

Washoe County School District

Kendyl Depoali Middle School

2025-2026 School Improvement Plan

Classification: 5 Star School

TSI

Mission Statement

It is our mission at Depoali Middle School to produce students who are personally responsible, accountable, and productive while fostering their spirit of inquiry; as a community of learners they will become collaborators, creators and communicators. As a staff, we are committed to providing a rigorous and relevant curriculum while integrating character education, so students understand the importance of stretching themselves personally in order to contribute positively to their family.

Vision

Our mission is to create an equitable learning environment where all students can learn, grow, and contribute.

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/kendyl_depoali_middle_school/2025

Table of Contents

Comprehensive Needs Assessment 4

 Student Success 4

 Adult Learning Culture 6

 Connectedness 7

Priority Problem Statements 8

Comprehensive Needs Assessment Data Documentation 9

Inquiry Areas 10

 Inquiry Area 1: Student Success 10

 Inquiry Area 2: Adult Learning Culture 12

 Inquiry Area 3: Connectedness 13

School Continuous Improvement (CI) Team 14

Community Outreach Activities 15

Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Our strengths are building in opportunities at the Tier 1, Tier 2, and Tier 3 levels in our master schedule to support all students with academic gains. We have 100% of students working on iReady this year as well

Student Success Areas for Growth

Last year's plan was similar in that we were striving to increase the number of students that score proficient or above on the SBAC. Now that we have seen growth, we want to continue to make academic gains, as we still have a lot of growth to make. Therefore, we will build time into our master schedule so that all students are able to participate in the iReady diagnostics and lessons.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Supporting 18 languages currently at our site.	Utilizing translators and site and EL district staff providing support.
Foster/Homeless	Attendance issues.	Attendance monitoring, monthly meetings with truancy and re-engagement officer.
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Student proficiency scores have not exceeded 65% in the past three years in the areas of Math, ELA, and Science.

Critical Root Cause: Many students lack the foundational skills needed in order to master grade level standards.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Our strengths are committing time to meet with PLCs and developing common assessments. We have also done a great deal of work analyzing and agreeing on essential standards. PLCs are committed to a backward design for planning. Now that we have had a year to dig into new curriculum, we are in a better position to focus on the structure of PLCs and make better use of the TACA form to analyze data twice per month.

Adult Learning Culture Areas for Growth

Last year we pushed to have all PLCs using the TACA form created by Solution Tree to analyze assessment data twice per month. Unfortunately, with new curriculum in most departments, a large amount of PLC time went toward planning units and assessments.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Not all PLCs have a defined structure for their meetings.
Critical Root Cause: Not every PLC is using a guiding document to structure the PLC meeting.

Connectedness

Connectedness Areas of Strength

Our strengths are that we have a very intentional system in place around attendance. We have added in "Stop, Drop, and Call" this year, which is dedicated time for teachers to call parents/guardians and have a conversation about each student in the school. This is a strategy we are using to build stronger relationships with students and their families.

Connectedness Areas for Growth

Last year, we implemented a new system for attendance. We put all students that were chronically absent the year prior on proactive monitors which helped them track their days at school and goal set. We also sent attendance letters home frequently and made regular attendance calls. We raffled off over \$10,000 of donated items for things like perfect attendance and for students who met their attendance goals.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/AA	
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Our chronic absenteeism is 11%.
Critical Root Cause: Student and family buy in and feeling like an important part of the school.

Priority Problem Statements

Problem Statement 1: Student proficiency scores have not exceeded 65% in the past three years in the areas of Math, ELA, and Science.

Critical Root Cause 1: Many students lack the foundational skills needed in order to master grade level standards.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Not all PLCs have a defined structure for their meetings.

Critical Root Cause 2: Not every PLC is using a guiding document to structure the PLC meeting.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Our chronic absenteeism is 11%.

Critical Root Cause 3: Student and family buy in and feeling like an important part of the school.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs
- WIDA Alternate ACCESS (WAA)
- Other
 - i-Ready

Adult Learning Culture

- Administrator evaluation
- Professional learning communities (PLC) data/agenda/notes
- Student Climate Survey

Connectedness

- Attendance
- Behavior

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Overall math proficiency scores were 39% in 2019-20, 44% in 2021-22, 43% in 2022-23, and 45% in 2024-25. For the 2024-25 school year, our goal will be that 54% of all students demonstrate proficiency in math on the SBAC. Overall Science proficiency scores were 52% in 2019-20, 60% in 2021-22, 58% in 2022-23, and 60% in 2023-24 in. Our goal for this year is to have 65% of all students in the 8th grade reach proficiency on the Science test. Overall ELA proficiency scores were 59% in 2019-20, 63% in 2021-22, 55% in 2022-23, and 55% in 2023-24. Our goal for this year is to have 65% of all students demonstrate proficiency on the ELA SBAC. SBAC scores are not available yet for the 2024-2025 school year, but we have seen a strong correlation between iReady scores and SBAC. iReady data indicates that around 53% of students across all grade levels are proficient in reading and math, so we will continue with the above proficiency goals for the 2025-2026 school year in science and ELA. We will increase our goal in math to 60% of students achieving proficiency on the Math SBAC.

