Washoe County School District



Bernice Mathews Elementary School

Classification: 2 Star School

Title I, ≥ 10% of enrolled students are English Learners

2026-2027 School Improvement Plan

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Mission Statement

Together we will educate and inspire the whole child to SHINE at school, at home, and in our community.

Vision

Together, we build a strong foundation for our students to shine to their full potential, embrace a growth mindset, and courageously tackle any challenge that comes their way.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

ELA

Overall proficiency of students who are EL on ELA SBAC increased from 4% to 10% from 2025 to 2026.

Overall proficiency of students who are African American on ELA SBAC increased from 9% to 13% from 2025 to 2026.

Students on IEPs ELA Adequate Growth Percentile grew from 17% to 38% from 2024 to 2026.

MATH

Overall proficiency of students who are EL on Math SBAC increased from 7% to 13% from 2025 to 2026.

Students who are EL Math Adequate Growth Percentile grew from 11% to 22% from 2024 to 2026.

ACCESS

Students' overall AGP on the ACCESS assessment for students learning English increased from 34% to 53% from 2023-2025.

Chronic Absenteeism is less than 7%

Areas for Growth

ELA

Students' overall proficiency on ELA SBAC decreased from 31% to 24% from 2024 to 2026.

Overall proficiency for Hispanic students on ELA SBAC decreased from 31% to 20% from 2024 to 2026.

MATH

Students' overall proficiency on Math SBAC decreased from 26% to 17% from 2024 to 2026.

Overall proficiency for Hispanic students on Math SBAC decreased from 26% to 15% from 2024 to 2026.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Shortage of staff support, lack of time for consult and collaboration with teachers, knowledge level of teachers, lack of time for instructional/resources preparation	PLC practices, coordinated support and consult with school and district EL staff

Foster/Homeless	Staff support, family engagement, lack of resources and knowledge about how to support	Trauma-informed practices; Home Visits, Coordination of community and school resources, Communities in Schools
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Shortage of staff support, lack of time for consult and collaboration with teachers, lack of resources, knowledge level of teachers, little diversity amongst adults	PLC practices, coordinated support and consult with school and district EL staff
Students with IEPs	Shortage of staff allocations; difficulty with hiring qualified staff; lack of time, & resources; scheduling challenges	Ongoing training in Special Education compliance and instructional best practices; coordinated scheduling of IEP meetings and IEP implementation

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Only 38% of our students are making expected growth on SBAC ELA. b) Only 24% of students are proficient on the SBAC in ELA.	1. Transiency rate of students moving in and out of the school in the year 2025-26 was 27%. 1 out of every 3 students leaves or is new to the school within the school year, creating a lack of consistency in their education and instruction. 2. Tier 1 instructional capacity across the school needs to be continuously developed and supported due to the number of novice teachers and teachers with less than 5 years of experience. 3. Students have learning gaps and/or are behind in their learning. 4. A significant number of students are English Language Learners and require more time to learn the language and the content.
2 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	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

Out of our 23 certified instructional staff, 4 are first year teachers, 1 is a 2nd year teacher, and 2 others have less than 5 years of teaching experience. After teachers have been developed into effective/highly effective professionals, they often can procure employment at schools with less challenges and thus we grow leaders who can shine in other schools. Therefore, we consistently are hiring and training novice teachers.

We have worked over the years to develop strong systems of collaboration, and work to build teacher capacity quickly. Our PLCs are strong and supported by instructional leaders in the school. Professional development has been focused on needs and provided to staff throughout the year.

Climate Surveys completed by the staff demonstrate:

- 87% believe strong staff collaboration occurs,

- 98% reported strong staff-student relationships,

- 89% of staff feel supported by school administration

- 85% are proud to work at this school

Areas for Growth

- Developing Science of Reading Knowledge
- Deepening Teacher Clarity work through Professional Learning Communities (PLCs)
- Implementing Social Emotional Learning practices

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Shortage of staff support, lack of time for consult and collaboration with teachers, knowledge level of teachers, lack of time for instructional/resources preparation	GLAD Training, dedicated PLC's and planning to include school and district EL Staff
Foster/Homeless	Staff support, family engagement, lack of resources and knowledge about how to support	Trauma-informed practices; Home Visits, Coordination of community and school resources, Communities in Schools
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all

	identified throughout this School Improvement Plan are designed to address the needs of FRL students.	students.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Shortage of staff support, lack of time for consult and collaboration with teachers, lack of resources and knowledge level of teachers, little diversity amongst school staff	GLAD Training, Culturally Responsible Practices, PLC practices, coordinated support and consult with school and district EL staff
Students with IEPs	Shortage of staff allocations; difficulty with hiring qualified staff; lack of time, & resources; scheduling challenges	Ongoing training in Special Education compliance and instructional best practices; coordinated scheduling of IEP meetings and IEP implementation

