Washoe County School District



Michael Inskeep Elementary School

Classification: 3 Star School

2026-2027 School Improvement Plan

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Mission Statement

At Michael Inskeep Elementary, our school community strives to ensure ALL will RISE academically and personally in a positive and inclusive learning environment through high expectations, rigorous and essential instruction while collaboratively creating meaningful relationships to cultivate independent life-long learners.

Vision

Eagles RISE as one.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

Students were exposed to more concrete math tools as a result of our Math PACT professional development we participated in last school year. We had more consistent academic vocabulary being used as well. We received funding through the CEIS grant to have a long-term sub who will provide consistent interventions for students.

Our student climate survey data increased in several areas, particularly that students feel they would be missed if absent, there is an adult they trust, and the SEL data was spot on with this group of 5th graders.

Our iReady data increased across the board in multiple areas. Overall, we were in the upper right quadrant in reading for grades K-4 (5th had low performance but high growth). We were in the upper right quadrant in math for grades K-3 and low performance/ high growth for 4th and 5th grades.

Parent Climate Survey results for the 25-26 SY indicated 98% of families had at least one trusted adult at school (an increase from previous year) and 93% of families report the school really cares about their school.

WIDA data shows we exited 6 of 24 students, which is an increase from the previous year. Six students are matriculating to middle school and another is moving out of state leaving us with 11 identified EL students for the 26-27 SY.

Areas for Growth

Unfortunately, our 2025-2026 Staff Climate Survey saw a decrease in the Fairness and Respect, iReady, Quality of WCSD, Parent Involvement, and Staff Collaboration areas. Our Leadership Team reviewed the results and determined we had more staff completing the survey this year and it happened after our 3rd power outage, which possibly had an impact. We also realized several of us completing the survey interpreted questions differently and we want to have a staff meeting to review questions for clarity and then we take the survey individually but in the same location to help with questions that arise.

iReady end of year 2025-2026 data showed a lot of increases but also indicated gaps in the EL and IEP sub categories.

iReady to SBAC projections indicate more growth in reading than in math.

WIDA data shows EL students need more speaking and reading opportunities.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Consistent Tier I instruction with more spoken communication throughout the day is still a challenge even with staff meetings to problem-solve. Walk throughs indicate teachers are talking more than students.	Use more accountable talk, sentence stems, or turn and talk before calling on students. Push EL students to speak more and in complete sentences. EL students also need more reading and vocabulary support.
Foster/Homeless	N/A	
Free and Reduced Lunch	We cannot identify FRL students	Treat all students the same and consistently modify intervention and enrichment groups based on data.

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	While we have been trained in Equity and Diversity, we still see gaps in how students feel they are being treated according to the Parent Climate Survey results.	Continue to build trusting relationships with students and families. We want to make sure every student sees themselves reflected and respected in instruction.
Students with IEPs	Making sure all students with an IEP receive all of their accommodations in the day as well as their SDI minutes during WIN (what I need) times and we have a lack of wraparound services in the Cold Springs area.	Use more accountable talk, sentence stems, or turn and talk before calling on students. Push IEP students to speak more and in complete sentences. Admin will continue to monitor SDI minutes and the master schedule, each quarter case managers will collect accommodation data to determine what is or is not being used. Pre-teach academic vocabulary and provide more vocabular practice.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Students are experiencing struggles with reading (fluency, vocabular, and comprehension), automaticity with math facts, and self-regulation to stay focused and attentive throughout the school day according to student climate survey data and iReady diagnostic results. WIDA data shows EL students need more speaking and reading opportunities	As a staff, we reviewed iReady data after the winter diagnostic to identify areas of success and growth. We saw vocabulary had little growth so we had a staff meeting to create plans per grade level to address vocabulary and comprehension. The plans were in the weekly online newsletter (Smore) for staff and classroom walk throughs showed an increase in these areas until spring break (for a few weeks). However, there was a decrease in these areas after spring break and toward the end of the school year.

