

Douglas County School District



G. L. Scarselli Elementary School

Classification: 3 Star School

Accreditation Status:
Accredited

Title I

2026-2027 School Improvement Plan

District Approval Date:
September 11, 2026

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Comprehensive Needs Assessment

Student Success

Areas of Strength

We have continued to see growth in student writing now that we have implemented Write Score for two years.

Our primary grades have been utilizing UFLI with fidelity and we have seen growth with their reading scores.

Our Kindergarten math MAP scores show high levels of proficiency.

We have implemented PBIS and MTSS for our students showing an improvement in expected behaviors.

Areas for Growth

We still have students who are not proficient writers. SBAC no longer separates writing for ELA as they have done historically. We will use Write Score to measure student writing growth.

All staff will be attending the Science of Reading trainings so that everyone understands the research and instructional practices instead of the small pockets of teachers who currently have this training.

There has been a decline in math proficiency in grade 1 - 5. We need to work on improving math instruction as new programs are piloted throughout the district.

With the merger of two schools, who are in different spots of the MTSS process, we will need to align the staff with the same expectations through the MTSS trainings with UNR.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	We now have more students receiving EL services than previously.	We now have a full time EL teacher supporting this population, as well as an instructional aide.
Foster/Homeless	We have a few students that are SIT and this occurs at different points in the year.	We have a full time counselor, a part time counselor and a social worker to support these students. We will continue to build strong relationships with families and continuing to foster trust.
Free and Reduced Lunch	We are designated a Title 1 school due to our population of FRL students.	We receive additional funding that allows us to have a reading interventionist, a math interventionist and the funds support online learning resources.
Migrant/Title1-C Eligible	NA	

Racial/Ethnic Minorities	We have a larger population of Native Americans that have historically been disadvantaged.	We work with the local Tribal community to coordinate resources in the school. Students receive tutoring outside of school.
Students with IEPs	Students that exhibit challenging behaviors impact and impede their learning and the learning of others.	We receive support from our BCBA, RBT's, case managers and administration to best support these students. The goal is to decrease behaviors using the MTSS and PTR process.

Problem Statements Identifying Student Success Needs

Problem Statement	Critical Root Cause
1 We have varying levels of writing proficiency.	Writing is challenging and students struggle with organization and stamina. Writing instruction and student practice is labor intensive consuming large amounts of time.
2 Reading scores show various levels toward meeting proficiency.	We have not had a dedicated ELA program so there has been inconsistency with reading instruction.
3 Math scores show various levels toward meeting proficiency.	We have not had a dedicated Math program so there has been inconsistency with math instruction.

★ = Priority

Adult Learning Culture

Areas of Strength

As the two schools come together, we have a very strong teaching staff with many years of experience. We will all be working through the Science of Reading training through the state. The staff brings a great deal of background knowledge to reading. This will also enhance our MTSS process as we determine how best to support students with reading interventions.

Areas for Growth

It is too early to be specific on this area, but based upon a global view and feedback from our core MTSS team, we need to ensure high quality Tier 1 instruction, effective PLCs that use data to drive instruction, and accurately identifying and implementing Tier 2 interventions for students. We need more accurate data tracking.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Can sometime be misdiagnosed.	Student study teams and more conversations with parents and the team.
Foster/Homeless	Can be transient and we see them come and go from our school.	Keep up to date information on students and the work we have been doing for them. MTSS data trackers.
Free and Reduced Lunch	These students may have other challenges and are an important sub population to monitor.	This confidential information for staff, so finding other ways to address student needs through the MTSS process.
Migrant/Title1-C Eligible	NA	NA
Racial/Ethnic Minorities	We have a large population of Native Americans and each family has unique challenges.	Communicate frequently and attend events at the tribe.
Students with IEPs	More students are coming to use with needs. Ensure all interventions have been tried prior to testing.	Student study teams and following the MTSS process.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement	Critical Root Cause
1 We have a large number of problem behaviors at our school. Based on the Nevada Working Conditions Survey and and internal staff survey presented by the principal at the end of the last school year, it was determined that student behavior concerns needed to be addressed, thus these behavior goals.	How students communicate their needs can often be challenging for them and this results in inappropriate behaviors. Students struggle with code switching and being emotionally resilient when faced with a challenge.
2 Staff are at various levels of understanding MTSS processes. This is critical since the staff of two schools are merging. It is an opportunity to reboot and get everyone trained. Our school will be utilizing Compass Curriculum for SEL lessons to support positive student behaviors.	How students communicate their needs can often be challenging for them and this results in inappropriate behaviors. Students struggle with code switching and being emotionally resilient when faced with a challenge.
3 There has been inconsistency with reading instruction.	We have been working without a dedicated ELA program.