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	There is inconsistent implementation of rigorous grade-level instruction across teachers at Mathews. Tier 1 instructional capacity across the school needs to be continuously developed and supported due to the number of novice teachers and teachers with less than 5 years of experience integrating with established teachers.	* Teachers require more frequent specific feedback regarding lesson planning * Teachers continue to require support in the Teacher Clarity Practices in lesson planning and implementation * Teachers require support in scaffolding appropriately so all students can access Tier 1 instruction * Curricular expectations are complex and challenging; including new mathematics curriculum, new Phonics curriculum (UFLI) and staff needs PLC time to break down curricula and standards. Staff needs time for collaborative planning and preparation for all subject areas * Students have learning gap
2 ★	Only 38% of our students are making expected growth on SBAC ELA. b) Only 24% of students are proficient on the SBAC in ELA.	1. Transiency rate of students moving in and out of the school in the year 2025-26 was 27%. 1 out of every 3 students leaves or is new to the school within the school year, creating a lack of consistency in their education and instruction. 2. Tier 1 instructional capacity across the school needs to be continuously developed and supported due to the number of novice teachers and teachers with less than 5 years of experience. 3. Students have learning gaps and/or are behind in their learning. 4. A significant number of students are English Language Learners and require more time to learn the language and the content.

★ = Priority

Connectedness

Areas of Strength

- Staff perceptions of leadership, and overall school climate and culture have increased on the Insight Survey.
- Student perceptions of safety and positive climate & culture
- Sunshine Committee
- PBIS Committee/SEL
- Communities in Schools Coordinator
- Established Parent Teacher Home Visit Program

Areas for Growth

Teachers and staff report an increase in overall happiness, feelings of support, and leadership through the Climate Survey. We have met multiple goals around our Parent Involvement. There are many families very engaged in their student's educational process and many families who don't engage. Attempts to provide more opportunities at varying times a day for Parent University events, school wide events, Parent Teacher Home Visits have increased our number of overall engaged families by a small amount, but they have deepened the connections with those active families. Families who are navigating many demands on their time are best reached through digital means.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language Barriers, cultural awareness challenges	All Home Visits for EL families will include an interpreter or staff member who speaks the language
Foster/Homeless	Hosting a home-visit	Home Visits are offered at community locations or via an electronic means
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Culturally responsible knowledge level and language of staff, little diversity amongst school staff	Culturally Responsible practices, interpreters for family's home language, collaboration with school and district EL staff

Students with IEPs	Gaining family input in IEP development; enlisting collaboration of all relevant individuals, including the student; scheduling challenges, overused of educational language and acronyms	Offer options for family participation (i.e., in person, via phone or electronic means); gather input, concerns, ideas from families prior to and during meetings; use family-friendly language and explain meanings of acronyms

