Washoe County School District

Virginia Palmer Elementary School

Classification: 2 Star School

Title I

2026-2027 School Improvement Plan

Generated by Plan4Learning.com
August 26, 2026 at 03:22 PM

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Comprehensive Needs Assessment

Student Success

Areas of Strength

WIDA/ACCESS:

21 students exited

SBAC Growth:

- ELA proficiency (AL 3+4) increased from **29.4% to 38.1%** over the past two years.
- ELA Catch-Up Growth increased from **17.4% to 41.5%**.
- ELA Keep-Up Growth increased from **34.2% to 65.5%**.
- These gains suggest that literacy initiatives, intervention systems, and PLC work are producing positive outcomes.

Reading Growth

- i-Ready reading growth exceeded 60% of students meeting annual typical growth in several grade levels, with 4th grade reaching 84%

Areas for Growth

Mathematics Achievement and Growth

- Math proficiency (AL 3+4) remains at **30.7%**, below where the school would like to be.
- Math SGP declined from **55 to 41** last year.
- Math Catch-Up Growth declined from **22.1% to 14.7%**.
- Several grade levels continue to have a significant percentage of students performing two or more grade levels below in i-Ready Math.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	While English Learners demonstrated strong language growth, many students continue to need support with academic language and writing across content areas to fully access grade-level standards	Strengthen co-teaching and push-in EL supports across grade levels, embed language objectives into core instruction, and increase opportunities for structured academic discourse and writing.
Foster/Homeless	Students experiencing housing instability may face barriers to consistent attendance and academic engagement.	Continue MTSS supports, attendance monitoring, family outreach, and coordination with district and community resources.

Free and Reduced Lunch	Some students require additional academic support to address unfinished learning and maintain grade-level progress	Utilize WIN intervention, targeted small groups, and progress monitoring to provide timely academic support
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Continue monitoring achievement and growth data to ensure equitable outcomes across student groups.	Use PLC data cycles and targeted interventions to address identified needs and close achievement gaps.
Students with IEPs	N/AStudents with disabilities continue to demonstrate achievement gaps compared to their peers in ELA and mathematics.	Strengthen collaboration between general education and special education staff, increase access to grade-level instruction, and use data to monitor progress toward individual goals.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	In 2023-24, 34% of Palmer students in grades 3-5 scored proficient on the SBAC ELA assessment. By 2024-25, proficiency increased to 38.1%, demonstrating steady improvement in student achievement. Additionally, i-Ready Reading data indicate that students exceeded expected growth, with a median progress toward annual typical growth of 138% and 70% of students meeting or exceeding their annual growth targets. While these results reflect meaningful progress, achievement levels remain below our desired outcomes. Continued focus on high-quality Tier 1 instruction, intervention, and literacy practices will be necessary to accelerate growth and increase the number of students meeting grade-level expectations.	While literacy achievement has improved, consistent implementation of high-quality Tier 1 instruction, intervention, and academic language practices has not yet been fully realized across all classrooms, resulting in variability in student outcomes.
2 ★	In 2023-24, 31.0% of Palmer students in grades 3-5 scored proficient on the SBAC Mathematics assessment. In 2024-25, mathematics proficiency remained relatively flat at 30.7%. While proficiency rates have not yet increased significantly, i-Ready Mathematics data indicate that students are making progress, with a median progress toward annual typical growth of 115% and 60% of students meeting or exceeding their annual growth targets. Despite these gains, 48% of students remain one or more grade levels below expectations in mathematics. Continued focus on high-quality Tier 1 instruction, mathematical discourse, and targeted intervention will be necessary to accelerate student learning and improve mathematics outcomes for all students.	Although students are demonstrating growth in mathematics, nearly half of Palmer students continue to perform below grade-level expectations. Consistent implementation of standards-aligned mathematics instruction, mathematical discourse, and targeted intervention practices across classrooms has not yet been fully realized, limiting opportunities to accelerate student achievement.
3 ★	English Learners at Palmer Elementary continue to demonstrate growth in English language proficiency, as evidenced by increased ACCESS performance and student exits from EL services. However, a significant number of English Learners have not yet achieved English proficiency and continue to require support in developing academic language skills necessary to access and demonstrate mastery of grade-level standards across content areas.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

Adult Learning Culture

Areas of Strength

Palmer Elementary's staff climate data indicate strong school culture and positive relationships among students, staff, and families. Areas of strength include Home-School Communication (98%), Expectations of Success (97%), Staff-Student Relationships (97%), Student Behaviors (93%), and Staff Collaboration (90%). Staff report high levels of teamwork, strong relationships with students, and a welcoming environment for families, providing a strong foundation for continued school improvement efforts.

