promotes equity and diversity. On a yearly basis, the school celebrates its diversity by hosting a Multicultural Festival, an event open to all of its students' families that includes ethnic games, foods, exhibits, crafts, and entertainment. At the beginning of each month, school administration, the school's attendance officer, and the school's clerk will meet to identify students with chronic absenteeism - for the purpose of making phone calls to the parents, conducting on-site visits to the home, and sending letters of concerns to the home via students' backpacks expressing concern and offering assistance to help improve the students' attendance.

Student Group	Challenge	Solution
Students with IEPs	Ensure that Individual Educational Plans (IEP) are shared among teachers servicing identified students, that the IEPs remain current and appropriate, and that staff continually collaborates together to effectively implement the IEP.	In addition to offering inclusion services to identified students, Woolley ES operates primary and intermediate autism programs and employs a part-time SEIF to ensure that IEPs are current, appropriate, and meet all Federal, State, and District regulations. The school's Leadership Team created a "Look Book" that will be available in the lunchroom for all staff to access as needed. The book will include a one-page reference that will identify any child in the school who exhibits behavioral challenges, will specify what works best in dealing with the child, will include potential behavior triggers for the child, and will list the phone number of the staff member to call if assistance is needed. The school also employs a full time Specialized Programs Teacher Assistant (SPTA) to assist both teachers and students as appropriate. At the beginning of each month, school administration, the school's attendance officer, and the school's clerk will meet to identify students with chronic absenteeism - for the purpose of making phone calls to the parents, conducting on-site visits to the home, and sending letters of concerns to the home via students' backpacks expressing concern and offering assistance to help improve the students' attendance.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Woolley ES continues to need a high percentage of family engagement.

Critical Root Cause: Woolley ES is not aware of the type of engagement activities that its families would like to see scheduled for this school, what days of the week are most convenient for families to attend, and what time period is most convenient to attend.

Problem Statement 2 (Prioritized): After reviewing Woolley ES attendance data, the school's chronic absenteeism rate was 24%, excluding MDP, as of May 5, 2026.

Critical Root Cause: Insufficient, untimely, and/or unclear communication with families about the school's attendance expectations and how chronic absenteeism can negatively effect students' academic, social, and emotional growth, continues to be a barrier.

Inquiry Area 3: Connectedness

SMART Goal 1: Based on the results of the 2027 Woolley Spring Annual Family Engagement Surveys, 75% or more of responses to the survey question or

statement stems will be: "agree or strongly agree," "positive or very positive," or "periodically or often."

Formative Measures: Spring 2027 Woolley ES Family Engagement Surveys

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Provide targeted outreach to families of diverse backgrounds, address current identified needs, and secure resources/connections that support ongoing family engagement and ultimate student learning.					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Woolley ES teachers will send letters of introduction to each of its families.	All Classroom Teacher, Roberson will review letters prior to disbursement	August 7, 2026				
2	Woolley ES teachers will make on-going contact with families via phone calls, Class Dojo messages, and letters sent home with students that provide updates, encouragement, and praise for their students' efforts.	All Classroom Teachers	Ongoing, Parent Teacher Conferences, the month of October 2026 and continuous communication August 2026 through May 2027				
3	Parents will be encouraged to schedule a visit in their children's classrooms and will be accompanied by a school administrator to ensure that the parents understand the nature of the instruction received and the expectations the teacher holds for their children.	All Staff	August 2026 through May 2027				
4	Woolley ES will utilize the division-wide services available from CCSD to support family and community engagement in an effort to increase family engagement at the school.	Cannioto, Rose, Torres	August 2026 through May 2027				
5	Woolley ES will utilize face to face meetings via Class Dojo announcements, phone calls, flyers, notifications on the school's website, and surveys to assess needs related to parent and family engagement.	All Staff	August 2026 through May 2027				

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
6	The Woolley ES community will host community events throughout the school year in partnership with community, city, and state organizations.	Cannioto, Rose, Torres and staff	August 2026 through May 2027	
7	Woolley ES staff will be provided with resources and support to assist with effective and productive family engagement.	Cannioto, Rose, Torres and staff	August 2026 through May 2027	
8	Woolley ES staff will make beginning-of-the-year phone calls and/or emails to each of its families to encourage ongoing communication and engagement, will encourage parent volunteers, and Administration, will host "Pastries with Parents" or a similar activity designed to provide parents the opportunity to talk with administration and initiate conversations about what they want to see at Woolley and how the school can better engage them.	Anna Cool-Macrae, Linares, and Roberson	August 2026 through May 2027	
9	The Woolley CIS program will continue to support: Mammoth Market, Character Awards, Mammoth Marvels Leadership Award Carnival, PBIS Core Values Kick-Off Assembly, End of Year Mammoth Leader Award Carnival, January Assembly on Refresher Behavior and Expectations, Truancy Diversion Program, Therapeutic Tuesday Yoga, and After school Clubs.	Cannioto, Rose, Torres, Cool-Macrae, Linares, and Roberson	August 2026 through May 2027	

Position Responsible: Principal

Resources Needed: Woolley ES will seek support and guidance from the Equity Committee to enhance engagement and connections with diverse families.

