Washoe County School District



Donner Springs Elementary School

Classification: 2 Star School

Title I, CSI

2026-2027 School Improvement Plan

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Mission Statement

Donner Springs will work in partnership with the community and families to help all students strive to be socially responsible, lifelong learners, who reach their highest potential.

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 18

Inquiry Area 1 : Student Success 19

Inquiry Area 2 : Adult Learning Culture 23

Inquiry Area 3 : Connectedness 25

Schoolwide and Targeted Assistance Title I Element Summary 27

Schoolwide and Targeted Assistance Title I Elements 28

1.1 Comprehensive Needs Assessment 28

Community Outreach Activities 29

Addendums 30

Comprehensive Needs Assessment

Student Success

Areas of Strength

ELA

Based on iReady MAP data:

4th Grade had the most ELA growth.

1st grade proficiency was the highest at 61%.

7 individual teachers were in high growth and high proficiency quadrants.

3rd grew by 8% proficiency (from 2nd to 3rd).

81% of kindergarten is on grade level.

Median typical growth was 114%. 30% of students met their stretch growth.

High frequency words, phonics and comprehension of literature were areas of strength.

From the beginning of the year to the end of year diagnostic, the percentage of students in the red (2 or more grade levels below) decreased by 13%, the amount of students in yellow (one grade level below) decreased by 17%, and the number of students in green (on or above grade level) increased by 28%.

Math

Strength schoolwide in Numbers and Operations & Algebra & Algebraic Thinking.

As a school we showed the most growth in the area of number and operations. From 12% BOY to 46% EOY.

Median typical growth was 100%. 25% of students met their stretch growth.

From the beginning of the year to the end of year diagnostic, the percentage of students in the red (2 or more grade levels below) decreased by 20%, the amount of students in yellow (one grade level below) decreased by 13%, and the number of students in green (on or above grade level) increased by 34%.

Areas for Growth

ELA

Based on iReady MAP data:

K-5th

Phonics - 16% of students are 2 or more grade levels below

Vocabulary K-5th - 17% of students are 2 or more grade levels below

Literature - 22% of students are 2 or more grade levels below

Informational - 26% of students are 2 or more grade levels below

As a school, we had 48% of students below grade level in reading.

Math

Measurement and Data 18% of students are 2 or more grade levels below

Geometry 18% of students are 2 or more grade levels below

Numbers & Operations 12% of students are 2 or more grade levels below

Algebra & Algebraic Thinking 15% of students are 2 or more grade levels below

As a school, we had 60% of students below grade level in math.

Students are missing basic fact comprehension fluency.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	*Students learning English Language and don't understand the vocabulary used in reading grade level texts.*	*Front load vocabulary, GLAD Strategies integrated into Tier 1 instruction.*
Foster/Homeless	*Constant movement, constant new environments, building stable relationships*	*Provide consistent instruction, provide reteaching of vocabulary and skills missed*
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	*Vocabulary gaps if home language differs from English; and possible implicit bias from teachers (lower expectations, less feedback, fewer high-level comprehension questions)*	*Provide targeted small group instruction based on data and provide explicit vocabulary instruction.*
Students with IEPs	*Staff shortage, lack of curriculum supports*	*Front load, small group support, interventions, one on one instruction*

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Our proficiency in ELA based on iReady (K-5th) was 50% proficient.	Teachers understanding the science of reading (application), learning how to use iReady to drive instruction, and vertical alignment for writing
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

School-wide T3 is 3.8%!

As a school, the tiered triangle is balanced.

PLC time to discuss students.

100% complete at mid-point and final.

Interventionist to support students.

All staff in grade level involved.

Staff reported in the Staff Climate Survey the largest increase in the areas of Parent Involvement, Quality of WCSD, and Staff Collaboration. There were no areas of decrease, each category either increased or stayed the same.

Areas for Growth

Tracking attendance during interventions (making sure students are getting 720 minutes before changing interventions).

K-2nd tracking data with UFLI.

No schoolwide writing samples for vertical alignment (think about 3x per year or quarterly).

Providing data for MTSS meetings that matches the needs of the student (think about using core phonics, fluency passages, BM fluency check, comprehension 2nd-5th)

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	*May not understand abstract learning intentions or success criteria due to language barriers.*	*Teachers will provide visuals, cognates, and explicit vocabulary instruction that align with the learning intentions and success criteria.*
Foster/Homeless	*Experience trauma that affects focus, memory, and engagement*	*Post and review learning intentions/ success criteria at the same time daily (provides predictability). Present success criteria as achievable, non-judgmental milestones; celebrate effort and growth.*

Student Group	Challenge	Solution
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	*Curriculum examples and models may not be culturally representative and students may feel disconnected from "standard" definitions of success.*	*Ensure success criteria models include diverse students, families, and contexts and communicate that all students are capable; pair ambitious learning intentions with scaffolds and support*
Students with IEPs	*Teachers may not consistently differentiate learning intentions and success criteria while maintaining rigor.*	*Break success criteria into fewer, simpler steps, communicate that all students are capable, and pair ambitious learning intentions with scaffolds and support*

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	Students do not have an understanding about what they are learning and what successful performance looks like.	Classroom walk-throughs and leadership team meetings indicate that teachers do not have knowledge of Teacher Clarity and as a results, students do not have an understanding about what they are learning and what successful performance looks like.

