Washoe County School District



Natchez Elementary School

Classification: 4 Star School

Title I

2026-2027 School Improvement Plan

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Mission Statement

Through high expectations, quality instruction, and community involvement – all Natchez Elementary School students will grow socially and academically to achieve their maximum potential.

Vision

Building Successful Communities Through Positive Collaboration

Table of Contents

Comprehensive Needs Assessment 4

Student Success 5

Adult Learning Culture 9

Connectedness 12

Priority Problem Statements 15

Data Documentation for CNA 17

Student Success 18

Adult Learning Culture 18

Connectedness 18

Inquiry Areas 19

Inquiry Area 1 : Student Success 20

Inquiry Area 2 : Adult Learning Culture 22

Inquiry Area 3 : Connectedness 24

Schoolwide and Targeted Assistance Title I Element Summary 26

Schoolwide and Targeted Assistance Title I Elements 27

1.1 Comprehensive Needs Assessment 27

Community Outreach Activities 28

Addendums 30

Comprehensive Needs Assessment

Student Success

Areas of Strength

During the 25-26 school year, 77% of Natchez students met their typical growth in Math, and 78% met their typical growth in Reading. 47% met their stretch goal in Math and 48% met their stretch goal in Reading.

60% of our EL students exited services by the end of the school year.

Natchez Students rose from 12.22 pts to 56.6 pts on the NSPF scoring system (3 stars). Also, the students' chronic absenteeism rate when down from 8% to 1%.

Areas for Growth

During the 2025-2026 school year, Natchez Elementary School students actively engaged with the iReady learning platform. This innovative tool provided personalized instruction and practice in reading and mathematics, tailored to each student's unique learning needs. The implementation of iReady has led to notable academic progress and growth across all grade levels.

1. Increased Proficiency Rates:

- A significant percentage of students showed marked improvement in their reading and math proficiency levels. Many students advanced to higher proficiency bands, indicating a deeper understanding and mastery of grade-level content.

2. Individual Growth:

- Students experienced personalized learning paths, which helped them progress at their own pace. This personalized approach enabled each student to make significant strides, particularly in areas where they previously struggled.

3. Enhanced Engagement:

- The interactive and engaging nature of the iReady platform kept students motivated and interested in their studies. The use of games, challenges, and rewards helped maintain high levels of student engagement and participation.

4. Teacher Insights and Support:

- The detailed reports and analytics provided by iReady empowered teachers to better understand each student's strengths and areas for improvement. This data-driven approach allowed for more effective and targeted instruction, fostering a supportive learning environment.

5. Community and Cultural Integration:

- The school successfully integrated culturally relevant content and practices into the iReady learning experience. This approach honored the students' Native American heritage, promoting a sense of pride and cultural identity while supporting academic achievement.

Building on the success of this year, Natchez Elementary School is committed to continuing the use of the iReady learning platform to further enhance student learning outcomes. Future plans include:

6. Professional Development:

Ongoing training and support for teachers to maximize the effective use of iReady data and resources.

Natchez Elementary School is proud of the achievements of its students during the 25-26 school year. The integration of the iReady learning platform has proven to be a valuable asset in fostering academic growth, cultural pride, and a love for learning among its students. Looking at Stretch growth data we were able to highlight an area of focus as significant percentage of the student population is currently 1 or more grade levels behind.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	**Lack of language-accessible instruction leads to limited comprehension of academic vocabulary and directions, impacting iReady performance and engagement in content lessons.**	Provide ELD-aligned instruction with visuals, sentence frames, and designated ELD time. Train staff on sheltering strategies.
Foster/Homeless	Unstable housing disrupts consistent attendance and participation in diagnostics.	flexible make-up times and mentor check-ins.
Free and Reduced Lunch	Limited access to academic supports outside of school contributes to below grade level performance.	Offer tutoring and extended learning using iReady data to guide grouping and content focus.
Migrant/Title1-C Eligible	n/a	n/a
Racial/Ethnic Minorities	Instruction may lack cultural relevance, affecting student engagement and performance.	Use culturally responsive curriculum and instructional practices; provide related PD to staff.
Students with IEPs	Inconsistent accommodation implementation impacts progress on stretch growth targets.	Ensure IEP accommodations are implemented in Tier 1; increase collaboration between gen ed and SPED teachers.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Students across all grade levels are making progress in reading and math; however, consistent growth toward typical and stretch targets remains an area of opportunity. Many students are demonstrating gains on the iReady Diagnostic, but not all are meeting the level of growth needed to close learning gaps or reach grade-level proficiency. By strengthening Tier 1 instruction, ensuring targeted intervention for students performing two or more grade levels below, and maintaining high expectations for all learners, the school can continue to accelerate student growth and move closer to its goal of every student meeting or exceeding their iReady growth targets.	While instruction is aligned to standards and supported by data, opportunities exist to enhance how teachers use iReady data to inform instruction and provide differentiated support. Some grade levels benefit from strong data-driven planning and progress monitoring, while others are still developing consistent systems for using iReady insights to guide small-group and targeted intervention. Continued professional learning around instructional practices, strategic use of iReady tools, and intentional collaboration among grade-level teams will help ensure every student experiences instruction that meets their individual learning needs and supports meaningful growth in reading and math.