Several areas showed notable growth:

- i-Ready perception: **+15**
- Quality of WCSD: **+13**
- Social Emotional Learning: **+11**
- Staff Collaboration: **+8**
- Parent Involvement: **+8**
- Fairness and Respect: **+5**

Areas for Growth

Palmer staff have demonstrated strong collaboration and a commitment to student success. Areas for growth include increasing consistency in standards-aligned Tier 1 instruction, strengthening the use of formative assessment and data to guide instruction, and implementing Teacher Clarity practices across classrooms. Continued focus on PLC collaboration, instructional planning, and the effective use of assessment data will help ensure all students have access to rigorous grade-level instruction and targeted support.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Staff continue to develop capacity to integrate language development supports and academic discourse into core instruction.	Provide professional learning on co-teaching, language objectives, academic discourse, and instructional strategies that support English Learners in accessing grade-level content, including GLAD training.
Foster/Homeless	Staff may need additional support in understanding the academic and social-emotional impacts of housing instability and trauma.	Utilize MTSS processes, trauma-informed practices, and collaborative problem-solving to identify barriers and provide targeted support.
Free and Reduced Lunch	Students may enter school with varying levels of academic readiness and access to learning opportunities.	Strengthen Tier 1 instruction, data-driven intervention, and equitable access to rigorous learning experiences through PLC planning and progress monitoring.

Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Staff continue to strengthen culturally responsive instructional practices and ensure equitable access to learning opportunities.	Provide professional learning and collaborative planning focused on culturally responsive teaching, student engagement, and equitable instructional practices.
Students with IEPs	**Staff continue to develop capacity to effectively differentiate instruction and implement accommodations within Tier 1 instruction.**	Strengthen collaboration between general and special education staff, utilize PLCs to review student data, and provide professional learning on differentiation and inclusive practices.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	While students are demonstrating growth in reading and mathematics, achievement data indicate that many students have not yet reached grade-level proficiency. Continued development of instructional practices is needed to accelerate student achievement and close learning gaps.	Staff members are continuing to develop consistent implementation of standards-aligned instruction, data-driven decision making, and collaborative planning practices to ensure all students receive high-quality Tier 1 instruction and targeted support.

★ = Priority

Connectedness

Areas of Strength

Palmer Elementary's student climate data indicate a positive and supportive school culture. Students report strong levels of **Adult Respect (85%)**, **Adult Support (81%)**, **Relationship Skills (83%)**, and **Participation (79%)**, all meeting or exceeding elementary and district averages. Students also report positive perceptions of **Safety (81%)**, **Student Engagement (72%)**, **Student Respect (71%)**, and **Student Voice (71%)**, demonstrating a strong sense of belonging and connection to the school community. These results suggest that Palmer provides a safe, welcoming environment where students feel supported by adults, engaged in learning, and connected to their peers and school.

Areas for Growth

Areas for growth include strengthening students' self-management skills, social awareness, and peer relationships. Student survey results indicate opportunities for improvement in **Bullying (52%)**, **Self-Management of Goals (53%)**, **Self-Management of Schoolwork (54%)**, and **Self-Management of Emotion (57%)**. Continued focus on student voice, engagement, and belonging will help strengthen connectedness and support positive outcomes for all students.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	**English Learners may experience barriers to school connectedness due to language acquisition and access to peer interactions.**	**Provide opportunities for participation in Den activities (PBIS), leadership opportunities, counseling supports, and inclusive classroom practices that promote belonging and engagement.**
Foster/Homeless	**Students experiencing housing instability may face barriers related to attendance, belonging, and social-emotional well-being.**	**Utilize counseling, CIS supports, FACE Liaison, attendance interventions, and MTSS processes to provide academic and social-emotional support.**
Free and Reduced Lunch	**Students may experience barriers that impact school engagement, attendance, and participation in extracurricular opportunities.**	**Provide access to schoolwide activities, attendance supports, counseling services, and positive behavior recognition systems.**
Migrant/Title1-C Eligible	N/A	

