Washoe County School District

Miguel Sepulveda Elementary School

Classification: 2 Star School

2026-2027 School Improvement Plan

District Approval Date:
October 19, 2026

Generated by Plan4Learning.com
November 10, 2026 at 12:18 PM

Mission Statement

The Skyrocket Community will launch mindful life-long learners.

Table of Contents

Comprehensive Needs Assessment 4

Student Success 5

Adult Learning Culture 10

Connectedness 19

Priority Problem Statements 24

Data Documentation for CNA 27

Student Success 28

Adult Learning Culture 28

Connectedness 28

Inquiry Areas 29

Inquiry Area 1 : Student Success 30

Inquiry Area 2 : Adult Learning Culture 35

Inquiry Area 3 : Connectedness 37

Community Outreach Activities 39

Comprehensive Needs Assessment

Student Success

Areas of Strength

Sepulveda has established schoolwide experience using i-Ready as an informative assessment and progress-monitoring tool, providing a foundation for strengthening data-informed instruction and MTSS.

- Historical SBA results demonstrate that Sepulveda students are capable of meaningful year-to-year improvement. From 2024 to 2025, ELA proficiency increased from 42% to 48%, while mathematics increased from 41% to 44%. However, 2026 results declined to 40% in ELA and 42% in mathematics, identifying an opportunity to strengthen and sustain student growth.
- The school has an existing foundation in Teacher Clarity. Previous walkthrough data indicated that Learning Intentions and Success Criteria were present across classrooms, with the next identified step being greater student involvement in the learning process.

Areas for Growth

Overall SBA performance indicates a need to strengthen and sustain student achievement and growth in both ELA and mathematics. In 2026, ELA proficiency decreased from 48% to 40%, while mathematics proficiency decreased from 44% to 42%.

- In ELA, 60% of students performed below proficiency in 2026, including 38% at Level 1 and 22% at Level 2. This indicates a need to strengthen Tier 1 literacy instruction while providing timely, targeted support for students performing below grade-level standards.
- In mathematics, 60% of students performed below proficiency in 2026, including 33% at Level 1 and 27% at Level 2. Continued attention is needed to strengthen conceptual understanding, academic discourse, vocabulary, and students' ability to apply mathematical thinking.
- The school will strengthen the connection between assessment data, classroom instruction, and MTSS by using i-Ready, classroom formative assessments, student work, and walkthrough evidence to identify student needs and determine whether instructional strategies are producing measurable changes in student learning and engagement.

Equity Resource Supports

English Learners	English Learners continue to demonstrate a significant achievement gap in grade-level academic performance. In 2026, only 15% of EL students were proficient in ELA compared with 40% schoolwide. While EL students demonstrated an ELA median Student Growth Percentile of 48, mathematics growth remains a concern, with an EL median SGP of 26 compared with 45 schoolwide.	Sepulveda will strengthen Tier 1 instruction for English Learners through explicit academic vocabulary instruction, structured opportunities for student discourse, and intentional integration of speaking, listening, reading, and writing across content areas. Teachers will use ACCESS, i-Ready, formative assessments, and student work during PLC and MTSS cycles to identify individual language and academic needs and adjust instruction. Walkthroughs will monitor not only implementation of instructional strategies, but whether EL students are actively engaging with grade-level content, using academic vocabulary, explaining their thinking, and demonstrating understanding.
Foster/Homeless	Students experiencing foster care placement or housing instability may face interruptions in attendance, academic continuity, and access to learning resources. These circumstances can create barriers to consistent engagement in grade-level instruction and participation in interventions. Sepulveda will use individual student data to identify academic needs and ensure students receive timely, equitable support.	Sepulveda will use PLC and MTSS structures to monitor attendance, i-Ready performance, classroom assessments, and academic growth for students experiencing foster care or housing instability. Teachers, administration, and appropriate district support personnel will coordinate interventions, instructional materials, and individualized supports to reduce barriers to learning. Student progress will be monitored regularly, with adjustments made to ensure access to rigorous Tier 1 instruction and targeted academic support.

