

Washoe County School District

Dorothy Lemelson S.T.E.M. Academy

2025-2026 School Improvement Plan

Classification: 2 Star School

Title I

Mission Statement

All students will develop skills and experiences to reach their fullest potential as critical thinkers and empowered global citizens.

Vision

Dorothy Lemelson STEM Academy will

- set and achieve high expectations for student learning aligned with Nevada Academic Standards at each grade level creating a foundation for educational excellence to graduate high school and be college or career ready.
- use asset-based language to build the social-emotional competencies of each student.
- empower our English Language Learners to meet performance expectations through a language rich learning environment focused on collaborative conversations, academic vocabulary, and writing experiences.
- create opportunities for all students to engage in and experience a high-quality science, technology, engineering, and mathematics (STEM) education that supports life in the New Nevada and global economy.

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at https://nevadareportcard.nv.gov/DI/nv/washoe/dorothy_lemelson_s.t.e.m._academy_es/2025

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Student data correlates across most assessments (state testing, EOY grade level assessments, I-Ready)

Grades are an accurate representation of student performance.

Fifth grade students have the highest median growth percentile with an equitable distribution across all sub-groups.

Students with an IEP demonstrate strong growth (18 to 46)

Student Success Areas for Growth

Math Data 2024 -

SBAC grades 3-5 Proficiency – 16% (2025 projected 27%)

Grade 3: 10% (2025 projected 32%)

Grade 4: 16% (2025 projected 18%)

Grade 5: 23% (2025 projected 31%)

Overall median growth percentile – 56 up from 50

- **IEP from 18 to 46**
- EL from 49 to 47
- Hispanic 42 to 46

Grade 4 median growth percentile - **46 down from 54**

- Hispanic 52 to 42
- El 55 to 45

Grade 5 median growth percentile – **65 up from 48**

- **Hispanic – 70 up from 45**

It appears fourth grade students have less growth than fifth grade students. There is no dis-proportionality in grade 5 whereas there is **dis-proportionality in grade 4 for students receiving EI services and those of Hispanic ethnicity.**

Catch Up: Only 22% of our students are growing enough to catch up to proficiency within 3 years. This is evident across all sub-populations.

Keep Up Data Fell from 55% to 50% indicating a 5% drop in students remaining proficient from year to year.

Students who **were Level 1 in 2023 have a significantly lower growth percentile than those at a level 2 (10 points) for EL students (19 points)**

IReady Data 2024

	Typical Growth (46%)	Stretch Growth (16%)	Improved Placement (59%)
Kinder	56%	35%	47%
First	53%	25%	59%
Second	28%	6%	53%
Third	62%	19%	74%
Fourth	25%	4%	44%
Fifth	70%	40%	74%

Ready Data 2025

	Typical Growth (49%)	Stretch Growth (21%)	Improved Placement (57%)
Kinder	54%	27%	51%
First	33%	15%	45%
Second	44%	16%	48%
Third	36%	2%	61%
Fourth	43%	13%	61%
Fifth	57%	19%	76%

Areas of Strength 2025:

- On average 57% of our students improved their placement on the IReady math diagnostic, a drop of 2%.
- Although proficiency is low as demonstrated on the SBAC (2024), our growth median continues to increase. Our students with an IEP (2024) had the highest increased growth percentile from 18 to 46.

Areas for Growth 2024

- Disproportionality in grade 4 for students receiving EI services and those of Hispanic ethnicity.
- Proficiency (mastery of grade level content) across grades 3-5.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	reading and comprehending the English language to apply to math concepts	translation devices; newcomer groups to promote English language development
Foster/Homeless	chronic absenteeism	interactive supports with CIT and reengagement specialists, attendance support groups with students
Free and Reduced Lunch	Lack of engagement, waiting for teacher to provide answers	Vertical spaces to allow students to talk math with peers
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	African American students are performing below other ethnicities. Some of these causes may be lack of engagement, elopement, work refusal	Counseling services, behavior plans
Students with IEPs	no inequities noted; they are within the same range as typical peers	

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Students are not meeting grade level standards across all measurements.

Critical Root Cause: Students are not engaged in thinking mathematically, and more often than not, wait to be given answers. Students are not able to apply skills to problem-solving situations.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Staff engage frequently in professional learning communities and are aware of the limitations of our math instruction.

Staff participated in a book study, "The Thinking Classroom", and were highly engaged in the conversations and comparatives made with current math instruction.

Grades 3 - 5 have departmentalized to provide a more intensive focus on math instruction; having a concentrated focus in two areas vs four areas may help improve math instruction.

Teachers are vested in creating a plan for improved math instruction to develop students with critical thinking skills.

Adult Learning Culture Areas for Growth

The staff at Lemelson engaged in professional learning communities frequently, twice a month, to review data, plan lessons, and correct course. Professional development has focused on foundational reading skills in the early grades. Staff believe applying the same process to math instruction our students will find more success with the content.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Accessing the academic language of math	use of GLAD and Ellevation strategies to frontload vocabulary
Foster/Homeless	N/A	
Free and Reduced Lunch	Achievement gaps significantly below grade level	Using Title funds employ a math interventionist to work alongside teachers in Grades 3 - 5 to scaffold learning and close achievement gaps
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Achievement gaps significantly below grade level	Using Title funds employ a math interventionist to work alongside teachers in Grades 3 - 5 to scaffold learning and close achievement gaps
Students with IEPs	Lack number sense and computational skills	Needs addressed in IEPs with sufficient minutes to support growth; participate in PD with gen ed teachers

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Staff are using a math curriculum that is limited in developing mathematical thinking in students to apply skills to problem solving situations.
Critical Root Cause: Staff may not have the depth of content knowledge to make instructional moves to assist students in moving through the landscape of learning for each math domain.