Racial/Ethnic Minorities	**Ensure all students feel represented, valued, and connected to the school community.**	Promote inclusive schoolwide activities, culturally responsive practices, and opportunities for student voice and leadership.
Students with IEPs	**Some students may require additional support to develop peer relationships, self-management skills, and school engagement.**	Provide counseling supports, social skills instruction, inclusive opportunities, and collaboration between general and special education staff to support student success.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	While Palmer students report positive relationships with adults and a strong sense of safety and belonging, survey data indicate opportunities to strengthen peer relationships, student voice, and social-emotional skills. Student survey results show lower ratings in Bullying (52%), Self-Management of Goals (53%), Self-Management of Schoolwork (54%), and Self-Management of Emotion (57%). Additionally, chronic absenteeism increased from 6.8% to 8.12% during the 2025-26 school year, indicating a continued need to strengthen student connectedness and engagement.	Although Palmer has established systems that promote positive relationships and student support, opportunities for students to develop self-management skills, strengthen peer relationships, and meaningfully contribute to the school community are not yet consistently embedded across all settings. Continued efforts to strengthen student voice, social-emotional learning, attendance supports, and schoolwide engagement opportunities are needed to ensure all students feel connected, supported, and engaged in school.
2 ★	After significant improvements in student attendance over the past several years, Palmer Elementary experienced a slight increase in chronic absenteeism during the 2025-26 school year. While attendance rates remain stronger than historical levels, a subset of students continues to experience barriers to consistent attendance and school engagement. Continued efforts are needed to improve attendance and strengthen students' connection to school.	Although systems for monitoring attendance and supporting students are in place, some students and families continue to face barriers that impact regular school attendance. Continued family outreach, proactive attendance interventions, and schoolwide efforts to promote engagement and belonging are needed to improve attendance outcomes.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	In 2023-24, 34% of Palmer students in grades 3-5 scored proficient on the SBAC ELA assessment. By 2024-25, proficiency increased to 38.1%, demonstrating steady improvement in student achievement. Additionally, i-Ready Reading data indicate that students exceeded expected growth, with a median progress toward annual typical growth of 138% and 70% of students meeting or exceeding their annual growth targets. While these results reflect meaningful progress, achievement levels remain below our desired outcomes. Continued focus on high-quality Tier 1 instruction, intervention, and literacy practices will be necessary to accelerate growth and increase the number of students meeting grade-level expectations.	While literacy achievement has improved, consistent implementation of high-quality Tier 1 instruction, intervention, and academic language practices has not yet been fully realized across all classrooms, resulting in variability in student outcomes.
2 ★	While students are demonstrating growth in reading and mathematics, achievement data indicate that many students have not yet reached grade-level proficiency. Continued development of instructional practices is needed to accelerate student achievement and close learning gaps.	Staff members are continuing to develop consistent implementation of standards-aligned instruction, data-driven decision making, and collaborative planning practices to ensure all students receive high-quality Tier 1 instruction and targeted support.
3 ★	English Learners at Palmer Elementary continue to demonstrate growth in English language proficiency, as evidenced by increased ACCESS performance and student exits from EL services. However, a significant number of English Learners have not yet achieved English proficiency and continue to require support in developing academic language skills necessary to access and demonstrate mastery of grade-level standards across content areas.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.
4 ★	In 2023-24, 31.0% of Palmer students in grades 3-5 scored proficient on the SBAC Mathematics assessment. In 2024-25, mathematics proficiency remained relatively flat at 30.7%. While proficiency rates have not yet increased significantly, i-Ready Mathematics data indicate that students are making progress, with a median progress toward annual typical growth of 115% and 60% of students meeting or exceeding their annual growth targets. Despite these gains, 48% of students remain one or more grade levels below expectations in mathematics. Continued focus on high-quality Tier 1 instruction, mathematical discourse, and targeted intervention will be necessary to accelerate student learning and improve mathematics outcomes for all students.	Although students are demonstrating growth in mathematics, nearly half of Palmer students continue to perform below grade-level expectations. Consistent implementation of standards-aligned mathematics instruction, mathematical discourse, and targeted intervention practices across classrooms has not yet been fully realized, limiting opportunities to accelerate student achievement.

5 ★

While Palmer students report positive relationships with adults and a strong sense of safety and belonging, survey data indicate opportunities to strengthen peer relationships, student voice, and social-emotional skills. Student survey results show lower ratings in Bullying (52%), Self-Management of Goals (53%), Self-Management of Schoolwork (54%), and Self-Management of Emotion (57%). Additionally, chronic absenteeism increased from 6.8% to 8.12% during the 2025-26 school year, indicating a continued need to strengthen student connectedness and engagement.