★ = Priority

Adult Learning Culture

Areas of Strength

Staff climate survey data indicated teachers participated in Professional Learning Communities and they had consistent preparation time. We started to learn about Teacher Clarity with a focus on common objectives with aligned success criteria. For the 25-26 SY, we saw an increase in Social Emotional Learning as a staff, expectations of success were more clear, and home-school communications were more consistent.

Areas for Growth

An area of growth, according to staff climate survey data, is that not all staff felt they knew their job responsibilities (non-teachers) and all would like more support with enforcing consistent behavior expectations. We also need ongoing training for addressing behavior consistently. We saw where some staff (mostly classified) were not comfortable in addressing student behaviors so they would tell another staff who may or may not have dealt with the situation. This caused some students to "get away" with behaviors, addressing behaviors fell through the cracks, and staff who were "dumped on with problems" got tired of always "being the bad guy".

Staff also report a big decrease in the Quality of WCSD and iReady. Specifically, staff are not feeling they are well-informed about policies or initiatives and are not optimistic about the direction of the school district. After our Leadership Team talked about this, a large part of this continues to be around changes in executive leadership in the district, lack of communication about changes, not feeling valued (especially after the 3rd power outage in our area and little to no district response - our building was heating up, we were not allowed to cancel school after 4 hours of being without power, and told to keep our doors open for air flow even though this created a larger security issue).

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	We have 1-2 EL students per classroom (up to 5 or 6 in a grade level) and staff do not always adjust instruction to meet EL student needs.	Treat all students the same and consistently modify intervention and enrichment groups based on data. Provide more pre-teaching of vocabulary and give students an opportunity to talk to a partner before responding whole group or completing an assignment.
Foster/Homeless	N/A	
Free and Reduced Lunch	Treat all students fairly and with kindness.	Revisit PBIS matrix during the first few weeks of school and after each break (fall, winter, spring) to review what it looks like or sounds like. We also modified our PBIS class feathers goals to include more increments to reward positive behaviors.
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Treat all students fairly and with kindness.	Revisit PBIS matrix.
Students with IEPs	Sometimes getting all of their SDI minutes for SEL is challenging based on the number of minutes for students. We also need to ensure students are using their accommodations. We also have a lack of wraparound services in the Cold Springs area.	Make sure students with SEL in their IEP are getting all of their SDI minutes. Case Managers will create quarterly forms for accommodations to ensure students have access and are using them. If they are not using them, then determine why (grew out of them or not sure how to use them).

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	Professional Learning Communities were consistently implemented across all grade levels but moving through the 4 PLC questions was not consistent, especially in the last phase of regrouping, reteaching, and reassessing. We were also not sharing students across the grade level to close Tier 1 gaps. Learning Intentions and Success Criteria were more consistent across each grade level. WIDA data shows EL students need more speaking and reading opportunities	We need to take more time to delve deeper into CFA results, regroup, reteach, and reassess. We realized with the change to WIN (what I need) caused a problem with not sharing students across the grade level, this problem continued even after training. It improved when an administrator set timelines and deadlines.

★ = Priority

Connectedness

Areas of Strength

We increased our Parent Teacher Home Visit goal and we have a school-wide PBIS Matrix that has been taught whole school as well as by individual classrooms, and students were regularly rewarded for following expectations. Our attendance rates also decreased from 10.37% to 6.96%.

We increased our number of class feathers being given out and class awards for Attendance as well as PBIS goals were more successful.

During awards ceremonies, students increased their understanding of what RISE means on our PBIS matrix by reciting each letter correctly with families.

Areas for Growth

Our PBIS committee created QR code posters and put those up around the campus to help improve class feathers. Our school has a solid foundation of implementing the PBIS matrix, but we need to see more consistency with all staff holding students accountable. Our climate survey data and discussions in leadership indicate we have staff who do not want to deal with behaviors which is causing inconsistencies.

