Washoe County School District

Glenn Duncan S.T.E.M. Academy

Classification: 2 Star School

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

2026-2027 School Improvement Plan

District Approval Date:
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Mission Statement

We will meet each student where they are, as they are, while maintaining high expectations for academic success. We will teach students to be confident, critical thinkers and expose them to diverse opportunities.

Table of Contents

Comprehensive Needs Assessment 4

Student Success 5

Adult Learning Culture 8

Connectedness 11

Priority Problem Statements 14

Data Documentation for CNA 16

Student Success 17

Adult Learning Culture 17

Connectedness 17

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

2.1 School Performance Plan (SPP) developed with appropriate stakeholders 27

2.2 Regular monitoring and revision 27

2.3 Available to parents and community in an understandable format and language 27

2.4 Opportunities for all children to meet State standards 27

2.5 Increased learning time and well-rounded education 27

2.6 Address needs of all students, particularly at-risk 28

3.1 Annually evaluate the schoolwide plan 28

4.1 Develop and distribute Parent Involvement and Family Engagement Policy 28

4.2 Offer flexible number of parent involvement meetings 28

Community Outreach Activities 29

Comprehensive Needs Assessment

Student Success

Areas of Strength

- Our students receiving EL services had an overall 15% exit rate. 71% of the students who were projected to exit, exited. We had 7 students projected to exit, and 5 of them exited. This school year we have 10 students projected to exit.

Areas for Growth

Over the past year, Glenn Duncan Elementary demonstrated significant academic growth and success. Our students receiving English Learner (EL) services achieved a **15% exit rate**, reflecting strong progress in language acquisition. We need to focus on the writing piece of the ACCESS assessment, as it was our lowest area for our students.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Lack of staff to support EL students, as we lost one full-time EL teacher and did not receive an EL teacher's assistant.	We utilize one of our classroom assistants as a support for our EL students.
Foster/Homeless	Transportation	Work with the Children in Transition (CIT) Department to provide support to students.
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	N/A
Racial/Ethnic Minorities	Some students leave the country for long periods of time during the school year, which makes them miss valuable instruction.	Teaching staff will create support materials for students to work on while they are out of the country.
Students with IEPs	Time available due to Tier 1 content	Students receive IEP minutes during Intervention/Enrichment blocks and/or

		blocks	grey areas on the master schedule.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	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

- Staff is eager to participate in professional learning opportunities: site leadership team, school committees, WCSD-approved in-service classes, book studies, etc.
- Staff engages in planning collaboratively with grade-level teams and ELD facilitator/teacher
- Positive climate and culture in the classrooms and schoolwide. Our climate surveys had favorable increases in almost all areas.
- MTSS relaunch and facilitated by EL Teacher and Dean of Students.

Areas for Growth

- Focus on more data-driven decisions using iReady in every PLC

• More vertical alignment in instruction, communication, and collaboration.

• Grade-level PLCs based on data analysis, learning intentions, success criteria

• Math – professional learning around the standards and best teaching practices to fill in the gaps based on iReady data and weekly assessments. Focus on problem-solving skills using the language of mathematics.

• Students track their own progress using data binders. Students need more ownership of their academic progress and growth.

- Implementation of research-based resources that align with the Science of Reading (UFLI, Heggerty, Tools for Instruction, Phonics for Reading, Words Their Way, etc.)

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	We lost an EL Teaching allocation and did not gain an EL program assistant.	EL Teacher provides strategies to teaching staff to help target language skills.
Foster/Homeless	Chronic Absenteeism	AIT will work on interventions with studnets classified as CIT.
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	N/A

Racial/Ethnic Minorities	Resources used in class are not always culturally inclusive.	Encourage grade-level teams to engage in conversations during PLC regarding materials used in the classroom.
Students with IEPs	Some students are below grade-level in Reading and Math.	SpEd team will work with grade-level teams to identify supports for students on their case load.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	While Glenn Duncan Elementary has demonstrated notable academic growth, opportunities remain to strengthen our adult learning culture. Teachers and staff need to consistently engage in data-driven collaboration, vertical alignment, and shared ownership of student success. Greater focus is required in math instruction, problem-solving, and ensuring equitable supports for English Learners following the reduction of an EL teaching allocation. Additionally, fostering a culture where students track and take ownership of their learning requires adults to model and support effective data use across all classrooms and PLCs.	Inconsistent use of data across PLCs - iReady and other assessment tools are not yet consistently driving instructional decisions, limiting the impact of collaboration. Need for deeper understanding of math standards and best practices - Staff require additional professional learning to close instructional gaps and build students' problem-solving skills using academic language. Insufficient student ownership systems - While student data binders are in place, staff need stronger structures and training to help students meaningfully track progress and set goals. Reduced EL instructional support - The loss of an EL teaching allocation has created a need for all staff to better integrate language supports into core instruction, ensuring EL students receive equitable access to learning.