Connectedness

Connectedness Areas of Strength

- Weekly meetings between the school and the truancy/re-engagement office.
- Student attendance contracts.
- Student incentives.
- Consistent contact with families about student absences.

Connectedness Areas for Growth

Students need to be at school to learn. Absenteeism rates were at their highest in 2023 with 32% of our students chronically absent especially in the lower grades. We begin weekly monitoring of attendance and connecting more with families. This allowed us to lower our 2024 chronic absenteeism rate to 19%!!

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	
Foster/Homeless	transiency	work with CIT and Reengagement to ensure students stay enrolled and have transportation to access school
Free and Reduced Lunch	transportation	appeal to the District for a bus for an identified neighborhood.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	transportation	appeal to the District for a bus for an identified neighborhood.
Students with IEPs	unverified absences	attendance incentives; constant communication with families; attendance contract

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Chronic absenteeism remains high at 19% with the most students missing school in grades K-2.

Critical Root Cause: Families may have other priorities for their students or not value the importance of early education.

Priority Problem Statements

Problem Statement 1: Students are not meeting grade level standards across all measurements.

Critical Root Cause 1: Students are not engaged in thinking mathematically, and more often than not, wait to be given answers. Students are not able to apply skills to problem-solving situations.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Staff are using a math curriculum that is limited in developing mathematical thinking in students to apply skills to problem solving situations.

Critical Root Cause 2: Staff may not have the depth of content knowledge to make instructional moves to assist students in moving through the landscape of learning for each math domain.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Chronic absenteeism remains high at 19% with the most students missing school in grades K-2.

Critical Root Cause 3: Families may have other priorities for their students or not value the importance of early education.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Student Climate Survey, Student Voice
- Other
 - i-Ready

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: By June 2026, the average number of students meeting their typical growth in math as measured by I-Ready end of year diagnostic will improve from 49% to 65%. By June 2027, math proficiency rates on SBAC will increase from 16% in 2024 to 30% in 2027.

Aligns with District Goal

Formative Measures: Student quick check data

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: i-Ready				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Teachers will use math progressions from I-Ready to prepare students for grade level work. Students will use vertical spaces to enhance student discourse during instruction.	Classroom teachers Kris Hugdal, Implementation Specialist Susan Novelli, Principal	SY 2025-26			
Position Responsible: Classroom teachers Kris Hugdal, Implementation Specialist Susan Novelli, Principal						
Evidence Level Level 3: Promising: i-Ready						
Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Students are not meeting grade level standards across all measurements. Critical Root Cause: Students are not engaged in thinking mathematically, and more often than not, wait to be given answers. Students are not able to apply skills to problem-solving situations.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By June 2026, all staff teaching mathematics in grades K-5 will have participated in professional learning presented by a District capacity builder, specifically focused on effective teaching practices aligned with the explore and develop content of the new math resource Reveal Math.

Aligns with District Goal

Formative Measures: Attendance sheet
Exit tickets
Classroom observations

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: PLC's <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Attendance sheet Exit tickets Classroom observations</td><td>Susan Novelli Math committee</td><td>SY 2025-26</td></tr></table> Position Responsible: Susan Novelli Math committee Evidence Level Level 2: Moderate: PLC Problem Statements/Critical Root Cause: Adult Learning Culture 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Attendance sheet Exit tickets Classroom observations	Susan Novelli Math committee	SY 2025-26	Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Attendance sheet Exit tickets Classroom observations	Susan Novelli Math committee	SY 2025-26							
				Nov	Feb	May								
No review	No review	No review												

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Staff are using a math curriculum that is limited in developing mathematical thinking in students to apply skills to problem solving situations. Critical Root Cause: Staff may not have the depth of content knowledge to make instructional moves to assist students in moving through the landscape of learning for each math domain.

Inquiry Area 3: Connectedness

SMART Goal 1: By June 2026, 50% of the 31 students considered chronically absent in 2025 will decrease their absenteeism by 5%.

Aligns with District Goal

Formative Measures: Attendance tracker weekly

Attendance group data

Teacher contact data

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Family Engagement				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	Weekly meetings with truancy and re-engagement office. Contact with families of students approaching chronic absenteeism. Attendance groups and incentives.	Rebeca Alcaraz, counselor Sean Brosius, social worker	SY 2025-26	No review	No review	No review
Evidence Level Level 3: Promising: Family Engagement						
Problem Statements/Critical Root Cause: Connectedness 1						
Improvement Strategy 2 Details				Status Checks		
Improvement Strategy 2: Parent Teacher Home Visit Program				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	Staff training Complete 19 home visits	Sean Brosius, social worker		No review	No review	No review
Position Responsible: Sean Brosius, social worker						
Evidence Level Level 1: Strong: Parent/Teacher Home Visits						
Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness

Problem Statement 1: Chronic absenteeism remains high at 19% with the most students missing school in grades K-2. **Critical Root Cause:** Families may have other priorities for their students or not value the importance of early education.

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	Comments
Ready for Fun, Ready to Learn - Parent University	August 15, 2025	Excellent presentation by Parent U - advertise more
Back to School BBQ - School hosted	August 23, 2025	