Although Palmer has established systems that promote positive relationships and student support, opportunities for students to develop self-management skills, strengthen peer relationships, and meaningfully contribute to the school community are not yet consistently embedded across all settings. Continued efforts to strengthen student voice, social-emotional learning, attendance supports, and schoolwide engagement opportunities are needed to ensure all students feel connected, supported, and engaged in school.

6 ★

After significant improvements in student attendance over the past several years, Palmer Elementary experienced a slight increase in chronic absenteeism during the 2025-26 school year. While attendance rates remain stronger than historical levels, a subset of students continues to experience barriers to consistent attendance and school engagement. Continued efforts are needed to improve attendance and strengthen students' connection to school.

Although systems for monitoring attendance and supporting students are in place, some students and families continue to face barriers that impact regular school attendance. Continued family outreach, proactive attendance interventions, and schoolwide efforts to promote engagement and belonging are needed to improve attendance outcomes.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **I-Ready**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **WIDA ACCESS for ELLs**
- [x] **Other**

Adult Learning Culture

- [x] **Coaching Logs**
- [x] **Lesson Plans**
- [x] **Master schedule**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**
- [x] **Teacher evaluation**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **PBIS/MTSS data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

AB 335 EL Goal: By Spring 2027, the percentage of English Learners demonstrating progress toward English language proficiency, as measured by ACCESS for ELLs, will increase as evidenced by an increase in the number of students attaining English proficiency and exiting EL services from 21 students in 2025-26 to 25 students in 2026-27. Additionally, English Learners will demonstrate continued growth in academic language development through implementation of integrated language supports and co-teaching practices across grade levels.

Formative Measures: * i-Ready Reading growth data for English Learners
* Common formative assessments and writing samples
* PLC review of EL student progress data
* Classroom walkthrough data focused on language objectives, academic discourse, and co-teaching implementation
* EL exit candidate monitoring and progress toward ACCESS proficiency

Improvement Strategy 1

Integrated Language Development Through Co-Teaching and Core Instruction

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Develop and implement co-teaching schedules and service delivery models across grade levels.	Principal, Assistant Principal, EL Teacher, EL Facilitator	August-September	
2	Provide professional learning on language objectives, academic discourse, and writing supports for English Learners.	ELF	Ongoing	
3	Utilize PLCs to review EL student data, identify students requiring additional support, and monitor progress toward language proficiency.	Principal, Assistant Principal, EL Teacher, EL Facilitator, Teachers	Ongoing	
4	Conduct classroom walkthroughs to monitor implementation of language objectives, academic discourse, and co-teaching practices.	Administration, ELF	Ongoing	

Position Responsible: Principal, Assistant Principal, EL Teacher Classroom, Teachers, PLC Teams

Resources Needed: PLC collaboration time
ACCESS and i-Ready data reports
EL instructional resources
Professional learning on language development and co-teaching

Evidence Level

Level 1: Strong:
High-quality instruction, Additional instructional support, Professional learning, Data-driven decision, making Family engagement

Level 2: Moderate:
MTSS, PLC

Level 3: Promising:
GLAD Training

Problem Statements: Student Success 3

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
3	English Learners at Palmer Elementary continue to demonstrate growth in English language proficiency, as evidenced by increased ACCESS performance and student exits from EL services. However, a significant number of English Learners have not yet achieved English proficiency and continue to require support in developing academic language skills necessary to access and demonstrate mastery of grade-level standards across content areas.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

SMART Goal 2

By the spring of 2027 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

Strengthen Tier 1 Literacy Instruction and Intervention Systems: Implement evidence-based

literacy practices, collaborative planning, and targeted intervention to increase student achievement and growth in reading.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement UFLI Foundations in grades K-2 and Phonics for Reading in grades 3-5 to strengthen foundational literacy skills.	Grade level teachers, EL Teachers, Resource Teachers	Ongoing	
2	Utilize PLCs to analyze student data, identify essential standards, and plan responsive instruction and intervention	Grade-Level Teams, Administration	Weekly	
3	Implement WIN intervention groups based on student needs and regularly monitor progress.	Grade level teachers, EL Teachers, Resource Teachers	Weekly	
4	Conduct classroom walkthroughs focused on Teacher Clarity, student engagement, and literacy instructional practices.	Administration	Ongoing	
5	Utilize common formative assessments and i-Ready data to adjust instruction and provide targeted support for students not meeting growth expectations.	Grade-Level Teams, Administration	Ongoing	

