Washoe County School District

Kendyl Depoali Middle School

Classification: 5 Star School

2026-2027 School Improvement Plan

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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.

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Comprehensive Needs Assessment

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 and we have been engaging with department leaders in Special Education and the EL department to both support these student populations but to also implement practices that more effectively support all learners.

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 and refine professional development schoolwide to address the needs of specific populations and more effectively engage in learning practices that benefit all students. We will also continue to refine structures so that all students are able to participate in the iReady diagnostics and lessons and more students have support in the classroom and Tier 2 and 3 learning environments.

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 and access to services.	Attendance monitoring, monthly meetings with truancy and re-engagement officer. Active meetings with case managers and social workers to address underlying issues.
Free and Reduced Lunch	Engagement (high truancy and absenteeism) with school and access to services and supports.	Building tier 2 and 3 interventions and active case management through counselors to both increase engagement and provide additional access to service and needed goods and supports for school.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	

Student Group	Challenge	Solution
Students with IEPs	Improving access to both supports and effective tier 1 instruction.	Supports within this arena revolve around both the supports that are provided within tier 1 instruction and the alignment and collaboration with special education teachers to both remediate and improve access to tier 1 instruction through aligned supports provided within SSTS classrooms.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Student proficiency scores have not exceeded 65% in the past three years in the areas of Math, ELA, and Science.	Many students lack the foundational skills needed in order to master grade level standards. In addition instructional practice may hamper progress and impede individual engagement with rigorous grade level curriculum.

★ = Priority

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.

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.

Staff climate survey indicates two primary areas of need to support adult and staff learning. We faced reductions in both staff collaboration (down 4%) and expectations of success (down 8%), this is paired with a reduction in perceptions of quality within WCSD (down 15%). These reductions forced the need to reexamine and strengthen adult collaboration for many of our most impacted learning including those with 504s, IEPs, and EL students. We're working heavily with multiple district departments to improve tier 1 instruction for these learners and working with these departments to improve and refine coteaching so staff members are able to effectively engage and support one another in planning and in the classroom.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Access to effective instruction and strategies that engage students in their expressive and receptive skills. Building understanding of these students so teachers can best support their needs.	Partnering with the EL and SPED departments to both review and implement GLAD strategies and to refine co-teaching models.
Foster/Homeless	Constructing structures and supports within the school and classrooms to both build attendance and in school support.	Working with case managers, social workers, and foster homes to build a continuum of care from home to the school. Creating support structures and engaging counselors and teachers to provide supports for individual students.
Free and Reduced Lunch	Building understanding of these students and their families and the supports needed to address their needs.	Building capacity through family engagement and implementing a home visit program to have staff engage more effectively with financially impacted families and their needs.
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	N/A	
Students with IEPs	Access to differentiated and challenging tier 1 instruction that meets student's individual needs. Providing collaboration opportunities between special education and general education teachers to understand and address student need.	Partnering with the EL and SPED departments to both review and implement GLAD strategies and to refine co-teaching models. Reworking the schedule to ensure special education teachers have the ability to plan and engage with core content teachers.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	Not all PLCs have a defined structure for their meetings and structures needed to be refined to ensure the ability of all staff members to collaborate and effectively engage with specific populations.	Not every PLC is using a guiding document to structure the PLC meeting. PLCs didn't always have embedded structures within the schedule and professional development to access specific staff members overseeing and supporting special student populations. Schedules have been refined to provide more opportunities for collaboration and professional development is being developed schoolwide and implemented to support specific students and refine instructional practices. Staff climate survey indicates two primary areas of need to support adult and staff learning. We faced reductions in both staff collaboration (down 4%) and expectations of success (down 8%), this is paired with a reduction in perceptions of quality within WCSD (down 15%). These reductions forced the need to reexamine and strengthen adult collaboration for many of our most impacted learning including those with 504s, IEPs, and EL students. We're working heavily with multiple district departments to improve tier 1 instruction for these learners and working with these departments to improve and refine co-teaching so staff members are able to effectively engage and support one another in planning and in the classroom.