Free and Reduced Lunch	Students from economically disadvantaged households may experience barriers related to access to academic resources, technology, consistent attendance, and opportunities for extended learning. Sepulveda must ensure that economic circumstances do not limit students' access to rigorous grade-level instruction, academic interventions, or opportunities to demonstrate growth.	Sepulveda will provide equitable access to high-quality Tier 1 instruction, academic materials, i-Ready resources, and targeted MTSS interventions. PLC teams will review student achievement, growth, and engagement data to identify students requiring additional support. Teachers will provide differentiated instruction, explicit academic vocabulary development, and frequent checks for understanding. Academic progress will be monitored to ensure students experiencing economic disadvantage receive timely interventions and opportunities for academic success.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Sepulveda serves students from diverse racial, ethnic, cultural, and linguistic backgrounds. Differences in academic performance and access to learning opportunities must be examined to ensure all student groups experience equitable outcomes. Students need consistent access to culturally responsive instruction, rigorous grade-level content, meaningful academic discourse, and opportunities to demonstrate their knowledge and understanding.	Sepulveda will strengthen culturally responsive Tier 1 instruction by incorporating inclusive instructional materials, meaningful student discourse, explicit academic vocabulary, and multiple opportunities for students to demonstrate learning. PLC and MTSS teams will review achievement, growth, and engagement data disaggregated by racial and ethnic student groups to identify potential disparities and adjust instruction. Classroom walkthroughs will monitor equitable participation, student voice, access to grade-level learning, and demonstrated understanding.

Students with IEPs	Students with disabilities continue to demonstrate achievement gaps in ELA and mathematics proficiency. ELA growth is also an area of concern, with a 2026 median Student Growth Percentile of 32 compared with 37 schoolwide.	Sepulveda will strengthen collaboration between general education, special education, and intervention staff to ensure students with disabilities receive rigorous grade-level Tier 1 instruction, appropriate accommodations, explicit vocabulary instruction, and targeted intervention based on individual skill needs. PLC and MTSS teams will regularly review student work, formative assessments, i-Ready data, IEP progress, and intervention data to determine whether supports are producing measurable growth. Classroom walkthroughs will focus on student engagement, access to grade-level learning, use of accommodations, and students' ability to demonstrate understanding rather than teacher compliance alone.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	2026 SBA data indicate that student achievement and growth need to improve in both ELA and mathematics. Overall ELA proficiency declined from 48% in 2025 to 40% in 2026, while mathematics proficiency declined from 44% to 42%. In addition, overall ELA median Student Growth Percentile declined to 37, indicating a need to improve not only proficiency but the rate at which students are learning and growing.	Tier 1 instructional practices are not yet producing consistent levels of student engagement, academic discourse, vocabulary application, and demonstrated understanding across classrooms. In addition, assessment information has not been consistently translated into timely instructional adjustments and targeted MTSS supports. The school needs greater coherence between what students are expected to learn, how they engage with the learning, how understanding is measured, and how adults respond when students have not yet mastered grade-level standards.
2 ★	English Learners continue to demonstrate a significant achievement gap in grade-level academic performance. In 2026, only 15% of EL students were proficient in ELA compared with 40% schoolwide. Although EL students demonstrated stronger ELA growth, mathematics growth remains a significant concern, with an EL median Student Growth Percentile of 26 compared with 45 schoolwide.	English Learners do not yet experience sufficiently consistent language-rich Tier 1 instruction across content areas. Students need increased opportunities to explicitly learn and apply academic vocabulary, engage in structured student discourse, and demonstrate understanding through speaking, listening, reading, and writing. Instructional teams also need a more consistent process for using ACCESS, i-Ready, formative assessment, and student-work evidence to align language development, core instruction, and intervention.
3	Students with disabilities continue to demonstrate significant gaps in grade-level proficiency. In 2026, only 19% of students with IEPs were proficient in ELA compared with 40% schoolwide. At the same time, students with IEPs demonstrated a mathematics median Student Growth Percentile of 60 compared with 45 schoolwide, showing that meaningful growth is possible when instructional supports effectively respond to student needs.	Students with disabilities need more consistent opportunities to engage with rigorous grade-level instruction while receiving individualized scaffolds, accommodations, explicit academic vocabulary instruction, and targeted support. Greater consistency in using student performance evidence to adjust instruction and monitor individual student response will help ensure supports result in increased independence, engagement, and academic growth.