We need to increase our number of Parent Teacher Home Visits - we have several staff trained, but when it comes time to schedule visits, most of the staff is busy or doesn't respond to email requests. We have a handful of staff who go on several visits and we do not want them to get burned out.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Meeting all families where they are at based on counselor survey at the begging of the year and as issues arise. We have a lack of wraparound services in the Cold Springs Area.	PTHV and Conference attendance increased; our chronic absences have decreased to less than 10% - keep with bi-weekly attendance meetings. We also modified our PBIS class feathers goals to include more increments to reward positive behaviors.
Foster/Homeless	N/A	
Free and Reduced Lunch	We have a lack of wraparound services in the Cold Springs Area.	PTHV and Conference attendance increased; our chronic absences have decreased to less than 10% - keep with bi-weekly attendance meetings. We also modified our PBIS class feathers goals to include more increments to reward positive behaviors.
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	We have a lack of wraparound services in the Cold Springs Area.	Treat all students the same and consistently modify intervention and enrichment groups based on data.
Students with IEPs	We have a lack of wraparound services in the Cold Springs Area.	Continue to check in during IEP and eligibility meetings to ensure parents are understanding they are a valued partner. Asking for their child's hopes and dreams more often and ensuring they understand goals and objectives for support.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	We have many teachers who are trained to participate and complete home visits, but not everyone is doing this. We also have staff who are not consistently holding students accountable for their behavior. WIDA data shows EL students need more speaking and reading opportunities	Many staff are tired by the time they leave school and struggle to manage outside of school schedules to participate in more home visits. They want to, but actually scheduling and attending a visit is incredibly difficult. As for behavior, some staff do not feel that is their job which comes back to a lack of training and understanding we are all one team together.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Students are experiencing struggles with reading (fluency, vocabular, and comprehension), automaticity with math facts, and self-regulation to stay focused and attentive throughout the school day according to student climate survey data and iReady diagnostic results. WIDA data shows EL students need more speaking and reading opportunities	As a staff, we reviewed iReady data after the winter diagnostic to identify areas of success and growth. We saw vocabulary had little growth so we had a staff meeting to create plans per grade level to address vocabulary and comprehension. The plans were in the weekly online newsletter (Smore) for staff and classroom walk throughs showed an increase in these areas until spring break (for a few weeks). However, there was a decrease in these areas after spring break and toward the end of the school year.
2 ★	Professional Learning Communities were consistently implemented across all grade levels but moving through the 4 PLC questions was not consistent, especially in the last phase of regrouping, reteaching, and reassessing. We were also not sharing students across the grade level to close Tier 1 gaps. Learning Intentions and Success Criteria were more consistent across each grade level. WIDA data shows EL students need more speaking and reading opportunities	We need to take more time to delve deeper into CFA results, regroup, reteach, and reassess. We realized with the change to WIN (what I need) caused a problem with not sharing students across the grade level, this problem continued even after training. It improved when an administrator set timelines and deadlines.
3 ★	We have many teachers who are trained to participate and complete home visits, but not everyone is doing this. We also have staff who are not consistently holding students accountable for their behavior. WIDA data shows EL students need more speaking and reading opportunities	Many staff are tired by the time they leave school and struggle to manage outside of school schedules to participate in more home visits. They want to, but actually scheduling and attending a visit is incredibly difficult. As for behavior, some staff do not feel that is their job which comes back to a lack of training and understanding we are all one team together.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **Curriculum Based Measures**
- [x] **End-of-Unit Assessments**
- [x] **Grades**
- [x] **I-Ready**
- [x] **Local benchmark, common assessments, diagnostic assessments, or interim assessments data**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **Nevada State Performance Framework (NSPF)**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **WIDA ACCESS for ELLs**

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Lesson Plans**
- [x] **Master schedule**
- [x] **Professional Development Agendas**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **School leadership data**
- [x] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**
- [x] **Teacher evaluation**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Community surveys and/or other feedback**
- [x] **PBIS/MTSS data**
- [x] **Perception/survey data**
- [x] **Social Emotional Learning Data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

Eighty percent of all students will meet their typical growth target in reading and math on the third iReady Diagnostic. Thirty percent of students will meet their stretch growth in reading and math on the third iReady Diagnostic

Students will participate in ORF, LETRS Spelling Inventory, and Sight Words 3x/year and tracked on our internal data sheets and we will have an Assessment Binder for unity and cohesion of implementing benchmark assessments.