★ = Priority

Connectedness

Areas of Strength

- Duncan lowered its percentage of chronically absent students from 19% to 15%
- Attendance intervention team meets weekly to discuss individualized attendance issues and barriers
- Community relationships and partnerships
- Strong presence on social media and Class Dojo
- Celebrating diversity schoolwide
- Family engagement including volunteering opportunities, community events, classes for families
- Parent Teacher Home Visit program
- Fall Conferences with emphasis on student facilitated conferences

Areas for Growth

- Improvement in student attendance is one of our most important priorities
- Creating a culture where academics are a priority for families
- More family engagement at school events will increase student attendance

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Some families pull students out of school for trips to other countries for family reasons.	Educating families about the challenges that come from missed instruction (socially / academically)
Foster/Homeless	Transciency	Work with WCSD Truancy Dept and Communities in Schools to support school transitions.
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	N/A
Racial/Ethnic Minorities	Some families pull students out of school for trips to other countries for family reasons. Some students miss large amounts of school due to percieved sickness.	Monthly classes offered for families.

Students with IEPs	Absenteeism makes it challenging for students to receive minutes contained in IEPs	Principal sends home PWNs for chronically absent students regarding minutes in IEP

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	In the 2025-2026 school year, chronic absenteeism was approximately 15%, which was a 4% improvement from the previous school year. The amount of time students were out of school impacted their overall growth and achievement.	Some families keep students from attending school for domestic reasons out of our control.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	While Glenn Duncan Elementary has demonstrated notable academic growth, opportunities remain to strengthen our adult learning culture. Teachers and staff need to consistently engage in data-driven collaboration, vertical alignment, and shared ownership of student success. Greater focus is required in math instruction, problem-solving, and ensuring equitable supports for English Learners following the reduction of an EL teaching allocation. Additionally, fostering a culture where students track and take ownership of their learning requires adults to model and support effective data use across all classrooms and PLCs.	Inconsistent use of data across PLCs - iReady and other assessment tools are not yet consistently driving instructional decisions, limiting the impact of collaboration. Need for deeper understanding of math standards and best practices - Staff require additional professional learning to close instructional gaps and build students' problem-solving skills using academic language. Insufficient student ownership systems - While student data binders are in place, staff need stronger structures and training to help students meaningfully track progress and set goals. Reduced EL instructional support - The loss of an EL teaching allocation has created a need for all staff to better integrate language supports into core instruction, ensuring EL students receive equitable access to learning.
2 ★	In the 2025-2026 school year, chronic absenteeism was approximately 15%, which was a 4% improvement from the previous school year. The amount of time students were out of school impacted their overall growth and achievement.	Some families keep students from attending school for domestic reasons out of our control.
3 ★	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] **Grades**
- [x] **Local benchmark, common assessments, diagnostic assessments, or interim assessments data**
- [x] **MAP Growth Assessment**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **Nevada Alternate Assessment (NAA)**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **WIDA ACCESS for ELLs**
- [x] **WIDA Alternate ACCESS (WAA)**
- [x] **Other**

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Evaluation(s) of professional development implementation and impact**
- [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] **Teacher evaluation**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Home Visits**
- [x] **PBIS/MTSS data**
- [x] **Volunteer opportunities, attendance, and participation**
- [x] **Other**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

AB 335: By the end of school year 2026-27, 80% (8 out of 10) of EL students at Duncan elementary who are projected to meet English learner exit criteria based on their 2025-26 ACCESS assessment scores will successfully achieve reclassification (exit status) by meeting or exceeding the required composite proficiency levels.