★ = Priority

Adult Learning Culture

Areas of Strength

Sepulveda has established a foundation for collaborative professional learning and instructional improvement. Areas of strength include:

- **Teacher Clarity:** Staff have received training and resources focused on Learning Intentions, Success Criteria, and communicating learning expectations to students. Previous walkthrough evidence identified widespread implementation of Learning Intentions and Success Criteria, providing a foundation for moving from teacher implementation toward greater student ownership and understanding of learning.
- **Established PLC Structures:** Consistent PLC time has been provided for collaborative planning, analysis of student learning, reflection, and instructional adjustment.
- **Professional Learning:** Staff have participated in professional learning designed to support diverse learners, including Elevation and GLAD strategies for English Learners.
- **Data-Informed Practice:** Teachers have experience using i-Ready and other student performance information to examine student needs and monitor progress.
- **Culture of High Expectations:** Staff climate data indicate that 96% of staff report favorable perceptions regarding expectations for student success, demonstrating a strong foundation for continued instructional improvement.
- **Commitment to Continuous Improvement:** Existing structures provide opportunities for staff to reflect on instructional practices, collaborate with colleagues, and adjust practices based on evidence of student learning.

Areas for Growth

Sepulveda will strengthen the connection between professional learning, collaborative practice, classroom implementation, and measurable student outcomes. While established PLC structures and prior professional learning provide a strong foundation, staff collaboration remains an area for growth, with only 53% favorable responses on the 2025–26 Staff Climate Survey, compared with 87% across elementary schools.

Areas for continued growth include:

- Strengthening PLCs as student-learning cycles in which teams analyze evidence, identify student needs, implement instructional responses, and monitor whether those responses result in improved learning.
- Building upon Teacher Clarity by moving beyond the presence of Learning Intentions and Success Criteria toward students understanding what they are learning, why they are learning it, and how they know when they are successful.
- Developing consistent schoolwide instructional practices around explicit academic vocabulary, student discourse, checks for understanding, and active student engagement.

- Increasing opportunities for teachers to collaboratively examine student work and student responses rather than focusing primarily on completion of instructional activities or programs.
- Using walkthrough evidence to determine both implementation and impact, including whether students are actively engaged, using academic vocabulary, explaining their thinking, and demonstrating understanding.
- Strengthening the connection between professional learning and student outcomes by using achievement, growth, formative assessment, and engagement evidence to determine whether adult learning is producing the intended student impact.

Our focus will be on ensuring that adult learning results in improved student learning. Professional learning and collaboration will be evaluated not only by implementation, but by evidence of increased student engagement, independence, understanding, and academic growth.

Equity Resource Supports

English Learners	Teachers need continued support and collaborative planning opportunities to consistently provide English Learners with language-rich, grade-level instruction. EL students need frequent opportunities to learn and apply academic vocabulary, engage in meaningful academic discourse, and demonstrate understanding across content areas.	The English Language Facilitator and EL assistant will partner with teachers and grade-level PLC teams to strengthen academic vocabulary instruction, Academic Partners, Ellevation, GLAD strategies, and other language-development supports within Tier 1 instruction. PLC time and professional learning will be used to examine student work and assessment evidence and adjust instruction based on student need. Walkthroughs will monitor student engagement, academic vocabulary use, discourse, and evidence of understanding to determine whether these adult practices are positively impacting EL students.