 = Priority

Connectedness

Areas of Strength

Many students already know each other because of sports and close proximity to each other. We have two veteran staffs coming together. We know what is good for kids and have already started to work together on the needs of students. We have family evening events planned for each month of the year. We have implemented PBIS effectively and will use data to adjust support and training.

Areas for Growth

We have to use data to monitor our school culture throughout the year. Since we are new, we are using best practices to build a positive culture for all students, staff and families.

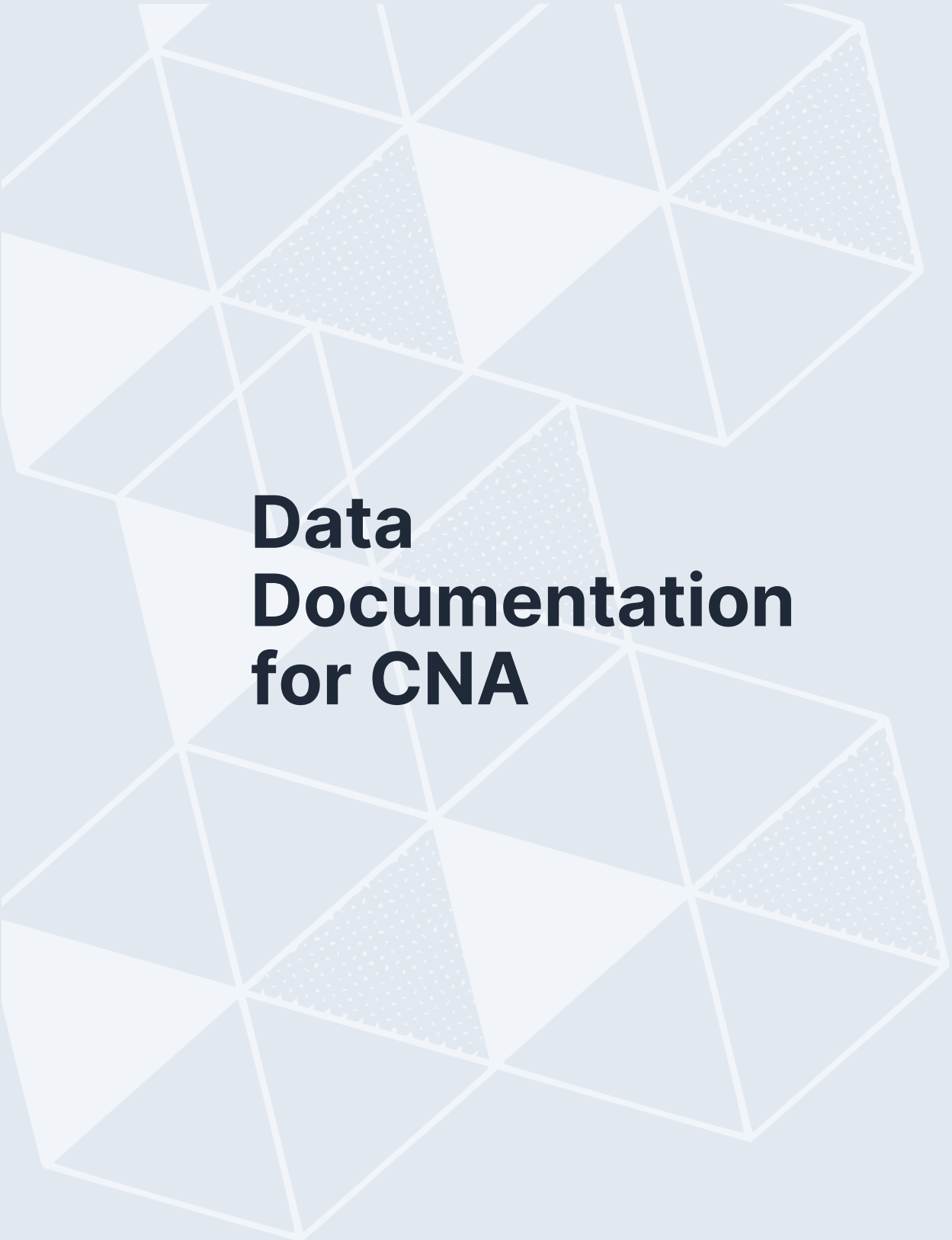
Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Not all teachers are certified in language acquisition instruction methods yet.	ELL teacher and support staff for language acquisition. The stat will be requiring this training for all teachers in the years to come.
Foster/Homeless	We have (?) students who are supported by McKinney Vento who may need SEL support	Counselors and SSW will check in on students regularly
Free and Reduced Lunch	The merger of two schools will show an increase of students receiving FRL.	Students are offered breakfast and lunch at the school and more lunch staff will be available to support the need.
Migrant/Title1-C Eligible	NA	NA
Racial/Ethnic Minorities	More Native American students will be joining the school.	Tribal supports will be offered at the school and a relationship has been built with tribal services.
Students with IEPs	We have a CLS/Autism program, resource program, SLP program, OT and Pt at the school.	Coordination will have to be precise to ensure student receive the services needed.