★ = Priority

Adult Learning Culture

Areas of Strength

Areas of Strength from 2025-2026 Staff Climate Survey

- **Expectations of Success (100% Favorable):** All staff members agree that high expectations are set for student achievement, students are motivated, and efforts are made to keep students in school.
- **Staff Collaboration (99% Favorable):** Highlights include 100% favorable responses regarding administrator support, feeling proud to work at the school, looking forward to coming to work daily, clear job roles, and recognition for good work.
- **Staff-Student Relationships (99% Favorable):** Strong scores in staff caring about students, listening to student opinions, and open communication.
- **Home-School Communication (98% Favorable):** Staff report a welcoming environment for parents (100%) and frequent progress updates (100%).
- **Fairness and Respect (96% Favorable):** High marks for staff showing respect to all students (100%) and fair rules/expectations (96%).
- **Work Stress (84% Favorable):** Significantly outperforms both the elementary school average (61%) and the district average (61%) .
- **Quality of WCSD (80% Favorable):** Considerably higher than the elementary school average (59%) and district average (57%), with strong feelings of being valued by the district.

Areas for Growth

Areas of Growth from 2025-2026 Staff Climate Survey

- **Parent Involvement (60% Favorable):** Represents the lowest-scoring category on the survey, down 6 points from the previous survey.
  - Only 13% favorably reported that parents ask about ways to support learning at home (down 25 points).
- **i-Ready Implementation & Materials (83% Overall Favorable):** While usage compliance is high (100%), excitement and satisfaction show lower engagement:
  - Satisfaction with i-Ready lesson materials dropped 15 points to 71% favorable.
  - Excitement about using i-Ready at the school is at 69% favorable.
- **Social Emotional Learning (SEL) Curriculum Awareness (90% Overall Favorable):**
  - Only 53% favorable response regarding whether the school follows an established written SEL curriculum, with 46% of staff responding "I don't know".
- **Safety Concerns Off-Hours (87% Overall Favorable):**
  - While safety inside the school is high (96%), feeling safe leaving the school late or on weekends dropped to 75% favorable.
- **Student Mental Health (Student Behaviors Domain):**
  - Student depression or mental health problems received a 75% favorable rating, with 79% noting it is somewhat or moderately common.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Lack of clear, accessible explanations hinders understanding of academic content.	Train teachers to use visuals, modeling, and simplified language to increase clarity for ELs.
Foster/Homeless	Frequent absences limit continuity in accessing guided practice and feedback.	Use digital platforms for lesson recaps and establish classroom routines for reentry and reteaching.

Student Group	Challenge	Solution
Free and Reduced Lunch	Students may lack background knowledge or vocabulary needed to access examples.	Build background knowledge through pre-teaching and real-life examples; use success criteria explicitly.
Migrant/Title1-C Eligible	n/a	n/a
Racial/Ethnic Minorities	Instructional clarity may not reflect diverse ways of learning or communicating.	Provide training on inclusive communication strategies and ensure diverse representation in examples.
Students with IEPs	General education lessons may not reflect needed scaffolds or supports for clarity.	Embed visual aids and guided practice explicitly tied to IEP accommodations and goals.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	Classroom walk-throughs reveal that instruction is often affected by the four common Teacher Clarity traps: vagueness, seductive details, discontinuity, and mazes. In some classrooms, learning intentions are too vague, leaving students uncertain about what they are expected to learn. In others, lessons include interesting but unrelated details that distract from the core objective.	The presence of these clarity traps is due to an inconsistent understanding of the components of Teacher Clarity and how they look in daily instruction. Teachers have had limited opportunities to receive targeted feedback or observe clear examples of concise, student-friendly learning intentions and success criteria. Lesson planning often focuses more on covering content than on designing coherent progressions that make the learning path explicit for students. As a result, learning intentions and success criteria are sometimes written or communicated in ways that are too broad, disconnected, or complex for students to fully grasp.