English Learners	Teachers need continued support and collaborative planning opportunities to consistently provide English Learners with language-rich, grade-level instruction. EL students need frequent opportunities to learn and apply academic vocabulary, engage in meaningful academic discourse, and demonstrate understanding across content areas.	The English Language Facilitator and EL assistant will partner with teachers and grade-level PLC teams to strengthen academic vocabulary instruction, Academic Partners, Ellevation, GLAD strategies, and other language-development supports within Tier 1 instruction. PLC time and professional learning will be used to examine student work and assessment evidence and adjust instruction based on student need. Walkthroughs will monitor student engagement, academic vocabulary use, discourse, and evidence of understanding to determine whether these adult practices are positively impacting EL students.
Foster/ Homeless	Staff need continued professional learning and collaborative support to recognize and respond to academic, attendance, and social-emotional barriers that may affect students experiencing foster care placement or housing instability. Teachers need consistent processes for identifying student needs, maintaining instructional continuity, and coordinating appropriate supports while protecting student confidentiality.	Administration, teachers, and appropriate district support personnel will collaborate through PLC and MTSS structures to identify instructional barriers and coordinate student supports. Professional learning will emphasize trauma-informed practices, relationship building, differentiated instruction, and appropriate responses to attendance and academic concerns. Staff will use student performance and engagement evidence to evaluate the effectiveness of instructional supports

		and make timely adjustments.

English Learners	Teachers need continued support and collaborative planning opportunities to consistently provide English Learners with language-rich, grade-level instruction. EL students need frequent opportunities to learn and apply academic vocabulary, engage in meaningful academic discourse, and demonstrate understanding across content areas.	The English Language Facilitator and EL assistant will partner with teachers and grade-level PLC teams to strengthen academic vocabulary instruction, Academic Partners, Ellevation, GLAD strategies, and other language-development supports within Tier 1 instruction. PLC time and professional learning will be used to examine student work and assessment evidence and adjust instruction based on student need. Walkthroughs will monitor student engagement, academic vocabulary use, discourse, and evidence of understanding to determine whether these adult practices are positively impacting EL students.
Free and Reduced Lunch	Staff need continued opportunities to examine how economic disadvantage may influence student access to instructional resources, engagement, and academic opportunities. Teachers must develop consistent practices that maintain high expectations while reducing resource-related barriers and ensuring equitable access to grade-level instruction and interventions.	PLC teams will use disaggregated student achievement, attendance, and engagement data to identify instructional needs and potential opportunity gaps. Professional learning will emphasize equitable instructional practices, differentiation, academic vocabulary development, formative assessment, and effective MTSS interventions. Administration and instructional teams will monitor implementation through classroom walkthroughs, student work, and academic growth data to determine

		whether instructional practices are improving student outcomes.
Migrant/ Title1-C Eligible	N/A	
Racial/ Ethnic Minorities	Staff need continued opportunities to strengthen culturally responsive instructional practices, examine student performance across racial and ethnic groups, and identify potential disparities in student participation, academic achievement, and access to rigorous learning. Collaborative professional learning should support educators in maintaining high expectations while recognizing and valuing students' diverse cultural and linguistic backgrounds.	Sepulveda faculty will use PLC meetings, professional learning, and classroom walkthroughs to strengthen culturally responsive instruction and equitable student engagement. Teachers will collaboratively examine disaggregated achievement and growth data, student work, and classroom participation to identify instructional needs. Professional learning will emphasize inclusive instructional practices, academic discourse, equitable participation, and explicit vocabulary instruction. Walkthrough evidence will be used to evaluate whether all student groups are actively engaged and demonstrating understanding of grade-level content.