Formative Measures: iReady diagnostic results for reading and math

Grade level and teacher data sheets

Training on LETRS Spelling Inventory and creation of an assessment binder for the staff

Assessment Binder aligned to LETRS benchmarks and cohesion K-5 for implementation of school-wide benchmarks

Improvement Strategy 1

iReady

PLC's

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Design standardized testing schedule to ensure that students are afforded the most conducive testing environment and that 100% of students complete the assessments. Educate students and families on the Diagnostic Assessment and how they can help prepare their children before students are scheduled to take the assessment. Administration will conduct data chats with teachers after each Diagnostic Assessment. Create an incentive/reward system to recognize students meeting their growth target. Develop a system to adjust a student's Personalize Path when a Diagnostic Assessment score does not accurately reflect a student's ability. Establish a consistent process and calendar how and when teachers will convene to review lesson passage rates, usage minutes, and growth/performance movement by student group. Develop data points and criteria to use to prioritize students who need additional instruction and/or intervention, and the criteria to use to exit students from additional supports. Provide professional learning focused on the use of data collections resources. Provide ongoing professional learning to support speaking and listening skills as identified in our ACCESS data in all classrooms.	Teachers, Dean, Counselor, and Principal	3 times per year	

Position Responsible: Teachers, Dean, Counselor, and Principal

Evidence Level

Level 2: Moderate:
PLC

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1

Status Checks

In progress

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Students are experiencing struggles with reading (fluency, vocabular, and comprehension), automaticity with math facts, and self-regulation to stay focused and attentive throughout the school day according to student climate survey data and iReady diagnostic results. WIDA data shows EL students need more speaking and reading opportunities	As a staff, we reviewed iReady data after the winter diagnostic to identify areas of success and growth. We saw vocabulary had little growth so we had a staff meeting to create plans per grade level to address vocabulary and comprehension. The plans were in the weekly online newsletter (Smore) for staff and classroom walk throughs showed an increase in these areas until spring break (for a few weeks). However, there was a decrease in these areas after spring break and toward the end of the school year.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

Staff will actively participate in 3 professional learning sessions on Systems and Behavior (PBIS and MTSS). Staff will also continue to focus on Teacher Clarity with aligned learning intentions/success criteria/common assessments for students as we implement a LETRS Literacy Plan created via our Leadership Team and aligned to the District's Strategic Plan.

Formative Measures: Walk thru form completed each month to show how the PBIS matrix is being reinforced during class as well as MTSS during WIN times.
Agendas for PBIS and MTSS committees located in SharePoint for the whole staff to access.
Monthly staff meetings focused on alignment with implementing PBIS and MTSS expectations.
Staff will complete building-wide assessments 3 times a year and discuss data after each one.

Improvement Strategy 1

Student Voice

PLC's

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	All staff will participate in the August, October, and January professional learning sessions on Systems & Behavior, measured by agendas, sign-in sheets, and feedback from staff. Implement structured weekly PLC meetings with explicit agendas to discuss instructional practices, student data, and components of The Teacher Clarity Playbook. These will be held in Hub 2 and 3 on Wednesday early release days. Analyze and dissect grade level subject standards to determine appropriate rigor of instruction. Within PLC meeting, teachers will collaborate to define clear learning intentions for daily lessons across all subject areas, aligned with curriculum standards and student needs. Implement peer observation and feedback protocols and share observation takeaways during PLC meetings to promote continuous improvement. PBIS committee will meet twice a month on Thursday mornings and have agendas/minutes housed in SharePoint for stronger alignment of communication and expectations. MTSS committee will meet every 6 weeks for stronger alignment with grade level weekly meetings and ensure student data is being collected regularly. Mandatory monthly staff meetings to support PBIS and MTSS expectations are communicated more frequently (happened twice a year before).	Principal, Dean, and Teachers	End of Year SY 26-27	

Position Responsible: Principal and Dean

Evidence Level

Level 2: Moderate:
PLC

Level 3: Promising:
Family Engagement, Student Voice

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	Professional Learning Communities were consistently implemented across all grade levels but moving through the 4 PLC questions was not consistent, especially in the last phase of regrouping, reteaching, and reassessing. We were also not sharing students across the grade level to close Tier 1 gaps. Learning Intentions and Success Criteria were more consistent across each grade level. WIDA data shows EL students need more speaking and reading opportunities	We need to take more time to delve deeper into CFA results, regroup, reteach, and reassess. We realized with the change to WIN (what I need) caused a problem with not sharing students across the grade level, this problem continued even after training. It improved when an administrator set timelines and deadlines.