Formative Measures: i-Ready Diagnostics, Tools for Instruction, Personalized Learning, Literacy Tasks, Benchmark weekly quizzes, Speaking and Writing samples

Improvement Strategy 1

ELLevation strategies will be implemented schoolwide in grades Pre-K to 5

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Training on ELLevation platform from English Learner Facilitator (ELF)	ELF	Ongoing SY 26-27	
2	Addition of ELLevation strategy to PLC notetaker and our weekly staff newsletter	Administration, EL Team	Ongoing SY 26-27	
3	One hour of daily classroom walkthroughs with immediate feedback to teaching staff	Administration	Ongoing SY 26-27	

Position Responsible: Administration, EL Team, ELF, Teaching Staff for implementation

Resources Needed: PLC Time, EL Assistant

Evidence Level

Level 3: Promising:
ELLevation / iReady

Problem Statements: Student Success 1

Status Checks

November **February** **May**

Improvement Strategy 2

GLAD

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	GLAD refresher for previously trained staff and GLAD Research and THeory with 5-day training for new staff.	Administration, ELF, Teaching Staff	Ongoing SY 26-27	
2	GLAD strategies documented on PLC notetaker.	Teaching Staff	Ongoing SY 26-27	
3	One hour of daily classroom walkthroughs with immediate feedback to teaching staff	Administration	Ongoing SY 26-27	

Position Responsible: Administration, EL Team, ELF, Teaching Staff for implementation.

Resources Needed: PLC Time, Substitutes for teachers to have the opportunity for the GLAD training.

Evidence Level

Level 3: Promising:
GLAD

Problem Statements: Student Success 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	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.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

Teaching staff will engage in professional learning surrounding "Science of Reading" and "Routines for Reasoning". Effectiveness will be measured by our school outcome: 80% of students meeting typical yearly growth in iReady in Reading and Math.

Formative Measures: Weekly BIG reports, daily attendance reports, iReady diagnostic status/results, iReady progress monitoring, schoolwide iReady 'lessons passed' report.

Improvement Strategy 1

PLCs

Glenn Duncan Administration will invite qualified staff to join the Site Leadership Team, which will create a more structured, teacher-designed PLC process. This team will also provide relevant professional learning topics to be included schoolwide.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	*Surveys will be sent out to all staff members that participated in professional learning to learn the following information: The effectiveness of the professional learning, instructional response to professional learning, ideas for vertical collaboration, and ideas for future professional learning sessions aligned to the SIP. *Administrators and Capacity Builder will build teacher capacity on iReady implementation, small-group instruction, and accessing helpful reports.	Administration, Counselor, ELF, Site Leadership Team, Instructional Staff, Capacity Builder	August 2026 - June 2027	

Position Responsible: Administration, Counselor, ELF, Site Leadership Team, Instructional Staff, Capacity Builder

Resources Needed: Early-release Wednesdays for Professional Learning, Professional Learning days in October, November, and January, Support from WCSD Curriculum and Instruction for professional learning resources

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	While Glenn Duncan Elementary has demonstrated notable academic growth, opportunities remain to strengthen our adult learning culture. Teachers and staff need to consistently engage in data-driven collaboration, vertical alignment, and shared ownership of student success. Greater focus is required in math instruction, problem-solving, and ensuring equitable supports for English Learners following the reduction of an EL teaching allocation. Additionally, fostering a culture where students track and take ownership of their learning requires adults to model and support effective data use across all classrooms and PLCs.	Inconsistent use of data across PLCs - iReady and other assessment tools are not yet consistently driving instructional decisions, limiting the impact of collaboration. Need for deeper understanding of math standards and best practices - Staff require additional professional learning to close instructional gaps and build students' problem-solving skills using academic language. Insufficient student ownership systems - While student data binders are in place, staff need stronger structures and training to help students meaningfully track progress and set goals. Reduced EL instructional support - The loss of an EL teaching allocation has created a need for all staff to better integrate language supports into core instruction, ensuring EL students receive equitable access to learning.

Inquiry Area 3

Connectedness

SMART Goal 1

Chronic absenteeism will decrease by 7% as measured by attendance data and BIG.

Formative Measures: BIG report, attendance data, daily attendance report in Infinite Campus

Improvement Strategy 1

Family Engagement

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	We will work together, as a team, to create more communication with Duncan families by leveraging the support of Communities in Schools (CIS) and Attendance Intervention Team (AIT). We will also include the importance of good attendance in our messaging with families to increase the importance of academic culture.	Administrators, counselor, admin assistants, classroom teachers, CIS Coordinator, Leadership Team	August 2026 - June 2027	

Position Responsible: Administrators, counselor, admin assistants, classroom teachers, CIS Coordinator, Leadership Team

Resources Needed: WCSD Attendance Intervention Department support (Truancy Officer, Re-engagement Specialists, Social Workers, etc.)

