

Washoe County School District

Mariposa Language and Learning Academy

2025-2026 School Improvement Plan

Classification: 2 Star School

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/mariposa_language_and_learning_academy/2025

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Comprehensive Needs Assessment

Revised/Approved: June 5, 2025

Student Success

Student Success Areas of Strength

Student proficiency is on the rise with a reduction of students performing in the bottom 1/4. Student growth data is on a trend of progress.

Student Success Areas for Growth

Continue to focus on student growth for ALL learners with a focus on Math and EL supports.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language Acquisition	Staff are GLAD trained, and staff meeting in small groups to support students daily with language acquisition skills.
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	Below grade level skills	The Special Education teacher works closely with the classroom teachers for classroom support and sees students daily for individualized supports.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Mariposa has 36% of students achieving at level 1 proficiency.

Critical Root Cause: Academic language development delays or lack of exposure for students and there is a need for more intense and targeted Language Acquisition instruction for all subgroups in content areas of ELA, Math, and Science.

Adult Learning Culture

Adult Learning Culture Areas of Strength

School culture is focused on student growth and staff collaboration is clearly defined through lunch PLC and after school PD.

Adult Learning Culture Areas for Growth

Teach NVAC standards while using curriculum resources such as iReady Reading, UFLi and Engage NY and crosswalk GLAD, and GoTo strategies to use within the curriculum to support student learning.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language support	Staff have translators available as needed.
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): Mariposa has 36% of students achieving at level 1 proficiency and there is a need for adult learning opportunities specific to differentiating instruction to meet student needs. Adult learning must continue to be strategic and a priority to meet the needs of learners.

Critical Root Cause: Staff continues to need learning opportunities specific to differentiating instruction to meet student needs, the school continues to implement systemic ELA and Math vertically aligned curriculum, transition in staffing. We have a high ELL population with teachers building an understanding of language development.

Connectedness

Connectedness Areas of Strength

We have made progress in this area and are continually looking for ways to connect with families and community members.

Connectedness Areas for Growth

Continue a focus for person connectedness opportunities along with seeking other ways to connect with stakeholders.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Academic Language understanding	Families are provided with translation support at all events and all materials are sent home in Spanish and English.
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): Students, teachers, families, and community members provide evidence during school events such as Home Visits, conferences, and academic nights that they feel they want to build more of a partnership of being included in our school community and authentically understand achievement levels and longitudinal progress of students.

Critical Root Cause: We have a high ELL population with teachers building an understanding of using formative and summative language assessment practices that are designed to

advance the academic achievement and academic language development for culturally and linguistically diverse students. Teachers continue to build capacity to connect with families and community members.

Priority Problem Statements

Problem Statement 1: Mariposa has 36% of students achieving at level 1 proficiency.

Critical Root Cause 1: Academic language development delays or lack of exposure for students and there is a need for more intense and targeted Language Acquisition instruction for all subgroups in content areas of ELA, Math, and Science.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Mariposa has 36% of students achieving at level 1 proficiency and there is a need for adult learning opportunities specific to differentiating instruction to meet student needs. Adult learning must continue to be strategic and a priority to meet the needs of learners.

Critical Root Cause 2: Staff continues to need learning opportunities specific to differentiating instruction to meet student needs, the school continues to implement systemic ELA and Math vertically aligned curriculum, transition in staffing. We have a high ELL population with teachers building an understanding of language development.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Students, teachers, families, and community members provide evidence during school events such as Home Visits, conferences, and academic nights that they feel they want to build more of a partnership of being included in our school community and authentically understand achievement levels and longitudinal progress of students.

Critical Root Cause 3: We have a high ELL population with teachers building an understanding of using formative and summative language assessment practices that are designed to advance the academic achievement and academic language development for culturally and linguistically diverse students. Teachers continue to build capacity to connect with families and community members.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Criterion-Referenced Test in Mathematics
- Criterion-Referenced Test in Science
- Curriculum Based Measures
- Early childhood literacy and math data
- Early reading assessment results
- End-of-Unit Assessments
- Grades
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- Other
 - i-Ready

Adult Learning Culture

- Administrator evaluation
- Coaching Logs
- Communications data
- Evaluation(s) of professional development implementation and impact
- Master schedule
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- State certified and high quality staff data
- Student Climate Survey
- Study of best practices
- Teacher evaluation
- Teacher retention
- Walk-through data

Connectedness

- Attendance
- Behavior
- Home Visits
- Mobility rate, including longitudinal data

- Volunteer opportunities, attendance, and participation

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase proficiency rates on SBAC by 2% in ELA and Math while reducing the percentage of students that are at a level 1 by 2% in connection with a continued focus of reducing the number of EL students performing at a level 1 or 2.