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Not every parent or guardian engages with their child's teacher through regular communication, and demonstrate an accurate understanding of the achievement levels expected at each grade level.	a) Staff communication to parents about educational supports are not reaching parents effectively; b) Parents have been unable to attend Parent University Classes or other events c) Parents feel lack of confidence in their understanding of content; d) Parents are not aware of other engagement techniques they can employ when unable to physically participate in school activities.
2 ★	Only 38% of our students are making expected growth on SBAC ELA. b) Only 24% of students are proficient on the SBAC in ELA.	1. Transiency rate of students moving in and out of the school in the year 2025-26 was 27%. 1 out of every 3 students leaves or is new to the school within the school year, creating a lack of consistency in their education and instruction. 2. Tier 1 instructional capacity across the school needs to be continuously developed and supported due to the number of novice teachers and teachers with less than 5 years of experience. 3. Students have learning gaps and/or are behind in their learning. 4. A significant number of students are English Language Learners and require more time to learn the language and the content.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Only 38% of our students are making expected growth on SBAC ELA. b) Only 24% of students are proficient on the SBAC in ELA.	1. Transiency rate of students moving in and out of the school in the year 2025-26 was 27%. 1 out of every 3 students leaves or is new to the school within the school year, creating a lack of consistency in their education and instruction. 2. Tier 1 instructional capacity across the school needs to be continuously developed and supported due to the number of novice teachers and teachers with less than 5 years of experience. 3. Students have learning gaps and/or are behind in their learning. 4. A significant number of students are English Language Learners and require more time to learn the language and the content.
2 ★	There is inconsistent implementation of rigorous grade-level instruction across teachers at Mathews. Tier 1 instructional capacity across the school needs to be continuously developed and supported due to the number of novice teachers and teachers with less than 5 years of experience integrating with established teachers.	* Teachers require more frequent specific feedback regarding lesson planning * Teachers continue to require support in the Teacher Clarity Practices in lesson planning and implementation * Teachers require support in scaffolding appropriately so all students can access Tier 1 instruction * Curricular expectations are complex and challenging; including new mathematics curriculum, new Phonics curriculum (UFLI) and staff needs PLC time to break down curricula and standards. Staff needs time for collaborative planning and preparation for all subject areas * Students have learning gap
3 ★	Not every parent or guardian engages with their child's teacher through regular communication, and demonstrate an accurate understanding of the achievement levels expected at each grade level.	a) Staff communication to parents about educational supports are not reaching parents effectively; b) Parents have been unable to attend Parent University Classes or other events c) Parents feel lack of confidence in their understanding of content; d) Parents are not aware of other engagement techniques they can employ when unable to physically participate in school activities.
4 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	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

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **Criterion-Referenced Test in Mathematics**
- [x] **Criterion-Referenced Test in Science**
- [x] **MAP Growth Assessment**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **MyPath**
- [x] **Nevada State Performance Framework (NSPF)**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **WIDA ACCESS for ELLs**

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Class size averages by grade and subject**
- [x] **Lesson Plans**
- [x] **Master schedule**
- [x] **Professional Development Agendas**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **School leadership data**
- [x] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**
- [x] **Teacher evaluation**
- [x] **Teacher retention**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Community surveys and/or other feedback**
- [x] **Demographic data**
- [x] **Enrollment**
- [x] **Home Visits**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

AB 335 EL Goal: By the end of the school year 2026-27, 80% of 3rd - 5th grade EL students at Bernice Mathews Elementary will increase their language proficiency by .5 achievement level as measured by the state's yearly ELPA, ACCESS.

Formative Measures: -i-Ready Diagnostics
-Grade Level PLC-determined Formative Measures
-Curricular Formative Assessments

Improvement Strategy 1

i-Ready

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	*Teacher Clarity Professional Development and implementation Develop walk-through schedule with area of focus for each week. * Revise walk-through form to target non-negotiables * Implement walk-through system that includes a process for teachers to access immediate feedback. * Assistant Principal and EL Coach to develop system/schedule/structure for providing instructional coaching. * Schedule and implement staff instructional rounds/peer walk-throughs. * EL Coach and Special Ed teachers participate in grade level PLCs and planning sessions * Continue PLC structure * Implement iReady with fidelity * Mentor teachers provide support and mentoring for novice teachers * Implement Phonics Professional learning and increase systemic phonics instruction in all grade levels (UFLI) Continue implementing GLAD and Elevation Strategy professional learning opportunitie	Principal Assistant Principal ELD Coach Grade Level Facilitators Mentors Teachers	SY 26-27	

Position Responsible: Principal Assistant Principal ELD Coach Grade Level Facilitators Mentors Teachers

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 2

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
2	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	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

2026-2027 goal: On ELA SBAC, increase the Student Growth Percentile from 38% to 60% by 2027. Grow ELA SBAC overall proficiency from 24% to 41% by 2027.

80% of students will make between 80 and 100% of their typical growth on iReady diagnostic assessment from the beginning of the year to the end of the year diagnostic windows.

Formative Measures: iReady data reports
3 Diagnostic Windows of iReady

Improvement Strategy 1

iReady

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	*Teacher Clarity Professional Development and implementation Develop walk-through schedule with area of focus for each week. * Revise walk-through form to target non-negotiables * Implement walk-through system that includes a process for teachers to access immediate feedback. * Assistant Principal and EL Coach to develop system/schedule/structure for providing instructional coaching. * Schedule and implement staff instructional rounds/peer walk-throughs. * EL Coach and Special Ed teachers participate in grade level PLCs and planning sessions * Continue PLC structure * Implement iReady with fidelity * Mentor teachers provide support and mentoring for novice teachers * Implement Phonics Professional learning and increase systemic phonics instruction in all grade levels (UFLI) Continue implementing GLAD and Elevation Strategy professional learning opportunities	Principal Assistant Principal ELD Coach Grade Level Facilitators Mentors Teachers	Three diganostic windows of iReady, Fall, Winter, Spring	