Evidence Level

Level 3: Promising:
Family Engagement

Problem Statements: Connectedness 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	In the 2025-2026 school year, chronic absenteeism was approximately 15%, which was a 4% improvement from the previous school year. The amount of time students were out of school impacted their overall growth and achievement.	Some families keep students from attending school for domestic reasons out of our control.

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.

2.1 School Performance Plan (SPP) developed with appropriate stakeholders

Staff, families, and community members are actively engaged in the development of Glenn Duncan Elementary's School Performance Plan through participation in the Site Leadership Team, parent surveys, and regular family engagement events. Feedback is solicited via staff meetings, family input forms, and community partner discussions to ensure the plan reflects shared priorities and addresses the needs of all stakeholders.

2.2 Regular monitoring and revision

The School Performance Plan is regularly monitored through monthly Site Leadership Team meetings, data analysis cycles, and PLC discussions focused on student progress and implementation of strategies. Revisions are made based on ongoing review of academic and attendance data, as well as feedback from staff, families, and community partners to ensure continuous improvement.

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

The School Performance Plan is shared with families and community members through our school website, newsletters, and presentations at family events, with key components summarized in plain language. Translations are provided in Spanish and other needed languages to ensure accessibility for all members of our school community.

2.4 Opportunities for all children to meet State standards

Title I funds at Glenn Duncan Elementary support initiatives that provide all students with opportunities to meet State standards through targeted instructional support, evidence-based interventions, and access to high-quality curriculum materials. These funds also support professional learning for teachers to strengthen Tier 1 instruction and ensure equitable access to grade-level content for all learners. Specific content funded through Title I includes: UFLI for grades K-3, Phonics for Reading for grades 3-5. Additionally, we have funded a full-time classroom assistant that will be utilized for interventions in grades K-2, as well as a full-time substitute for reading interventions in grades 3-5.

2.5 Increased learning time and well-rounded education

Title I funds at Glenn Duncan Elementary support major initiatives that provide increased learning time through after-school academic interventions, as well as small-group instruction during the school day. Funds also enhance a well-rounded education by supporting enrichment opportunities, including STEM activities, social-emotional learning programs, and access

to classroom libraries.

2.6 Address needs of all students, particularly at-risk

Title I funds at Glenn Duncan Elementary are used to address the needs of all students, particularly those at risk, by providing academic interventions, push-in support services, and additional instructional staff. These initiatives ensure that students performing below grade level receive targeted, small-group instruction and access to resources that support both academic growth and social-emotional development.

3.1 Annually evaluate the schoolwide plan

The School Performance Plan is evaluated through ongoing analysis of student achievement, attendance, and behavior data, as well as staff and stakeholder feedback collected throughout the year. This data-driven process ensures that goals, strategies, and action steps are adjusted as needed to improve student outcomes and meet school-wide priorities.

4.1 Develop and distribute Parent Involvement and Family Engagement Policy

The Parent Involvement and Family Engagement Policy is developed collaboratively with input from the Site Leadership Team, family surveys, and parent meetings to reflect the needs and priorities of our school community. Once finalized, the policy is distributed to all families through printed handouts, ClassDojo, the school website, and at school events in both English and Spanish. Our Counselor, 4th Grade Teacher, and Principal are involved in facilitating this process.

4.2 Offer flexible number of parent involvement meetings

Glenn Duncan Elementary offers a flexible range of parent involvement opportunities, including morning, evening, and virtual events to accommodate varying family schedules. These include family literacy nights, student showcases, workshops, and informal gatherings such as “Duncan Donuts with the Principal,” ensuring all families have meaningful opportunities to engage with the school community.

Community Outreach Activities

Activity	Date	Lesson Learned
Back to School Night / Community Resource	August 6, 2026	Community resources motivated family; families communicated that they liked having the event before the school year begins
CIS Shoe Drive Giveaway	August 8, 2026	Families appreciate the support at the beginning of the school year.
Safe Routes to School Walk to School Day	September 16, 2026	Event that stresses safety when walking to school.
Gratitude By The Sea	November 2026	Community event to celebrate the Duncan community.
Duncan Night at the Reno Aces	September 9, 2026	Event at the local baseball stadium that brings our staff and community together.