		General education, special education, intervention staff, and grade-level teams will use collaborative planning and PLC/MTSS structures to examine student performance, identify

Students with IEPs	Teachers need continued opportunities to collaborate around providing rigorous grade-level instruction while meeting individual student learning needs. Students with disabilities require appropriate accommodations, scaffolds, explicit vocabulary instruction, and targeted supports while remaining actively engaged in Tier 1 learning.	individual needs, and adjust instruction and supports. Professional learning will emphasize differentiation, accommodations, checks for understanding, vocabulary, and student engagement. Walkthroughs and student work will be used to determine whether students are accessing grade-level learning, actively participating, and demonstrating increased understanding and independence.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	Sepulveda has established a foundation in Teacher Clarity, including the use of Learning Intentions and Success Criteria. The next area of growth is ensuring that high-impact instructional practices are implemented consistently and result in meaningful student engagement and learning. Teachers need continued opportunities to collaboratively strengthen academic vocabulary instruction, student discourse, checks for understanding, and the use of student evidence to adjust instruction. Adult learning and collaboration must increasingly focus on what students are doing, understanding, and demonstrating as a result of instruction.	Professional learning and collaborative structures have not yet consistently connected instructional practices to evidence of student impact. Teachers need dedicated time and support to collaboratively examine standards, plan rigorous instruction, identify essential academic vocabulary, analyze student work and assessment evidence, and determine appropriate instructional responses. Continued development of PLC practices and shared instructional expectations will help ensure that professional learning translates into increased student engagement, understanding, independence, and academic growth.

★ = Priority

Connectedness

Areas of Strength

Sepulveda has established a foundation for supporting student connectedness, social-emotional learning, and positive relationships. The school previously reviewed Student and Staff Climate Survey data and identified self-management as an area of focus, creating opportunities to intentionally integrate SEL skills into daily instruction.

Additional areas of strength include:

- Students report strong relationships with adults at school, with 83% favorable responses for Adult Support, providing an important foundation for student belonging and engagement.
- Staff report strong expectations for student success and a commitment to maintaining a safe learning environment.
- Families report strong communication with the school and positive perceptions of the quality of education and physical safety.
- Previous work around self-management provides a foundation for expanding toward a consistent schoolwide approach to explicitly teaching, modeling, practicing, and reinforcing behavioral and learning expectations.

For 2026–2027, Sepulveda will build upon these strengths by moving from isolated SEL practices toward a more consistent schoolwide system that supports student behavior, belonging, engagement, and self-management.

Areas for Growth

Student climate data indicate opportunities to strengthen student engagement, self-management, respectful behavior, and belonging. While students report strong adult support, students need more consistent opportunities to develop the behavioral and social-emotional skills necessary to successfully engage in learning.

Areas for continued growth include:

- Developing a consistent schoolwide system for explicitly teaching, modeling, practicing, and reinforcing behavioral expectations.
- Strengthening student self-management, including goal-setting, perseverance, emotional regulation, organization, and productive learning behaviors.
- Increasing active student engagement during Tier 1 instruction so students are participating, discussing, thinking, and demonstrating their learning.
- Creating greater consistency in behavioral expectations and responses across classrooms and common areas.
- Using student climate data, behavior data, attendance, student voice, and classroom walkthroughs to identify needs and measure the impact of schoolwide supports.

- Providing targeted Tier 2 and Tier 3 behavioral and social-emotional supports for students who require additional assistance beyond universal Tier 1 supports.