Problem Statements Identifying Connectedness Needs

Problem Statement	Critical Root Cause
1 Scarselli and C.C. Meneley Elementary schools were consolidated into Scarselli for the 2026-27 school year. The results of the Staff Climate Survey were reviewed. As the schools come together to ensure that we continue to have strong relationships within our school and with the community we serve. The survey results are for one school only are not an accurate reflection of the combined schools. We need to collect Staff Climate Survey data to gather a baseline and then work together to ensure we have a strong culture and daily climate.	Two school consolidating into one and not having accurate data to reflect the changes in the school community.

 = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- ☒ Criterion-Referenced Test in Mathematics
- ☒ Criterion-Referenced Test in Science
- ☒ Curriculum Based Measures
- ☒ Early childhood literacy and math data
- ☒ Early reading assessment results
- ☒ Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- ☒ MAP Growth Assessment
- ☒ Multi-Tiered System of Supports (MTSS)
- ☒ Smarter Balanced (SBAC)
- ☒ WIDA ACCESS for ELLs

Adult Learning Culture

- ☒ Administrator evaluation
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ 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
- ☒ Student Climate Survey
- ☒ Study of best practices
- ☒ Teacher evaluation

☒ Walk-through data

Connectedness

☒ Attendance

☒ Behavior

☒ Community surveys and/or other feedback

☒ Home Visits

☒ PBIS/MTSS data

☒ Perception/survey data

☒ School safety data

☒ Social Emotional Learning Data



Inquiry Areas

Inquiry Area 1

Student Success

SMART Goal 1

We will have a five-point increase in our percentage of K-5 students demonstrating progress toward mastery in literacy by meeting their individual growth goal in Reading as measured by Fall 2026 to Spring 2027 (Winter 2026 to Spring 2027 for K) MAP Reading growth.

Formative Measures: Fall, Winter and Spring Reading MAP Growth data, K- 1 Science of Reading Assessments, 3rd - 5th Write Score data. Staff will attend the Science of Reading trainings throughout the year delivered by the Literacy Specialists.

Improvement Strategy 1

We will utilize Title I funding to pay for tutoring and an interventionist position.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Hire qualified staff for additional interventions.	interventionist	beginning of the year to the end of state testing	✓

Status Checks

November

February

June

Inquiry Area

2

Adult Learning Culture

SMART Goal 1

We will increase K-5 teacher knowledge of Science of Reading pillars and effective instructional strategies by having all K-5 teachers complete 15 hours of Science of Reading training during the 2026/27 and 2027/28 school years.

Formative Measures: Training session sign-in sheets, teacher assignment artifacts, SOR pre/post conference Science of Reading Knowledge Assessment, classroom literacy walkthroughs, PLC accountability, reading of 7 Mighty Moves and Next Step in Literacy Instruction Connecting Assessments to Effective Interventions. All certified K-5 staff will be trained by the end of the year.

Improvement Strategy 1

Train all certified K-5 teachers on the Science of Reading.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Trainings throughout the school year.	PDC and Interventionists.	2026-27 school year.	

Position Responsible: Literacy Specialists and PDC.

Resources Needed: NA

Status Checks

November

February

June

Inquiry Area

3

Connectedness

SMART Goal 1

Increase strong and effective MTSS practices and increase our fidelity score from 60% to 65% as measured by Fall 2026 to Spring 2027 Tiered Fidelity Inventory 3.0 schoolwide data. A specific area to focus is having established procedures for responding to behaviors.

Scarselli and C.C. Meneley Elementary schools were consolidated into Scarselli for the 2026-27 school year. The results of the Staff Climate Survey were reviewed. As the schools come together to ensure that we continue to have strong relationships within our school and with the community we serve. The survey results are for one school only are not an accurate reflection of the combined schools. We need to collect Staff Climate Survey data to gather a baseline and then work together to ensure we have a strong culture and daily climate.

Formative Measures: Tiered Fidelity Inventory 3.0 schoolwide data. The MTSS team will continue the trainings with the district team and UNR. Information will be shared with staff and all staff will attend school MTSS meetings and review data to better understand the process to help better support students.

Improvement Strategy 1

Will increase the fidelity of our MTSS processes as measured by the Tiered Fidelity Inventory.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	MTSS Training and continued work of MTSS in the school	All staff	whole year	

Position Responsible: Administration will train and guide this work

Resources Needed: Training through UNR and district MTSS coordinators.

Status Checks

November

February

June