Schoolwide and Targeted Assistance Title I Elements:

2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level

Level 1: Strong: counselor

Level 4: Demonstrate Rationale: Communities in Schools, social worker

Problem Statements/Critical Root Cause: Connectedness 1, 2

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Inquiry Area 3: Connectedness

SMART Goal 2: Reduce the end of year overall student suspension and/or expulsion rate by 10% when comparing the 2026-2027 school year to the 2025-2026 school year, as measured by school-wide office discipline referrals.

Formative Measures: Decision Making with Behavior Data

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: The Woolley ES Leadership Team will review and act upon all data available relative to student behavior.					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	The Leadership Team and School Counselor will review discipline data.	Cool-Macrae, Linares, Roberson, Leadership Team, and School Counselors	On a monthly basis beginning August 2026 through May 2027				
2	The Leadership Team will use relevant information by individual student for: decision making, disciplinary actions, organization of behavior type, frequency of events over time, location, time of day, and consequence.	Cool-Macrae, Linares, Roberson, Leadership Team, and School Counselors	On a monthly basis beginning August 2026 through May 2027				
Position Responsible: Anna Cool-Macrae Resources Needed: Discipline data to include discipline referrals, removal from assigned instruction environment, suspensions, and/or expulsions. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: Problem Statements/Critical Root Cause: Connectedness 1, 2							

Priority Problem Statements

Problem Statement 1: Woolley ES teachers continue to display a need for ongoing support in the planning and implementation of quality and effective Tier 1 instruction that meets the high level of rigor and intent of the Nevada Academic Content Standards.

Critical Root Cause 1: On a school-wide basis, Woolley ES teachers are not consistently providing quality and effective Tier 1 instruction to all students, in all grades, in Math and Reading by not fully implementing and following the District adopted curriculum and accompanying resources.

Problem Statement 1 Areas: Adult Learning Culture

Problem Statement 2: All Woolley ES teachers do not, on a continuous basis, plan and implement quality and effective Tier 1 instruction that meets the high level of rigor and intent of the Nevada Academic Content Standards.

Critical Root Cause 2: All Woolley ES teachers are not consistently implementing and following the District adopted curriculum and utilizing accompanying resources.

Problem Statement 2 Areas: Student Success

Problem Statement 3: Woolley ES students in Kindergarten through Grade 5 continue to demonstrate a lack of grade level proficiency in Math and Reading.

Critical Root Cause 3: Woolley ES students are not consistently receiving quality and effective Tier 1, Tier 2, and Tier 3 instruction in all classrooms, all grades, in Math and Reading.

Problem Statement 3 Areas: Student Success

Problem Statement 4: Woolley ES continues to need a high percentage of family engagement.

Critical Root Cause 4: Woolley ES is not aware of the type of engagement activities that its families would like to see scheduled for this school, what days of the week are most convenient for families to attend, and what time period is most convenient to attend.

Problem Statement 4 Areas: Connectedness

Problem Statement 5: After reviewing Woolley ES attendance data, the school's chronic absenteeism rate was 24%, excluding MDP, as of May 5, 2026.

Critical Root Cause 5: Insufficient, untimely, and/or unclear communication with families about the school's attendance expectations and how chronic absenteeism can negatively effect students' academic, social, and emotional growth, continues to be a barrier.

Problem Statement 5 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Curriculum Based Measures
- End-of-Unit Assessments
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Alternate ACCESS (WAA)
- WIDA Screener
- Other
 - iReady Assessments

Adult Learning Culture

- Administrator evaluation
- Budgets/entitlements and expenditures data
- Class size averages by grade and subject
- Coaching Logs
- Communications data
- Equity data
- Evaluation(s) of professional development implementation and impact
- Lesson Plans
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- School leadership data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Student Climate Survey
- Study of best practices
- Teacher evaluation
- Teacher retention
- Teacher/Student Ratio

- Walk-through data

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Demographic data
- Enrollment
- Enrollment trends
- Home Visits
- PBIS/MTSS data
- Perception/survey data
- School safety data
- Social Emotional Learning Data
- Violence and/or violence prevention records
- Volunteer opportunities, attendance, and participation

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

The school's Leadership Team reviews and acts upon all needs assessment data available from the State, the District, and its locally created surveys, as they become available. The leadership team consists of the school's administration, its learning strategists, and its grade level chairs. Leadership meets every Monday of the week.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

Woolley ES discusses all available data with its Continuous Improvement (CI) Team on a quarterly basis, and/or as new, relevant data becomes available. The school's CI team consists of administrators, strategists, teachers, the school's counselor, and parents. During these meetings, celebrations and challenges are discussed, prior recommendations are revisited for effectiveness, and input is received on next steps. Minutes of CI meetings are shared with the entire staff and their views on the meetings' discussions are solicited as well.