The goal is to create a predictable, supportive learning environment where students understand behavioral expectations, feel connected to their school community, and develop the self-management skills necessary to actively engage and succeed academically.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Parents and guardians of English Learners may experience language barriers when accessing school communications, understanding academic expectations, participating in school activities, or navigating instructional and intervention resources. Families need accessible communication and meaningful opportunities to participate in decisions affecting their children's academic and social-emotional success.	Sepulveda faculty will strengthen family partnerships through translated communications, interpretation services when needed, accessible parent conferences, and regular updates regarding student learning and school expectations. Staff will encourage family participation through home visits, school events, and two-way communication. Families will receive information about academic progress, language development, and available instructional supports in a manner that promotes understanding and meaningful engagement.
Foster/Homeless	Parents, guardians, and caregivers of students experiencing foster care placement or housing instability may encounter barriers to consistent school communication, transportation, access to resources, and participation in school activities. Changes in living arrangements or caregiving responsibilities may affect family-school connectedness and the continuity of student support.	Sepulveda will work with families, caregivers, and appropriate district personnel to maintain consistent communication and connect students with available school and community resources. Staff will provide flexible opportunities for family engagement, support continuity during transitions, and coordinate with district foster care and McKinney-Vento personnel as appropriate. The school will prioritize positive relationships, confidentiality, and proactive communication to ensure families and caregivers feel welcomed, informed, and supported.

Student Group	Challenge	Solution
Free and Reduced Lunch	Families experiencing economic hardship may encounter barriers to participating in school activities, accessing technology, securing transportation, or obtaining academic resources. Work schedules and competing family responsibilities may also limit opportunities for direct engagement with school staff. Sepulveda must ensure all families can participate meaningfully in their children's education regardless of economic circumstances.	Sepulveda will provide accessible and flexible family engagement opportunities through ClassDojo communication, parent conferences, home visits, and school community events. Staff will share information about available school and community resources and reduce unnecessary costs associated with student participation. Families will be encouraged to provide feedback and participate in school improvement decisions. School staff will monitor family engagement and communication to identify barriers and strengthen partnerships.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Families from diverse racial, ethnic, cultural, and linguistic backgrounds need meaningful opportunities to feel welcomed, respected, represented, and included in the school community. Differences in language, cultural experiences, and familiarity with school systems may create barriers to participation and communication. Sepulveda must ensure all families have equitable access to information and opportunities to contribute to school improvement.	Sepulveda will strengthen culturally responsive family engagement through inclusive school events, accessible communication, family feedback opportunities, and positive relationship building. Staff will encourage participation from families representing the school's diverse communities and seek input through surveys, parent conferences, home visits, and school improvement discussions. Family feedback will be used to identify barriers, improve communication, and support a welcoming school environment where all families feel valued and connected.