Position Responsible: Principal, Assistant Principal, Classroom Teachers, Intervention Teacher, EL Teacher, Resource Teacher

Resources Needed: Benchmark ELA
UFLI Foundations
Phonics for Reading
i-Ready
PLC collaboration time
Professional learning on literacy instruction and Teacher Clarity

Evidence Level

Level 1: Strong:
High-quality instruction, Additional instructional support, Professional learning, Data-driven decision, making Family engagement

Level 2: Moderate:
MTSS, PLC

Level 3: Promising:
Clarity

Level 4: Demonstrate Rationale:
Data

Problem Statements: Student Success 1

Status Checks

November	February	May

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	In 2023-24, 34% of Palmer students in grades 3-5 scored proficient on the SBAC ELA assessment. By 2024-25, proficiency increased to 38.1%, demonstrating steady improvement in student achievement. Additionally, i-Ready Reading data indicate that students exceeded expected growth, with a median progress toward annual typical growth of 138% and 70% of students meeting or exceeding their annual growth targets. While these results reflect meaningful progress, achievement levels remain below our desired outcomes. Continued focus on high-quality Tier 1 instruction, intervention, and literacy practices will be necessary to accelerate growth and increase the number of students meeting grade-level expectations.	While literacy achievement has improved, consistent implementation of high-quality Tier 1 instruction, intervention, and academic language practices has not yet been fully realized across all classrooms, resulting in variability in student outcomes.

SMART Goal 3

By the spring of 2027 we will increase the percentage of students scoring proficient on the SBAC ELA by 7% in grades 3-5. Additionally, students in grades K-5 will demonstrate at least one year's growth in mathematics as measured by i-Ready Mathematics, with 65% or more of students meeting or exceeding their annual typical growth targets.

Formative Measures: iReady, SBAC

Improvement Strategy 1

Implement standards-aligned mathematics instruction, collaborative planning, and targeted intervention practices to increase student achievement, growth, and proficiency in mathematics.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement Reveal Mathematics with fidelity and utilize district instructional resources aligned to Nevada Academic Content Standards.	Classroom Teachers, Administration	Ongoing	
2	Utilize PLCs to analyze student data, identify essential standards, and collaboratively plan instruction and intervention.	Grade-Level Teams, Administration	Ongoing	
3	Incorporate Teacher Clarity practices including learning targets, success criteria, and formative assessment into mathematics instruction.	Teachers	Ongoing	
4	Implement WIN intervention groups based on student needs and monitor progress through i-Ready and common formative assessments.	Teachers, Intervention Staff	Ongoing	
5	Conduct classroom walkthroughs focused on mathematics instruction, student engagement, mathematical discourse, and Teacher Clarity practices	Administration	Ongoing	

Position Responsible: Principal, Assistant Principal, Classroom Teachers, Interventionist, Teacher PLC Teams

Resources Needed: Reveal Mathematics curriculum
i-Ready Mathematics
PLC collaboration time
Teacher Clarity resources
Common formative assessments
Professional learning opportunities

Evidence Level

Level 1: Strong:
High-quality instruction, Additional instructional support, Professional learning, Data-driven decision, making Family engagement

Level 2: Moderate:
Moderate: MTSS, PLC

Level 3: Promising:
Clarity

Level 4: Demonstrate Rationale:
Data

Problem Statements: Student Success 2

Status Checks

November **February** **May**

SMART Goal 3 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
2	In 2023-24, 31.0% of Palmer students in grades 3-5 scored proficient on the SBAC Mathematics assessment. In 2024-25, mathematics proficiency remained relatively flat at 30.7%. While proficiency rates have not yet increased significantly, i-Ready Mathematics data indicate that students are making progress, with a median progress toward annual typical growth of 115% and 60% of students meeting or exceeding their annual growth targets. Despite these gains, 48% of students remain one or more grade levels below expectations in mathematics. Continued focus on high-quality Tier 1 instruction, mathematical discourse, and targeted intervention will be necessary to accelerate student learning and improve mathematics outcomes for all students.	Although students are demonstrating growth in mathematics, nearly half of Palmer students continue to perform below grade-level expectations. Consistent implementation of standards-aligned mathematics instruction, mathematical discourse, and targeted intervention practices across classrooms has not yet been fully realized, limiting opportunities to accelerate student achievement.