★ = Priority

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.

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. Furthermore, more work is needed to ensure that our staff is effectively connecting with and collaborating with diverse populations.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Having the ability to effectively communicate and engage with the wide variety of languages and cultures within the school.	Working with the EL department and building and using resources that allow for more effective and responsive communication with families. Creating opportunities for interaction that build understanding and collaboration and sharing meaningful data and progress with families in a way that allows them to more effectively support their students learning at home and as they interact with curriculums. Improving Tier 1 and 2 educational structures in collaboration with the EL department to maximize learning in the classroom and improve supports as students engage with the school.

Student Group	Challenge	Solution
Foster/Homeless	Identifying and working with a wider variety of stakeholders engaged with these students.	Conducting deliberate outreach to engage case workers, social workers, and foster homes to support students at home and at school. Working with a variety of services to identify those in care and creating opportunities for collaboration across the continuum of care. Deliberately improving attendance for these students and their caregivers as this is a typical area of need. Connecting families with additional resources to ensure that the burden of attending school is minimized and that families have the resources they need to support their students' academics and wellbeing.
Free and Reduced Lunch	Ensuring that families within this spectrum have a variety of meaningful ways to engage with the school and support their students.	Working with the MTSS department and a variety of community resources like Children's Cabinet to connect families with resources that extend beyond the school setting. Building tier 2 and 3 interventions and active case management through counselors to both increase engagement and provide additional access to service and needed goods and supports for school to explicitly improve attendance and engagement with learning.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	Improving access to both supports and effective tier 1 instruction.	Improving the IEP process, providing additional tiered resources, and working with various district departments to improve tier 1 instruction. Supports within this arena revolve around both the supports that are provided within tier 1 instruction and the alignment and collaboration with special education teachers to both remediate and improve access to tier 1 instruction through aligned supports provided within SSTS classrooms. By improving both the IEP process and access to resources within the school, it provides families with a deeper understanding of their students' needs and how the school can address their students' needs within the classroom and using additional tiered supports.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Our chronic absenteeism is 12%.	Student and family buy in and feeling like an important part of the school.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Student proficiency scores have not exceeded 65% in the past three years in the areas of Math, ELA, and Science.	Many students lack the foundational skills needed in order to master grade level standards. In addition instructional practice may hamper progress and impede individual engagement with rigorous grade level curriculum.
2 ★	Not all PLCs have a defined structure for their meetings and structures needed to be refined to ensure the ability of all staff members to collaborate and effectively engage with specific populations.	Not every PLC is using a guiding document to structure the PLC meeting. PLCs didn't always have embedded structures within the schedule and professional development to access specific staff members overseeing and supporting special student populations. Schedules have been refined to provide more opportunities for collaboration and professional development is being developed schoolwide and implemented to support specific students and refine instructional practices. Staff climate survey indicates two primary areas of need to support adult and staff learning. We faced reductions in both staff collaboration (down 4%) and expectations of success (down 8%), this is paired with a reduction in perceptions of quality within WCSD (down 15%). These reductions forced the need to reexamine and strengthen adult collaboration for many of our most impacted learning including those with 504s, IEPs, and EL students. We're working heavily with multiple district departments to improve tier 1 instruction for these learners and working with these departments to improve and refine co-teaching so staff members are able to effectively engage and support one another in planning and in the classroom.
3 ★	Our chronic absenteeism is 12%.	Student and family buy in and feeling like an important part of the school.

★ = 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**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **WIDA ACCESS for ELLs**
- [x] **WIDA Alternate ACCESS (WAA)**

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**

Connectedness

- [x] **Attendance**
- [x] **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, 45% in 2023-24, and 45% in 2025-26. For the 2026-27 school year, our goal will be that 50% 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, 60% in 2023-24, 55% in 2024-25, and 50% in 2025-26. Our goal for this year is to have 60% 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, 55% in 2023-24, 58% in 2024-25, and 54% in 2025-26. Our goal for this year is to have 60% of all students demonstrate proficiency on the ELA SBAC.