Aligns with District Goal

Formative Measures: iReady data, assessment data analysis, classroom observations, attendance data, behavior data

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: iReady				Status Check		
				Nov	Feb	May
				No review	No review	No review
1	Overall math proficiency scores were 39% in 2019-20, 44% in 2021-22, 43% in 2022-23, and 45% in 2034-34. For the 2024-25 school year, our goal will be that 54% of all students demonstrate proficiency in math on the SBAC. Overall Science proficiency scores were 52% in 2019-20, 60% in 2021-22, 58% in 2022-23, and 60% in 2023-24 in. Our goal for this year is to have 65% of all students in the 8th grade reach proficiency on the Science test. Overall ELA proficiency scores were 59% in 2019-20, 63% in 2021-22, 55% in 2022-23, and 55% in 2023-24. Our goal for this year is to have 65% of all students demonstrate proficiency on the ELA SBAC. SBAC scores are not available yet for the 2024-2025 school year, but we have seen a strong correlation between iReady scores and SBAC. iReady data indicates that around 53% of students across all grade levels are proficient in reading and math, so we will continue with the above proficiency goals for the 2025-2026 school year in science and ELA. We will increase our goal in math to 60% of students achieving proficiency on the Math SBAC.	Principal	SY 2025-26			
Position Responsible: 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: Student proficiency scores have not exceeded 65% in the past three years in the areas of Math, ELA, and Science. Critical Root Cause: Many students lack the foundational skills needed in order to master grade level standards.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Within all PLCs, teachers will use a method to analyze student data every ten days or twice per month based on the PLC meeting schedule as measured by Administrative Observational data.

Aligns with District Goal

Formative Measures: Student assessment data. Guiding document such as the TACA form created by Solution Tree.

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLC Process utilizing guiding document.				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Action Steps: What steps do you need to take to implement this improvement strategy? * Require all PLCs to be using a guiding document such as the TACA form for every PLC meeting. Resources Needed: What resources do you need to implement this improvement strategy? * Guiding document Challenges to Tackle: What implementation challenges do you anticipate What are the potential solutions? * Implementation Challenge: Getting buy-in from all PLCs. * Potential Solution: Have PLCs that are already using a guiding document share their data and experience with using the document. Funding: What funding sources can you use to pay for this improvement strategy(ies) associated with this goal? * N/A	Principal	SY 2025-26			
Position Responsible: Principal						
Evidence Level Level 2: Moderate: PLC's						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Adult Learning Culture	
Problem Statement 1: Not all PLCs have a defined structure for their meetings. Critical Root Cause: Not every PLC is using a guiding document to structure the PLC meeting.	

Inquiry Area 3: Connectedness

SMART Goal 1: In 2020-21, 33% of students attended less than 90% of the time. In 2021-22, 16% of students attended less than 90% of the time, in 2022-23, 17% of students attended less than 90% of the time, in 2-23-24 13% of students attended less than 90% of the time, and in 2024-25 11% of students attended less than 90% of the time. Our School Performance Goal will be to have 9% or less of students attending less than 90% or considered chronically absent in the 2025-2026 school year.

Aligns with District Goal

Formative Measures: BIG Data

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: SEL				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	Action Steps: What steps do you need to take to implement this improvement strategy? * Hold monthly attendance meetings and analyze data. * Place students with teachers they feel connected to during Advisory, utilize attendance monitors and letters, work closely with truancy * Advisory teachers will engage in a discussion with each student's parent or guardian within the first quarter to establish a relationship and learn more about each student. * Home visits for our most severely absent students Resources Needed: What resources do you need to implement this improvement strategy? * Campus Supervisor, monitoring tool, BIG, attendance letters Challenges to Tackle: What implementation challenges do you anticipate What are the potential solutions? * Implementation Challenge: Remaining consistent with our process * Potential Solution: Hold monthly attendance meetings and utilize Campus Supervisor to check in with students on a monitor and make attendance phone call daily Funding: What funding sources can you use to pay for this improvement strategy(ies) associated with this goal? * The district funds the Campus Supervisor Lead: Who is responsible for implementing this strategy? Attendance administrator, Truancy, and Advisory Teachers	Principal	SY 2025-26	No review	No review	No review
Position Responsible: Principal						
Evidence Level						
Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Our chronic absenteeism is 11%. Critical Root Cause: Student and family buy in and feeling like an important part of the school.

School Continuous Improvement (CI) Team

Team Role	Name	Position
SPP Member	Amy Coombs	Assistant Principal
SPP Member	Kendra Smith	Principal
SPP Member	Tyler Wicks	Assistant Principal
SPP Member	Winona Wilson	Dean
SPP Member	Jessi Doering	Parent
SPP Member	Catherine Baranek	Lead Special Education
SPP Member	Valerie Barton	Lead Special Education
SPP Member	Shannon Hartley	Lead Science
SPP Member	Stefanie Phillips	Lead Science
SPP Member	Amy Grace	Lead Social Studies
SPP Member	Tara Hartman	Lead ELA
SPP Member	Hillary Tolotti	Lead Math
SPP Member	Allison Willamon	Lead 6th Grade ELA/SS
SPP Member	Erin Craig	Lead 6th Grade Math/Science
SPP Team Member	Dan Barthel	Lead Elective Teacher
SPP Team Member	Jessica Reese	Lead Counselor

Community Outreach Activities

Activity	Date	Lesson Learned
Back to School Night	August, 2024	We held sessions for families to meet teachers and ask questions about the upcoming school year.
Fall Festival	October, 2024	We had a huge turnout for this event. It was student led, which we attribute to the high turnout. We can leverage this event and others to involve families in the planning as well.
6th Grade Welcome Night	March, 2025	We had an orientation night for incoming 6th graders and families. Students ranked their elective choices. We will continue to hold this event to prepare students and families for middle school.