Position Responsible: Principal Assistant Principal ELD Coach Grade Level Facilitators Mentors Teachers

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1 - Adult Learning Culture 2 - Connectedness 2

Status Checks

November	February	May

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Only 38% of our students are making expected growth on SBAC ELA. b) Only 24% of students are proficient on the SBAC in ELA.	1. Transiency rate of students moving in and out of the school in the year 2025-26 was 27%. 1 out of every 3 students leaves or is new to the school within the school year, creating a lack of consistency in their education and instruction. 2. Tier 1 instructional capacity across the school needs to be continuously developed and supported due to the number of novice teachers and teachers with less than 5 years of experience. 3. Students have learning gaps and/or are behind in their learning. 4. A significant number of students are English Language Learners and require more time to learn the language and the content.

SMART Goal 2 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
2	Only 38% of our students are making expected growth on SBAC ELA. b) Only 24% of students are proficient on the SBAC in ELA.	1. Transiency rate of students moving in and out of the school in the year 2025-26 was 27%. 1 out of every 3 students leaves or is new to the school within the school year, creating a lack of consistency in their education and instruction. 2. Tier 1 instructional capacity across the school needs to be continuously developed and supported due to the number of novice teachers and teachers with less than 5 years of experience. 3. Students have learning gaps and/or are behind in their learning. 4. A significant number of students are English Language Learners and require more time to learn the language and the content.

SMART Goal 2 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
2	Only 38% of our students are making expected growth on SBAC ELA. b) Only 24% of students are proficient on the SBAC in ELA.	1. Transiency rate of students moving in and out of the school in the year 2025-26 was 27%. 1 out of every 3 students leaves or is new to the school within the school year, creating a lack of consistency in their education and instruction. 2. Tier 1 instructional capacity across the school needs to be continuously developed and supported due to the number of novice teachers and teachers with less than 5 years of experience. 3. Students have learning gaps and/or are behind in their learning. 4. A significant number of students are English Language Learners and require more time to learn the language and the content.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

Classroom walk-throughs will indicate at least 75% of teachers consistently participate in Science of Reading professional learning and implement these research-based practices in their daily instruction.

Formative Measures: * Completed Walk-Through Forms
* District Common Formative Assessments
* PLC-developed common assessments
* iReady Data
* Lesson Plans

Improvement Strategy 1

PLCs
Science of Reading PD

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	* Purchase and conduct Teacher Clarity Playbook book study Provide montly Teacher Clarity Professional development Provide uniterrupted PLC time for teachers to implement teacher clarity work. Develop walk-through schedule with area of focus for each week. * Implement walk-through system that includes a process for teachers to access immediate feedback. * Learning Facilitator, and EL Coach to develop system/schedule/structure for providing instructional coaching. * EL Coach and Special Ed teachers participate in grade level PLCs and planning sessions. * iReady * Continue PLC structure * development of student/class data binders * School administrators and coaches will conduct walk-throughs of each classroom and provide documented feedback regularly. Teachers will participate in Instructional Rounds observing each other and providing feedback.	Principal, Assistant Principal, & EL Coach Instructional Rounds- All teaching staff to participate	Monthly PDs, Weekly PLCS	

Position Responsible: Principal, Assistant Principal, & EL Coach Instructional Rounds- All teaching staff to participate

Evidence Level

Level 2: Moderate:
PLCs/Science of Reading PD

Problem Statements: Student Success 1 - Adult Learning Culture 1, 2 - Connectedness 2

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Only 38% of our students are making expected growth on SBAC ELA. b) Only 24% of students are proficient on the SBAC in ELA.	1. Transiency rate of students moving in and out of the school in the year 2025-26 was 27%. 1 out of every 3 students leaves or is new to the school within the school year, creating a lack of consistency in their education and instruction. 2. Tier 1 instructional capacity across the school needs to be continuously developed and supported due to the number of novice teachers and teachers with less than 5 years of experience. 3. Students have learning gaps and/or are behind in their learning. 4. A significant number of students are English Language Learners and require more time to learn the language and the content.