★ = Priority

Connectedness

Areas of Strength

Chronic absenteeism rate (8%) is lower than district average.

Suspension rate is lower than district average.

Natchez staff completed 35 Parent Home Visits.

Satisfactory attendance-74.4%

From the district parent survey, Learning behaviors increased by 14% and School fit increase by 4%.

School activities are well attended.

Areas for Growth

At Natchez we are addressing a challenge with our attendance rates. Our chronic absenteeism goal is to go 0%, down from 8% we had last year. We recognize consistent attendance is crucial for fostering a supportive, engaging learning environment that produce academic success. We want to build relationships and build on established relationships with the families to decrease our rate. To tackle this issue, we are implementing targeting interventions and inviting the community to work with us at Natchez ES. These efforts aim to not only enhance academic performance but to also strengthen family engagement/connectedness within our school community. By promoting regular attendance, we strive to ensure that every students feels recognized by name and strength in their educational journey.

We have focused on building relationships through the parent home visit program. This allows us to build relationships and have candid conversations with families regarding attendance.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language barriers prevent timely communication about absences and attendance expectations.	Use multilingual communication tools and assign bilingual staff to follow up with EL families.
Foster/Homeless	Housing instability contributes to irregular attendance and lack of transportation.	Exhaust resources support for transportation, supplies, and mentorship structures.
Free and Reduced Lunch	Health, food insecurity, and family priorities may lead to frequent absences.	Connect families with basic needs resources and create school-based incentives for attendance.
Migrant/Title1-C Eligible	n/a	n/a

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Cultural mismatch or past negative experiences may affect family-school engagement.	Strengthen culturally respectful relationships and home communication; host inclusive family events.
Students with IEPs	Health-related absences or lack of inclusion can reduce motivation to attend school.	Build strong case management and daily connection routines; celebrate presence and participation.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Increasing daily attendance remains a key opportunity to strengthen students' academic achievement, relationships, and sense of belonging at school. By building stronger connections with families, improving systems for early identification and support, and fostering a positive school culture that values showing up every day, the school can help students who were previously chronically absent make meaningful progress toward consistent attendance and engagement.	Students who were chronically absent in the prior year benefit most from stronger systems of connection, communication, and support. While the school has made progress in promoting attendance, opportunities remain to deepen relationships with families, increase proactive outreach when absences begin to occur, and make attendance messaging more meaningful and motivating for students. In some cases, families may not yet see the direct link between consistent attendance and student success, or they may need additional encouragement and resources to overcome barriers to daily participation. Strengthening these partnerships and supports will help students develop positive attendance habits and a stronger sense of belonging at school.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Students across all grade levels are making progress in reading and math; however, consistent growth toward typical and stretch targets remains an area of opportunity. Many students are demonstrating gains on the iReady Diagnostic, but not all are meeting the level of growth needed to close learning gaps or reach grade-level proficiency. By strengthening Tier 1 instruction, ensuring targeted intervention for students performing two or more grade levels below, and maintaining high expectations for all learners, the school can continue to accelerate student growth and move closer to its goal of every student meeting or exceeding their iReady growth targets.	While instruction is aligned to standards and supported by data, opportunities exist to enhance how teachers use iReady data to inform instruction and provide differentiated support. Some grade levels benefit from strong data-driven planning and progress monitoring, while others are still developing consistent systems for using iReady insights to guide small-group and targeted intervention. Continued professional learning around instructional practices, strategic use of iReady tools, and intentional collaboration among grade-level teams will help ensure every student experiences instruction that meets their individual learning needs and supports meaningful growth in reading and math.
2 ★	Classroom walk-throughs reveal that instruction is often affected by the four common Teacher Clarity traps: vagueness, seductive details, discontinuity, and mazes. In some classrooms, learning intentions are too vague, leaving students uncertain about what they are expected to learn. In others, lessons include interesting but unrelated details that distract from the core objective.	The presence of these clarity traps is due to an inconsistent understanding of the components of Teacher Clarity and how they look in daily instruction. Teachers have had limited opportunities to receive targeted feedback or observe clear examples of concise, student-friendly learning intentions and success criteria. Lesson planning often focuses more on covering content than on designing coherent progressions that make the learning path explicit for students. As a result, learning intentions and success criteria are sometimes written or communicated in ways that are too broad, disconnected, or complex for students to fully grasp.
3 ★	Increasing daily attendance remains a key opportunity to strengthen students' academic achievement, relationships, and sense of belonging at school. By building stronger connections with families, improving systems for early identification and support, and fostering a positive school culture that values showing up every day, the school can help students who were previously chronically absent make meaningful progress toward consistent attendance and engagement.	Students who were chronically absent in the prior year benefit most from stronger systems of connection, communication, and support. While the school has made progress in promoting attendance, opportunities remain to deepen relationships with families, increase proactive outreach when absences begin to occur, and make attendance messaging more meaningful and motivating for students. In some cases, families may not yet see the direct link between consistent attendance and student success, or they may need additional encouragement and resources to overcome barriers to daily participation. Strengthening these partnerships and supports will help students develop positive attendance habits and a stronger sense of belonging at school.