Aligns with District Goal

Formative Measures: iReady Diagnostic data, iReady pathway individualized practice, STAR reading data, K-3 MAP data, schoolwide writing prompts.

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Teacher Assistants/iReady Continue to employ highly trained Teacher Assistants and 3-6 retired teachers to support small group (1:5) strategic intervention and enrichment support for ELA 3 days per week, and for Math 2 days per week as driven by data including but not limited to, iReady, MAP data, STAR data, and formative assessments. Teacher Assistants and staff will collaborate through weekly PLC time, weekly PD and ongoing MTSS to plan, do, study, and act to meet student academic needs.				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Action Steps: * Budget/plan for use of financial resources that are available. * Continue to use data to analyze student needs during weekly PLCs, PD, and MTSS meetings. * Build and maintain master schedule for "Walk To Learn" daily times and adjust according to student achievement data. * Provide ongoing data tools to staff for strategic planning for groups. * Schedule PLCs for support team with classroom teachers. * Teachers and Assistants focus on use of Access data to align instructional practice and differentiated supports for students.	Staff, administration, families	SY 2025-26			
Position Responsible: Staff, administration, families						
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: Mariposa has 36% of students achieving at level 1 proficiency. Critical Root Cause: Academic language development delays or lack of exposure for students and there is a need for more intense and targeted Language Acquisition instruction for all subgroups in content areas of ELA, Math, and Science.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Continued focus on weekly vertical PLC work, weekly professional learning aligned to student growth outcomes, quarterly MTSS strategic planning/measurement meetings, and specialized professional learning specific to language.

Aligns with District Goal

Formative Measures: Student achievement data as shared at PLCs, MTSS, and PD.
Student work samples are shared at PLCs, MTSS, and PD.

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: TNTP/PLC Continue and sustain the 3 years of work with The New Teacher Project as we engage in a PDSA cycle focused on student achievement outcomes, instructional feedback, and differentiated adult learning opportunities driven by data. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Action steps: * Monthly teacher formal observation lessons with feedback and coaching. * Use of walk through tools to collect data. * Strategic planning with EL dept. for systemic and meaningful PL opportunities. * Contract for PL opportunities as needed. * Evaluate data with Mariposa coach, staff and EL team on an ongoing basis. * Get feedback from staff to plan PL.</td><td>Staff and administration</td><td>SY 25-26</td></tr></table> Position Responsible: Staff and administration Evidence Level Level 2: Moderate: PLC Level 4: Demonstrate Rationale: TNTP Problem Statements/Critical Root Cause: Adult Learning Culture 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Action steps: * Monthly teacher formal observation lessons with feedback and coaching. * Use of walk through tools to collect data. * Strategic planning with EL dept. for systemic and meaningful PL opportunities. * Contract for PL opportunities as needed. * Evaluate data with Mariposa coach, staff and EL team on an ongoing basis. * Get feedback from staff to plan PL.	Staff and administration	SY 25-26	Status Check		
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				Nov	Feb	May								
No review	No review	No review												

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Mariposa has 36% of students achieving at level 1 proficiency and there is a need for adult learning opportunities specific to differentiating instruction to meet student needs. Adult learning must continue to be strategic and a priority to meet the needs of learners. Critical Root Cause: Staff continues to need learning opportunities specific to differentiating instruction to meet student needs, the school continues to implement systemic ELA and Math vertically aligned curriculum, transition in staffing. We have a high ELL population with teachers building an understanding of language development.

Inquiry Area 3: Connectedness

SMART Goal 1: 100% of the student body in grades K-6 will use their student data binders to track personal growth and data with progress being shared at parent conferences in the fall and spring.

Aligns with District Goal

Formative Measures: Staff and student proficiency and use of data binders throughout school day and use during family conferences.

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Parent Teacher Home visits (relationship building visits) schedule 1 time a year in the fall and parent teacher conferences at school in the spring in addition to 6-10 other family involvement events throughout the school year including events with partners such as Spread The Word Nevada.				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	schedule 1 time a year in the fall and parent teacher conferences at school in the spring in addition to 6-10 other family involvement events throughout the school year including events with partners such as Spread The Word Nevada.	Staff, students, and families	SY 25-26			
Position Responsible: Staff, students, and families 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: Students, teachers, families, and community members provide evidence during school events such as Home Visits, conferences, and academic nights that they feel they want to build more of a partnership of being included in our school community and authentically understand achievement levels and longitudinal progress of students. Critical Root Cause: We have a high ELL population with teachers building an understanding of using formative and summative language assessment practices that are designed to advance the academic achievement and academic language development for culturally and linguistically diverse students. Teachers continue to build capacity to connect with families and community members.

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
Home Visits	September	
Block Party	September	
STEAM/Math/Reading Nights	Fall and Spring	
Spring Conferences	May	
Snack Time with Books	Fall and Spring	