Inquiry Area 3

Connectedness

SMART Goal 1

We will complete 20 home visits through the Parent Teacher Home Visit program for the 26-27 school year.

The percentage of students identified as chronically absent in the 26-27 school year will be 8% or lower.

Families will report the rules and expectations for behavior are consistently implemented at 85% or higher.

Formative Measures: Sign in sheets and data tracking with our PTVP Champion.

Daily attendance checks, communicating via Class Dojo, ASRs, BIG reports, sending letters, having meetings with families.

Stronger communication after behavior events with families to ensure we are closing the loop in communication on behavior expectations for all students.

Improvement Strategy 1

Home Visits

Family Engagement

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Send community messages via Class Dojo and a paper sign up to elicit more family engagement. Organize workshops and information sessions specifically designed for parents/guardians to educate them on the importance of attendance and provide strategies for improving their child' attendance. Collaborate with families to develop individualized attendance plans for students at risk of chronic absenteeism. Create and implement a system of incentives and recognition for students and families who demonstrate improved attendance. Conduct home visits for students who are at risk of chronic absenteeism. Offer opportunities for parents/guardians to become involved in the community through volunteering. Through Infinite Campus documentation, ensure that families of students involved in a behavior incident have two-way communication and outline consistent expectations for students involved.	PTHV Champion Clerk, Secretary, Counselor, Dean, Teachers, and Principal	Quarterly	

Position Responsible: PTHV Champion Clerk, Secretary, Counselor, Dean, Teachers, and Principal

Evidence Level

Level 1: Strong:
Home Visits

Level 3: Promising:
Family Engagement

Problem Statements: Connectedness 1

Status Checks

Revisions needed

November **February** **May**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	We have many teachers who are trained to participate and complete home visits, but not everyone is doing this. We also have staff who are not consistently holding students accountable for their behavior. WIDA data shows EL students need more speaking and reading opportunities	Many staff are tired by the time they leave school and struggle to manage outside of school schedules to participate in more home visits. They want to, but actually scheduling and attending a visit is incredibly difficult. As for behavior, some staff do not feel that is their job which comes back to a lack of training and understanding we are all one team together.

Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

1.1 Comprehensive Needs Assessment

Each quarter, our leadership committee, consisting of a representative from each bargaining unit and or grade level review the school performance plan and needs of the building by looking at BIG data and climate survey data.

2.1 School Performance Plan (SPP) developed with appropriate stakeholders

The school performance plan was developed by the leadership team which also had a parent during these meetings. We discussed current goals, areas of concern, celebrated growth areas, and outlined next steps. This was then shared with the whole staff. Each of our major committees (leadership, MTSS, PBIS, and Social) also have the 3 school goals at the top of the agendas.

2.2 Regular monitoring and revision

We hold status checks three times in the year focusing on iReady data, building data sheets, TACA forms completed by PLCs, climate survey data for students, staff, and families, behavior data, and attendance data.

2.3 Available to parents and community in an understandable format and language

The plan is posted on our school website with a Class Dojo message sent out to alert families of any adjustments.

3.1 Annually evaluate the schoolwide plan

We hold status checks three times in the year focusing on iReady data, building data sheets, TACA forms completed by PLCs, climate survey data for students, staff, and families, behavior data, and attendance data.

Community Outreach Activities

Activity	Date	Lesson Learned
PTO Clean Up	August 8, 2026	Need more parents and families, but had a great community turn out.
PTO Meeting	August 17, 2026	Regular Meeting establishing why we do what we do, our purpose, and events coming up. We had five more parents at this meeting than before.
PTO Bingo Night	September 11, 2026	
Boo Bash	October 20, 2026	