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	There is inconsistent implementation of rigorous grade-level instruction across teachers at Mathews. Tier 1 instructional capacity across the school needs to be continuously developed and supported due to the number of novice teachers and teachers with less than 5 years of experience integrating with established teachers.	* Teachers require more frequent specific feedback regarding lesson planning * Teachers continue to require support in the Teacher Clarity Practices in lesson planning and implementation * Teachers require support in scaffolding appropriately so all students can access Tier 1 instruction * Curricular expectations are complex and challenging; including new mathematics curriculum, new Phonics curriculum (UFLI) and staff needs PLC time to break down curricula and standards. Staff needs time for collaborative planning and preparation for all subject areas * Students have learning gap
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SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
2	Only 38% of our students are making expected growth on SBAC ELA. b) Only 24% of students are proficient on the SBAC in ELA.	1. Transiency rate of students moving in and out of the school in the year 2025-26 was 27%. 1 out of every 3 students leaves or is new to the school within the school year, creating a lack of consistency in their education and instruction. 2. Tier 1 instructional capacity across the school needs to be continuously developed and supported due to the number of novice teachers and teachers with less than 5 years of experience. 3. Students have learning gaps and/or are behind in their learning. 4. A significant number of students are English Language Learners and require more time to learn the language and the content.

SMART Goal 2

Professional Learning to increase language acquisition best practices will be provided, and 80% of teaching staff will implement best practices. In addition, 50% of teaching staff will be GLAD trained by the end of the 2026-27 school year.

Formative Measures: - Professional Learning calendar
- Attendance records
-GLAD training offerings at Mathews for upper grades and Palmer for lower grades
-Ellevations access and coaching from school and district EL staff
-Walk-throughs looking for school and district presented language acquisition best practices

Improvement Strategy 1

GLAD

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	* Purchase and conduct Teacher Clarity Playbook book study Provide montly Teacher Clarity Professional development Provide uniterrupted PLC time for teachers to implement teacher clarity work. Develop walk-through schedule with area of focus for each week. * Implement walk-through system that includes a process for teachers to access immediate feedback. * Learning Facilitator, and EL Coach to develop system/schedule/structure for providing instructional coaching. * EL Coach and Special Ed teachers participate in grade level PLCs and planning sessions. * iReady * Continue PLC structure * development of student/class data binders * School administrators and coaches will conduct walk-throughs of each classroom and provide documented feedback regularly. Teachers will participate in Instructional Rounds observing each other and providing feedback	Principal, Assistant Principal, & EL Coach Instructional Rounds- All teaching staff to participate	SY 26-27	

Position Responsible: Principal, Assistant Principal, & EL Coach Instructional Rounds- All teaching staff to participate

Evidence Level

Level 1: Strong:
GLAD

Problem Statements: Student Success 1 - Adult Learning Culture 1, 2 - Connectedness 2

Status Checks

November **February** **May**

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Only 38% of our students are making expected growth on SBAC ELA. b) Only 24% of students are proficient on the SBAC in ELA.	1. Transiency rate of students moving in and out of the school in the year 2025-26 was 27%. 1 out of every 3 students leaves or is new to the school within the school year, creating a lack of consistency in their education and instruction. 2. Tier 1 instructional capacity across the school needs to be continuously developed and supported due to the number of novice teachers and teachers with less than 5 years of experience. 3. Students have learning gaps and/or are behind in their learning. 4. A significant number of students are English Language Learners and require more time to learn the language and the content.

SMART Goal 2 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	There is inconsistent implementation of rigorous grade-level instruction across teachers at Mathews. Tier 1 instructional capacity across the school needs to be continuously developed and supported due to the number of novice teachers and teachers with less than 5 years of experience integrating with established teachers.	* Teachers require more frequent specific feedback regarding lesson planning * Teachers continue to require support in the Teacher Clarity Practices in lesson planning and implementation * Teachers require support in scaffolding appropriately so all students can access Tier 1 instruction * Curricular expectations are complex and challenging; including new mathematics curriculum, new Phonics curriculum (UFLI) and staff needs PLC time to break down curricula and standards. Staff needs time for collaborative planning and preparation for all subject areas * Students have learning gap

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SMART Goal 2 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
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Inquiry Area 3

Connectedness

SMART Goal 1

30 home visits will be conducted through the district Home Visit program during the 2026-27 school year.