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, ensuring students can identify what they are learning, why they are learning it, and how they will know when they have learned it and that teachers are regularly assessing student understanding.

Formative Measures: Walk through forms

Improvement Strategy 1

PLC: Build teacher capacity to consistently implement Teacher Clarity practices, including clear learning targets, success criteria, formative assessment, and student ownership of learning, to improve student achievement and engagement.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide professional learning on the components of Teacher Clarity, including learning intentions, success criteria, formative assessment, and student ownership of learning.	Teachers, administrators.	August - September	
2	Develop and communicate schoolwide expectations for Teacher Clarity implementation.	Administration, Leadership Team	August	
3	Utilize PLCs to collaboratively develop learning targets, success criteria, and common formative assessments aligned to grade-level standards	Grade-Level Teams	Ongoing	
4	Conduct classroom walkthroughs and provide feedback focused on Teacher Clarity implementation.	Administration	Ongoing	
5	Review walkthrough data with staff and identify trends, celebrations, and areas for growth.	Administration	Ongoing	

Position Responsible: Principal, Assistant Principal, Teacher Leaders, Classroom Teachers, PLC Teams

Resources Needed: Teacher Clarity professional learning
PLC collaboration time
Walkthrough tool and data collection forms

Evidence Level

Level 2: Moderate:
PLC, Walkthrough data, Leadership Team

Problem Statements: Adult Learning Culture 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	While students are demonstrating growth in reading and mathematics, achievement data indicate that many students have not yet reached grade-level proficiency. Continued development of instructional practices is needed to accelerate student achievement and close learning gaps.	Staff members are continuing to develop consistent implementation of standards-aligned instruction, data-driven decision making, and collaborative planning practices to ensure all students receive high-quality Tier 1 instruction and targeted support.

Inquiry Area 3

Connectedness

SMART Goal 1

By Spring 2027, Palmer Elementary will increase students' sense of connectedness and social-emotional competence as measured by the Student Climate Survey. Specifically, Palmer will increase scores in Bullying from 52% to 60%, Self-Management of Goals from 53% to 60%, Self-Management of Schoolwork from 54% to 60%, and Self-Management of Emotion from 57% to 65%. Progress will be supported through implementation of the Panther Promise behavior matrix, schoolwide SEL lessons, counseling supports, Den activities, and opportunities for student leadership and engagement.

Formative Measures: Attendance data and chronic absenteeism rates
Behavior referrals and suspension data
Counseling lesson participation and student feedback
Panther Promise behavior data
Classroom behavior matrix implementation walkthroughs
Student surveys/check-ins
Den participation and engagement data

Improvement Strategy 1

Strengthen Student Connectedness Through Panther Promise, SEL, and Schoolwide Engagement

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement monthly Panther Promise lessons and schoolwide expectations aligned to the behavior matrix, with explicit instruction in respect, responsibility, readiness to learn, self-management, and positive peer interactions.	Administration, Counselor, Classroom Teachers, PBIS team	Monthly	
2	Provide monthly classroom counseling lessons focused on self-management, goal setting, emotional regulation, conflict resolution, bullying prevention, and positive decision-making.	Counselor, Classroom Teachers	Monthly	
3	Facilitate quarterly Den activities that promote student belonging, teamwork, leadership, positive relationships, and school connectedness.	Administration, Counselor, Classroom Teachers, PBIS team	Quarterly	
4	Implement attendance monitoring and MTSS processes to identify students needing additional support and provide targeted interventions to improve engagement and attendance.	Administration, Counselor, MTSS Team	Weekly	
5	Utilize student climate survey results, behavior data, and attendance data to monitor progress and adjust supports throughout the school year	Administration, Leadership Team, Counselor	Quarterly	

Position Responsible: Principal, Assistant Principal, Counselor, Classroom Teachers, Den Leaders, MTSS Team

Resources Needed: Panther Promise behavior matrix
SEL curriculum and lesson resources
Counseling curriculum and materials
Student climate survey data
Attendance and behavior data reports
MTSS processes and supports
Den activity materials

Evidence Level

Level 1: Strong:
Panther Promise behavior matrix SEL curriculum and lesson resources Counseling curriculum and materials Student climate survey data Attendance and behavior data reports MTSS processes and supports Den activity materials