★ = Priority

Connectedness

Areas of Strength

2nd & 4th Grade had the highest attendance rates (2nd - 15% chronic, 4th - 18% chronic).

Our chronic absenteeism data did not increase or decrease (stayed consistent).

1st grade - no students were severely chronic.

Students and teachers liked the lunchroom attendance tracker.

Check in/Check out daily with staff.

Specific planning of fun activities on low attendance days (brough them to school).

Year long calendar provided to parents at the beginning of the year.

After school clubs and activities promoted positive attendance (drama club, soccer, girls on the run).

Areas for Growth

22% of students chronically absent. 4% of students severely chronic (20% or more).

Kindergarten 34% chronically absent

1st Grade - 26% chronically absent

2nd Grade - 15% chronically absent

3rd Grade - 23% chronically absent

4th Grade - 18% chronically absent

5th Grade - 22% chronically absent

Next steps:

Provide students specific roles (helper for other teachers or other staff).

Start the beginning of the year with attendance expectations (especially during kinder screenings and open house).

Donner Springs staff go and pick up students from home to bring them to school.

Monthly perfect attendance shout out per classroom in lunchroom.

Student DJ's in lunchroom (student picks a song to play at lunch) based on attendance.

Continue to build after school clubs and activities for students.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	*Parents/guardians may not understand attendance policies, absence consequences, or communication from school (if not in home language).*	*Scheduling interpreters for events, working with the EL dept. to provide interpretation in native language, communication (phone calls, Dojo messages, etc.) provided in home language.*
Foster/Homeless	Unstable housing: Frequent moves, may miss school during transitions. Trauma & mental health: Emotional distress, anxiety, depression reduce motivation.	Use historical data to identify students early and provide a specific adult to check-in with. Provide motivational rewards when attending consistently.
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	*Extended absences due to cultural travel, don't feel part of the community*	*Communicating with families to ensure they give school ample notice to provide materials to student on what they will be missing. Conduct home visits to increase connections.*
Students with IEPs	*Making up service times due to absences, feeling isolated, and frequent health appointments.*	*Communication with families to express the importance of consistency in attendance to ensure students are getting all the possible supports within the school. Provide students a trusted adult to check-in with daily/weekly. Conduct home visits to foster a sense of belonging to the community.*

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Chronic absenteeism is at almost 18% for the school.	Lack of parent involvement (volunteering), parents unaware of consequences of absenteeism, lack of student connections at school, transportation

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Chronic absenteeism is at almost 18% for the school.	Lack of parent involvement (volunteering), parents unaware of consequences of absenteeism, lack of student connections at school, transportation
2 ★	Students do not have an understanding about what they are learning and what successful performance looks like.	Classroom walk-throughs and leadership team meetings indicate that teachers do not have knowledge of Teacher Clarity and as a results, students do not have an understanding about what they are learning and what successful performance looks like.
3 ★	Our proficiency in ELA based on iReady (K-5th) was 50% proficient.	Teachers understanding the science of reading (application), learning how to use iReady to drive instruction, and vertical alignment for writing
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] **I-Ready**

Adult Learning Culture

- [x] **School leadership data**
- [x] **Staff surveys and/or other feedback**
- [x] **Study of best practices**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

AB 335 EL Goal: By the end of the 2026-27 school year, 90% of English Learner students at Donner Springs Elementary School will demonstrate measurable growth on the ACCESS assessment, with differentiated growth targets based on current proficiency levels: students who scored 2.9 or below on the 2025-26 ACCESS assessment will increase their overall proficiency by at least 1.0 levels, and students who scored 3.0 or higher will increase their overall proficiency by at least 0.5 level in speaking, listening, reading, writing, and composite scores.