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

Improvement Strategy 1

iReady

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Overall math proficiency scores were 39% in 2019-20, 44% in 2021-22, 43% in 2022-23, and 45% in 2023-24. 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 2026-27	

Position Responsible: Principal

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Student proficiency scores have not exceeded 65% in the past three years in the areas of Math, ELA, and Science.	Many students lack the foundational skills needed in order to master grade level standards. In addition instructional practice may hamper progress and impede individual engagement with rigorous grade level curriculum.

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.

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

Improvement Strategy 1

PLC Process utilizing guiding document.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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 2026-27	

Position Responsible: Principal

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	Not all PLCs have a defined structure for their meetings and structures needed to be refined to ensure the ability of all staff members to collaborate and effectively engage with specific populations.	Not every PLC is using a guiding document to structure the PLC meeting. PLCs didn't always have embedded structures within the schedule and professional development to access specific staff members overseeing and supporting special student populations. Schedules have been refined to provide more opportunities for collaboration and professional development is being developed schoolwide and implemented to support specific students and refine instructional practices. Staff climate survey indicates two primary areas of need to support adult and staff learning. We faced reductions in both staff collaboration (down 4%) and expectations of success (down 8%), this is paired with a reduction in perceptions of quality within WCSD (down 15%). These reductions forced the need to reexamine and strengthen adult collaboration for many of our most impacted learning including those with 504s, IEPs, and EL students. We're working heavily with multiple district departments to improve tier 1 instruction for these learners and working with these departments to improve and refine co-teaching so staff members are able to effectively engage and support one another in planning and in the classroom.

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 2023-24 13% of students attended less than 90% of the time, in 2024-25 11% of students attended less than 90% of the time, and in 2025-26 14% 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 2026-2027 school year.

Formative Measures: BIG Data

Improvement Strategy 1

SEL/Parent Teacher Home Visit (PTHV)

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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 2026-27	

Position Responsible: Principal

Evidence Level

Level 1: Strong:
Parent/Teacher Home Visits

Level 2: Moderate:
SEL

Problem Statements: Connectedness 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Our chronic absenteeism is 12%.	Student and family buy in and feeling like an important part of the school.

Teams

Teams

School Continuous Improvement (CI) Team

Members

First Name	Last Name	Position	Committee Role
Terry	Bartek	Admin Secretary	SIP Member
Amy	Coombs	Assistant Principal	SPP Member
Kendra	Carlsen	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
Stefanie	Falk	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	Willaman	Lead 6th Grade ELA/SS	SPP Member
Erin	Craig	Lead 6th Grade Math/Science	SPP Member
Darrell	Crowther	Lead Elective Teacher	SPP Team Member
Leah	Smeltzer	Lead Counselor	SPP Team Member

Community Outreach Activities

Activity	Date	Lesson Learned
Fall Carnival	10/22	The need to engage with families and communities in a manner that engages families with one another and within the school for current, former, and future Depoali families. The event shares the joys of the school with the community.
First Semester Awards Night	1/28	Fosters an environment of celebration revolving around academic successes. Celebrates achievement and growth with families in addition to celebrating and reiterating STRIKE values.
8th Grade Awards Night	6/2	Fosters an environment of celebration revolving around the culmination of academic successes. Celebrates achievement and growth with families in addition to celebrating and reiterating STRIKE values.
Quarterly Concerts (Band, Orchestra, Choir, and Piano)	Quarterly	Displays of extra-curricular achievement and learning. Celebrates growth and provides an event to informally and formally interact with the school.
Athletic Meets and Games	Bi-Monthly	Displays of extra-curricular achievement and learning. Celebrates growth and provides an event to informally and formally interact with the school.