Problem Statements: Connectedness 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	While Palmer students report positive relationships with adults and a strong sense of safety and belonging, survey data indicate opportunities to strengthen peer relationships, student voice, and social-emotional skills. Student survey results show lower ratings in Bullying (52%), Self-Management of Goals (53%), Self-Management of Schoolwork (54%), and Self-Management of Emotion (57%). Additionally, chronic absenteeism increased from 6.8% to 8.12% during the 2025-26 school year, indicating a continued need to strengthen student connectedness and engagement.	Although Palmer has established systems that promote positive relationships and student support, opportunities for students to develop self-management skills, strengthen peer relationships, and meaningfully contribute to the school community are not yet consistently embedded across all settings. Continued efforts to strengthen student voice, social-emotional learning, attendance supports, and schoolwide engagement opportunities are needed to ensure all students feel connected, supported, and engaged in school.

SMART Goal 2

By June 2027, Palmer Elementary will reduce chronic absenteeism from 8.12% to 6.5% as measured by Infinite Campus attendance data. Progress will be monitored monthly through attendance team meetings, MTSS processes, family outreach, and schoolwide attendance initiatives.

Formative Measures: IC and BIG attendance reports

Improvement Strategy 1

Family Engagement: Implement a comprehensive attendance support system that includes proactive monitoring, family communication, student engagement initiatives, and targeted interventions to reduce chronic absenteeism and increase student attendance.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct weekly attendance team meetings to review attendance data and identify students who are approaching chronic absenteeism.	Administration CIS, Counselor, Teachers, Secretary, Prevention Intervention Assistant, FACE Liaison	2026-27 SY	
2	Implement a tiered attendance intervention process, including phone calls, attendance letters, problem-solving meetings, and attendance plans	Administration CIS, Counselor, Teachers, Secretary, Prevention Intervention Assistant, FACE Liaison	Ongoing	
3	Provide ongoing family communication regarding the importance of attendance and the impact of absenteeism on student achievement.	Administration CIS, Counselor, Teachers, Secretary, Prevention Intervention Assistant, FACE Liaison	Ongoing	
4	Implement schoolwide attendance incentives and recognition programs to encourage positive attendance habits.	Administration CIS, Counselor, Teachers, Secretary, Prevention Intervention Assistant, FACE Liaison	Ongoing	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
5	Utilize MTSS processes to identify and support students experiencing attendance barriers.	Administration CIS, Counselor, Teachers, Secretary, Prevention Intervention Assistant, FACE Liaison	Ongoing	
6	Partner with families and community agencies to address barriers impacting student attendance and engagement	Administration CIS, Counselor, Teachers, Secretary, Prevention Intervention Assistant, FACE Liaison	Ongoing	

Position Responsible: Administration CIS, Counselor, Teachers, Secretary, Prevention Intervention Assistant, FACE Liaison

Evidence Level

Level 3: Promising:
Family Engagement

Problem Statements: Connectedness 2

Status Checks

November **February** **May**

SMART Goal 2 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
2	After significant improvements in student attendance over the past several years, Palmer Elementary experienced a slight increase in chronic absenteeism during the 2025-26 school year. While attendance rates remain stronger than historical levels, a subset of students continues to experience barriers to consistent attendance and school engagement. Continued efforts are needed to improve attendance and strengthen students' connection to school.	Although systems for monitoring attendance and supporting students are in place, some students and families continue to face barriers that impact regular school attendance. Continued family outreach, proactive attendance interventions, and schoolwide efforts to promote engagement and belonging are needed to improve attendance outcomes.

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
Dinner with your Den	12/8/26	
Dinner with your Den	3/9/26	
Coffee with the Principal	9/22/26	
Coffee with the Principal	10/27/26	
Coffee with the Principal	11/10/26	
Coffee with the Principal	12/15/26	
Coffee with the Principal	1/26/26	
Coffee with the Principal	2/23/26	
Coffee with the Principal	4/27/26	
Coffee with the Principal	5/25/26	
Snack Time with Books	9/15/26	
Snack Time with Books	11/17/26	
Snack Time with Books	2/16/27	
Snack Time with Books	4/20/27	
Back to School Night	8/18/26	
Conference Week	10/23-10/29	
Hug High Back to School Night/Football Game	9/11/26	

Addendums

ESSA Title I Schoolwide and Targeted Assistance Title I Elements

School Improvement Plan (SIP) Washoe County School District

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

5.1Determine which students will be served by following local policy

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