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Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **Early childhood literacy and math data**
- [x] **Early reading assessment results**
- [x] **Grades**
- [x] **I-Ready**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **Tier I Instructional Materials Assessments**

Adult Learning Culture

- [x] **Professional development needs assessment data**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**
- [x] **Study of best practices**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Community surveys and/or other feedback**
- [x] **Home Visits**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

By the end of the 2026-2027 school year, K-5 students performing one or more grade levels below baseline in ELA will demonstrate increased growth, raising the proportion of students achieving i-Ready stretch growth from 48% to 52% on the spring diagnostic.

Formative Measures: Student lesson tracker
Weekly Personalized Instruction Summary
Master schedule

Improvement Strategy 1

i-Ready

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Analyze data to identify student strengths and skill deficits to provide targeted small group instruction focused on specific foundational reading skills and comprehension needs. Engage in a phonics program evaluation to determine how well students are improving their phonics skills as a result of phonics programming, whether the program meets the needs of students, and whether K-5 coherence exists. Establish weekly grade-level PLC time anchored in a structured literacy block, with structured protocols for examining student work and calibrating instructional moves across foundational skills (phonemic awareness, phonics, fluency) vocabulary and language comprehension.	Principal, Dean, Instructional Coach, Teachers	SY 2026-27	

Position Responsible: Principal, Dean, Instructional Coach, Teachers

Evidence Level

Level 2: Moderate:
PBIS

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Students across all grade levels are making progress in reading and math; however, consistent growth toward typical and stretch targets remains an area of opportunity. Many students are demonstrating gains on the iReady Diagnostic, but not all are meeting the level of growth needed to close learning gaps or reach grade-level proficiency. By strengthening Tier 1 instruction, ensuring targeted intervention for students performing two or more grade levels below, and maintaining high expectations for all learners, the school can continue to accelerate student growth and move closer to its goal of every student meeting or exceeding their iReady growth targets.	While instruction is aligned to standards and supported by data, opportunities exist to enhance how teachers use iReady data to inform instruction and provide differentiated support. Some grade levels benefit from strong data-driven planning and progress monitoring, while others are still developing consistent systems for using iReady insights to guide small-group and targeted intervention. Continued professional learning around instructional practices, strategic use of iReady tools, and intentional collaboration among grade-level teams will help ensure every student experiences instruction that meets their individual learning needs and supports meaningful growth in reading and math.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

By the end of the 2026-2027 school year, classroom walk-throughs will indicate at least 80% of teachers consistently implement the four components of Teacher Clarity (Clarity of organization, clarity of explanation, clarity of examples and guided practice, clarity of assessment of student learning).