Formative Measures: * Number of completed home visits, and number of staff participation
* Number and varying schedule of family educational events offered
* Percentage of parents who attend Parent Teacher Conferences
- Percentage of parents who interact on Class Dojo on a quarterly basis to monitor connectedness

Improvement Strategy 1

Home Visiting
Promising Evidence

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	*Teachers and staff attend Home visit training Schedule Homevisits with families Schedule Saturday event during home visit week Provide stronger encouragement to complete the Climate Survey * Set computers and iPads up in the lobby for parents to complete survey when the visit the school * Provide incentives for parents to attend Parent Teacher Conferences * Provide optional homework opportunities for students * Increase the number of parent engagement academic opportunities and vary the times of day they are offered * Encourage more sign ups for the Home visit program. Offer a "Super Saturday" Event 3 times a year. * Increase number of teachers trained in Home visiting to actually complete a home visit * Revisit purpose and structure of schoolwide PBIS system with staff * Ensure that the PBIS Expectation Posters are hung in all classrooms and other environments (i.e., cafeteria, hall, etc.) * Revise Parent University Schedule to include more events at varying times a day * Teach SEL Curriculum -Hold Parent Sessions at Back to School Night that will teach and support parent use of communication app, Class Dojo, and Infinite Campus Parent Portal. - Send Connect Ed messages to inform parents of Connectedness goals -Provide class incentives for reaching 100% connectedness on Dojo	Principal, Assistant Principal, Counselor, Communities in Schools Coordinator, PBIS Committee, Family Event Committees, teaching staff	Home visiting counts by December	

Position Responsible: Principal, Assistant Principal, Counselor, Communities in Schools Coordinator, PBIS Committee, Family Event Committees, teaching staff

Evidence Level

Level 1: Strong:
Parent/Teacher Home Visits

Problem Statements: Student Success 1 - Adult Learning Culture 2 - Connectedness 1, 2

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Only 38% of our students are making expected growth on SBAC ELA. b) Only 24% of students are proficient on the SBAC in ELA.	1. Transiency rate of students moving in and out of the school in the year 2025-26 was 27%. 1 out of every 3 students leaves or is new to the school within the school year, creating a lack of consistency in their education and instruction. 2. Tier 1 instructional capacity across the school needs to be continuously developed and supported due to the number of novice teachers and teachers with less than 5 years of experience. 3. Students have learning gaps and/or are behind in their learning. 4. A significant number of students are English Language Learners and require more time to learn the language and the content.

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
2	Only 38% of our students are making expected growth on SBAC ELA. b) Only 24% of students are proficient on the SBAC in ELA.	1. Transiency rate of students moving in and out of the school in the year 2025-26 was 27%. 1 out of every 3 students leaves or is new to the school within the school year, creating a lack of consistency in their education and instruction. 2. Tier 1 instructional capacity across the school needs to be continuously developed and supported due to the number of novice teachers and teachers with less than 5 years of experience. 3. Students have learning gaps and/or are behind in their learning. 4. A significant number of students are English Language Learners and require more time to learn the language and the content.

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Not every parent or guardian engages with their child's teacher through regular communication, and demonstrate an accurate understanding of the achievement levels expected at each grade level.	a) Staff communication to parents about educational supports are not reaching parents effectively; b) Parents have been unable to attend Parent University Classes or other events c) Parents feel lack of confidence in their understanding of content; d) Parents are not aware of other engagement techniques they can employ when unable to physically participate in school activities.
2	Only 38% of our students are making expected growth on SBAC ELA. b) Only 24% of students are proficient on the SBAC in ELA.	1. Transiency rate of students moving in and out of the school in the year 2025-26 was 27%. 1 out of every 3 students leaves or is new to the school within the school year, creating a lack of consistency in their education and instruction. 2. Tier 1 instructional capacity across the school needs to be continuously developed and supported due to the number of novice teachers and teachers with less than 5 years of experience. 3. Students have learning gaps and/or are behind in their learning. 4. A significant number of students are English Language Learners and require more time to learn the language and the content.

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
Meet the Teacher Ice-Cream Social	August 6, 2026	Staff to wear nametags; need better signage to show families where to go
Back-to-School Night/Open House	September 8, 2026	Inclusion of community partners and agencies was extremely beneficial for families and should be continued
Harvest Festival	October 21, 2026	
Paint and Sip Night	November 19, 2026	
Science with Santa	December 10, 2026	
Sweetheart Dance	February 18, 2027	
Star Madness (Reading/Math)	March 17, 2027	
Bingo NIght	April 15, 2027	
Multicultural Night/Talent Show	May 20, 2027	

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.