Formative Measures: monthly writing and speaking samples, end of unit quizzes

Improvement Strategy 1

MTSS

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	-Learning Walks around ELLevation Strategies or GLAD: Coaching support around strategies. -ELF with a focus around building staff capacity: Strategic placement of ELs in small population EL schools in one classroom at each grade level, if possible, to maximize time spent in classrooms; Infusion of ELF into PLCs; Co-teaching cycles with ELF implemented based on student/staff needs. -Create a "watch list" cohort of students projected to exit based on 2025-2026 ACCESS scores and provide targeted acceleration instruction. Provide focused short cycled interventions on exit criteria gaps. -Provide systematic, explicit instruction in academic language structures (sentence frames, discourse moves, grammar patterns and Tier 2 vocabulary across all content areas. Teach language structures such as compare/contrast, cause/effect and claim evidence. Pre-teach vocabulary before complex text exposure.	Teachers & EL Teachers, ELF, Instructional Coach, Administration	End of 26-27SY	

Position Responsible: Teachers & EL Teachers, ELF, Instructional Coach, Administration

Resources Needed: PLC planning time to identify vocab, access to ELLevation Strategies & GLAD, ELF schedule aligned with PLC, master schedule with time built-in for co-teaching/supports, vocabulary routines aligned with Science of Reading

Evidence Level

Level 3: Promising:
MTSS

Problem Statements: Student Success 2

Status Checks

In progress

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

Increase percentage of K-5 students, scoring one grade level or more below, making stretch growth on end of year i-Ready ELA diagnostic by 5 percentage points (currently 29%).

Formative Measures: iReady Final Diagnostic

Improvement Strategy 1

Science of Reading

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. Use the following reports: Student and Class Diagnostic Results, Grade Level Planning (Scaffolding), Grade Level Planning (Prerequisites), and Instructional Grouping to deliver coherent grade-level instruction and differentiated small group instruction. Establish the use of student data folders to develop goals and track growth towards goals. Implement explicit vocabulary instruction to teach academic and content specific vocabulary using evidence-based routing, which include introducing student-friendly definitions, examples, non-examples, and multiple opportunities for practice. Integrate vocabulary instruction across all content areas. Implement a high-quality literacy coaching cycle leveraging, Instructional Coaches, English Learner Facilitators, and other instructional leaders at the site to support strong consistent science of reading practices in every classroom.	Teachers, administrators	End of 26-27SY	

Position Responsible: Teachers, administrators

Resources Needed: Data binders, vocabulary routine aligned to science of reading,

1003a: Before/After School Tutoring Hours (Intervention)

Certified Hourly Teachers to provide academic intervention after school.

ESSA Evidence Level 3

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1

Status Checks

In progress

November **February** **May**

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Our proficiency in ELA based on iReady (K-5th) was 50% proficient.	Teachers understanding the science of reading (application), learning how to use iReady to drive instruction, and vertical alignment for writing

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

Classroom walkthroughs and lesson plan review will indicate that 100% of teachers consistently implement clear learning intentions and aligned success criteria in daily instruction for reading and math.

Improvement Strategy 1

PLC's

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Learning Intentions & Success Criteria (Core Instruction Focus) Develop a shared definition and non-negotiables for high-quality learning intentions and success criteria for math and reading. Ensure all lessons in math and ELA include: -A standards-aligned learning intention (what students are learning) -Clear, measurable success criteria (how students demonstrate learning) Require teachers to post, reference, and revisit learning intentions and success criteria throughout the lesson.	Teachers, administrators	End of 26-27SY	

Position Responsible: Teachers, administrators

Resources Needed: PD around success criteria, non-negotiables document, walk-through

Evidence Level

Level 2: Moderate:
PLC

Problem Statements: Adult Learning Culture 1

Status Checks

In progress

November	February	May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Students do not have an understanding about what they are learning and what successful performance looks like.	Classroom walk-throughs and leadership team meetings indicate that teachers do not have knowledge of Teacher Clarity and as a results, students do not have an understanding about what they are learning and what successful performance looks like.

Inquiry Area 3 Connectedness

SMART Goal 1

The percentage of students identified as chronically absent in the 26-27 school year will decrease by 3% when compared to the 25-26 percent identified as chronically absent.

Formative Measures: BIG absenteeism report

Improvement Strategy 1

Family Engagement

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Use historical attendance data to identify students who are at risk of chronic absenteeism. Continue with attendance team to coordinate efforts to develop individualized attendance contracts/agreements with students identified through the quarterly attendance reviews. Establish process/protocol for teachers to communicate with attendance team and families regarding student absences. Establish monthly incentives for perfect attendance based on student input (lunchroom DJ, special table, teacher helper, etc.) Conduct targeted home visits for students with chronic or escalating absenteeism.	Teachers, administration, attendance team	End of 26-27SY	

Position Responsible: Teachers, administration, attendance team

Evidence Level

Level 1: Strong:
Family Engagement

Problem Statements: Connectedness 1

Status Checks

In progress

November	February	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Chronic absenteeism is at almost 18% for the school.	Lack of parent involvement (volunteering), parents unaware of consequences of absenteeism, lack of student connections at school, transportation

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
Back to School Ice Cream Social	8/6/26	
Back to School Night	8/18/26	
K-2 Ready for School	9/1/26	
Building Cooperative Behaviors	9/22/26	
Art Night	10/20/26	
Super Parents Supervise	11/17/26	
Winter BINGO	1/26/27	
Science Night with SNJ	2/9/27	
Power Up Healthy Kids	4/13/26	
PTO Meetings	Quarterly	

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.