2.2: Regular monitoring and revision

At a minimum, and prior to each Act submission, CI teams will monitor progress toward achieving goals by engaging in the Now, Next, Need question protocol as data is discussed and plan implementation is analyzed relative to its effectiveness. Real-time adjustments will be made as needed, to ensure that the plan results in the intended improvements. The outcomes of this analysis will be documented in the Status Checks section of this plan and posted on school websites to serve as a communication tool with the school community.

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

Adhering to Nevada Revised Statutes (NRS).388G, Woolley ES plans are posted on both the District and school's websites. Upon approval, Woolley's School Improvement Plan is posted following each Act in the Continuous Improvement Process in both English and Spanish. Translation services are available upon request for all dissemination documents distributed by the school.

2.4: Opportunities for all children to meet State standards

Woolley's adopted/implemented curriculum is aligned with State standards in English Language Arts, Mathematics, Science, and Social Studies, including differentiated scaffolds and supports. Districtwide Multi-tiered Systems of Support (MTSS) is also an integral part of Woolley's implementation process.

2.5: Increased learning time and well-rounded education

Title I major funded initiatives were in regards to class size reduction and staffing.

Class Size Reduction Teachers - \$250,925.00

Parent Resources - \$3,524.30

Total Allocation - \$254,449.30

2.6: Address needs of all students, particularly at-risk

Please refer to the Equity Resource Supports table within each Inquiry Area to see challenges and solutions developed to ensure the needs of all students are considered and addressed.

3.1: Annually evaluate the schoolwide plan

During Act 3 (May-June): Reviewing Our Journey, CI teams will reflect on the school year and determine which goals and improvement strategies will continue, will be adjusted, and/or will be deleted in the following school year as part of the continuous improvement process.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

The school leadership, staff, parents, and community stakeholders collaborate annually to develop and revise the Parent Involvement and Family Engagement Policy (PIFEP), providing input throughout the process. The finalized plan is then posted on the school website for accessibility in both English and Spanish.

4.2: Offer flexible number of parent involvement meetings

Parents are invited and encouraged to visit Woolley ES at anytime. In addition to an Open House and a Meet and Greet at the beginning of the year, the school sponsors several family nights that include, but not limited to: Multi-Cultural Family Festival, Math Night, Reading Night, Fall Festival, the annual school-wide play, etc. The Spring 2026 Family Engagement Survey was circulated, asking parents what time of the year, which night of the week, and what time frame was most convenient for them to participate at a Woolley

event These results will be considered when planning future activities. At a minimum, the school sponsors a family event once a quarter, and at different times/different days to ensure that family schedules will allow attendance at one or more of the events.

5.1: Determine which students will be served by following local policy

NA

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$4,863,924.40	Staffing, materials/supplies	Smart Goal 1, 2, and 3
At-Risk Weighted Allocation	\$383,376.00	Staffing, materials/supplies To support overall school operation.	Smart Goal 1, 2, and 3
EL Weighted Allocation	\$865,467.61	Staffing, materials/supplies To support overall school operation.	Smart Goal 1, 2, and 3
General Carry Forward	\$241,717.98	Staffing, materials/supplies To support overall school operation.	Smart Goal 1, 2, and 3
At-Risk Weighted Carry Forward	\$76,951.31	Staffing, materials/supplies To support overall school operation.	Smart Goal 1, 2, and 3
EL Weighted Carry Forward	\$160,879.30	Staffing, materials/supplies To support overall school operation.	Smart Goal 1, 2, and 3
Title IA	\$251,930.00	Class size reduction staffing,	Smart Goal 1, 2, and 3

School Continuous Improvement (CI) Team

Team Role	Name	Position
Member	Rose Giannoula	Counselor
Member	Brad Mezurashi	Teacher
Member	Anna Cool-Macrae	Principal
CI Lead	Roberson Debra	Assistant Principal
Member	Kang Linares	Assistant Principal
Member	Bauchrowitz Jennifer	Strategist
Member	Juana Torres	Parent
Member	Kirby Mariah	Strategist
Member	Payne Tanagna	Teacher
Member	Irving Danielle	Teacher
Member	Victoria Linsey	Teacher

School Continuous Improvement Team

Team Role	Name	Position
Required	Victoria Linsey	Teacher
Required	Ashley O' Brian	Parent
Required	Danielle Irving	Teacher
Required	Tanagna Payne	Teacher
Required	Mariah Kirby	Learning Strategist
Required	Cynthia Hansford	RBG3
Required	Juana Torres	Support Staff
Required	Robin Matticx	Assistant Principal
Required	Jenn Bauchrowitz	Learning Strategist
Required	Kang Linares	Assistant Principal
CI Team Lead	Debra Roberson	Assistant Principal
Required	Anna Cool-Macrae	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
Fall Festival Meet and Greet Open Invitations for Parents to Visit	September/October of 2026 August of 2026 Daily throughout the Year	Need to advertise earlier and more often to all are aware of and can plan to attend the event.