Formative Measures: PLC agendas
lesson plans
formative assessment data

Improvement Strategy 1

PLC's: Teacher Clarity

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Ensure all lessons include: o A standards-aligned learning intention (what students are learning) o Clear, measurable success criteria (how students demonstrate learning) Develop a shared definition and non-negotiables for high-quality learning intentions and success criteria across all content areas.	Principal, Dean, Instructional Coach, Interventionists, Teachers	SY 2026-27	

Position Responsible: Principal, Dean, Instructional Coach, Interventionists, Teachers

Evidence Level

Level 2: Moderate:
PLC's

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	Classroom walk-throughs reveal that instruction is often affected by the four common Teacher Clarity traps: vagueness, seductive details, discontinuity, and mazes. In some classrooms, learning intentions are too vague, leaving students uncertain about what they are expected to learn. In others, lessons include interesting but unrelated details that distract from the core objective.	The presence of these clarity traps is due to an inconsistent understanding of the components of Teacher Clarity and how they look in daily instruction. Teachers have had limited opportunities to receive targeted feedback or observe clear examples of concise, student-friendly learning intentions and success criteria. Lesson planning often focuses more on covering content than on designing coherent progressions that make the learning path explicit for students. As a result, learning intentions and success criteria are sometimes written or communicated in ways that are too broad, disconnected, or complex for students to fully grasp.

Inquiry Area 3 Connectedness

SMART Goal 1

By the end of the 2026-2027 school year, certified and classified staff will participate in the Parent Teacher Home Visit program by visiting 10% of student homes.

Formative Measures: Attendance records
Event attendance,
Home visit data
individualized attendance plans for students with 3+ absences.

Improvement Strategy 1

Parent Teacher Home Visits/Family Engagement/PBIs

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Develop a comprehensive outreach campaign to inform families about the importance of regular attendance and the potential consequences of chronic absenteeism. Utilize various communication channels such as email, newsletters, phone calls and social media platforms to reach out to parents. Conduct home visits for students to develop relationships and rapport with families.	Principal, Dean, Instructional Coach, Interventionists, Teachers	SY 2026-27	

Position Responsible: Principal, Dean, Instructional Coach, Interventionists, Teachers

Evidence Level

Level 1: Strong:
Family Engagement

Level 2: Moderate:
PBIS/Home Visits

Problem Statements: Connectedness 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Increasing daily attendance remains a key opportunity to strengthen students' academic achievement, relationships, and sense of belonging at school. By building stronger connections with families, improving systems for early identification and support, and fostering a positive school culture that values showing up every day, the school can help students who were previously chronically absent make meaningful progress toward consistent attendance and engagement.	Students who were chronically absent in the prior year benefit most from stronger systems of connection, communication, and support. While the school has made progress in promoting attendance, opportunities remain to deepen relationships with families, increase proactive outreach when absences begin to occur, and make attendance messaging more meaningful and motivating for students. In some cases, families may not yet see the direct link between consistent attendance and student success, or they may need additional encouragement and resources to overcome barriers to daily participation. Strengthening these partnerships and supports will help students develop positive attendance habits and a stronger sense of belonging at school.

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 attached addendum.

Community Outreach Activities

Activity	Date	Lesson Learned
Back to School Night	August 20, 2026	Teachers connect with families and give families the opportunity to learn classroom procedures.
Pancakes with Keepsakes	September 11, 2026	Invite families to share a breakfast with their students and staff.
Natchez Powwow	September 25, 2026	Celebrate community culture with students and families.
Language and Culture Night	October 22, 2026	Students connect with families sharing what they learn in their Numu Culture class each day.
Fall Fest	October 29, 2026	Students and families celebrate the fall season with activities as the school wraps up conference week.
Family Math Night	November 11, 2026	Students and families come together to share and learn new math skills.
Winter Fest	December 11, 2026	Students and families celebrate the end of the semester and connect with staff before the holiday break.
Language and Culture Night	January 14, 2027	Students connect with families sharing what they learn in their Numu Culture class each day.
STEAM Night	February 18, 2027	Students and families learn and participate in STEAM activities.
Language and Culture Night	March 18, 2027	Students connect with families sharing what they learn in their Numu Culture class each day.
Art Night	April 15, 2027	Students and families participate in cultural art activities.
Muffins in the Morning	May 7, 2027	Invite families to share a breakfast with their students and staff.
Language and Culture Night	May 20, 2027	Students connect with families sharing what they learn in their Numu Culture class each day.
Donuts with Grownups	May 28, 2027	Invite families to share a breakfast with their students and staff.
Fun in the Sun	June 2, 2027	Students spend time outside to connect with staff and celebrate the end of the school year.
Graduation Day	June 3, 2027	Students in PreK, K, and 5th grade celebrate as they are promoted to their next grade.
Awards/BBQ	June 4, 2027	Families are invited to celebrate with their students and staff as students are rewarded for their hard work before leaving for the summer.

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.