Student Group	Challenge	Solution
Students with IEPs	Parents and guardians of students with disabilities may need additional support navigating special education services, understanding academic progress, and participating in schoolwide programs and activities. Families need consistent communication, collaborative relationships, and meaningful opportunities to participate in decisions regarding their children's educational and social-emotional needs.	Sepulveda faculty will strengthen family-school partnerships through collaborative IEP meetings, regular progress communication, parent conferences, and coordination between general education and special education staff. Families will receive accessible information about instructional supports, accommodations, and opportunities for student participation. Staff will encourage parent input, respond to concerns, and coordinate individualized supports to promote student belonging, engagement, and academic success.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Student Climate Survey data show a need to strengthen the conditions that support student learning. Students reported 83% favorable Adult Support, demonstrating strong relationships with adults; however, Student Engagement was 62%, Student Respect was 64%, and Self-Management of Schoolwork was 55%. These results indicate that while students generally feel supported by adults, they need additional support to consistently engage in learning, manage themselves, persevere through challenges, and demonstrate respectful and productive learning behaviors throughout the school day.	Behavioral and self-management expectations are not yet taught, practiced, reinforced, and monitored through a consistent schoolwide system. Students need explicit instruction and regular opportunities to apply these skills during academic learning and throughout all school settings. Staff also need common expectations, language, reinforcement practices, and responses so students experience consistent behavioral support across classrooms and common areas. Our focus will be to move from simply managing student behavior to intentionally teaching the behaviors and self-management skills students need to successfully engage in learning.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Sepulveda has established a foundation in Teacher Clarity, including the use of Learning Intentions and Success Criteria. The next area of growth is ensuring that high-impact instructional practices are implemented consistently and result in meaningful student engagement and learning. Teachers need continued opportunities to collaboratively strengthen academic vocabulary instruction, student discourse, checks for understanding, and the use of student evidence to adjust instruction. Adult learning and collaboration must increasingly focus on what students are doing, understanding, and demonstrating as a result of instruction.	Professional learning and collaborative structures have not yet consistently connected instructional practices to evidence of student impact. Teachers need dedicated time and support to collaboratively examine standards, plan rigorous instruction, identify essential academic vocabulary, analyze student work and assessment evidence, and determine appropriate instructional responses. Continued development of PLC practices and shared instructional expectations will help ensure that professional learning translates into increased student engagement, understanding, independence, and academic growth.
2 ★	Student Climate Survey data show a need to strengthen the conditions that support student learning. Students reported 83% favorable Adult Support, demonstrating strong relationships with adults; however, Student Engagement was 62%, Student Respect was 64%, and Self-Management of Schoolwork was 55%. These results indicate that while students generally feel supported by adults, they need additional support to consistently engage in learning, manage themselves, persevere through challenges, and demonstrate respectful and productive learning behaviors throughout the school day.	Behavioral and self-management expectations are not yet taught, practiced, reinforced, and monitored through a consistent schoolwide system. Students need explicit instruction and regular opportunities to apply these skills during academic learning and throughout all school settings. Staff also need common expectations, language, reinforcement practices, and responses so students experience consistent behavioral support across classrooms and common areas. Our focus will be to move from simply managing student behavior to intentionally teaching the behaviors and self-management skills students need to successfully engage in learning.
3 ★	English Learners continue to demonstrate a significant achievement gap in grade-level academic performance. In 2026, only 15% of EL students were proficient in ELA compared with 40% schoolwide. Although EL students demonstrated stronger ELA growth, mathematics growth remains a significant concern, with an EL median Student Growth Percentile of 26 compared with 45 schoolwide.	English Learners do not yet experience sufficiently consistent language-rich Tier 1 instruction across content areas. Students need increased opportunities to explicitly learn and apply academic vocabulary, engage in structured student discourse, and demonstrate understanding through speaking, listening, reading, and writing. Instructional teams also need a more consistent process for using ACCESS, i-Ready, formative assessment, and student-work evidence to align language development, core instruction, and intervention.

4 ★

2026 SBA data indicate that student achievement and growth need to improve in both ELA and mathematics. Overall ELA proficiency declined from 48% in 2025 to 40% in 2026, while mathematics proficiency declined from 44% to 42%. In addition, overall ELA median Student Growth Percentile declined to 37, indicating a need to improve not only proficiency but the rate at which students are learning and growing.

Tier 1 instructional practices are not yet producing consistent levels of student engagement, academic discourse, vocabulary application, and demonstrated understanding across classrooms. In addition, assessment information has not been consistently translated into timely instructional adjustments and targeted MTSS supports. The school needs greater coherence between what students are expected to learn, how they engage with the learning, how understanding is measured, and how adults respond when students have not yet mastered grade-level standards.

★ = 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] **I-Ready**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **Tier I Instructional Materials Assessments**
- [x] **Other**

Adult Learning Culture

- [x] **Professional Development Agendas**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **School leadership data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher evaluation**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Home Visits**
- [x] **PBIS/MTSS data**
- [x] **Social Emotional Learning Data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

AB 335 EL Goal: By the end of the 2026-2027 school year, 70% of English Learner students at Sepulveda Elementary School will meet their i-Ready Typical Growth target in reading, with specific progress in the Vocabulary domain, as measured by the spring i-Ready Inform.

Formative Measures: i-Ready, ACCESS, formative assessment, and student work samples

Improvement Strategy 1

i-Ready

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	The English Language Facilitator will support staff through PLC collaboration, coaching, and implementation of Ellevation and GLAD strategies, with an emphasis on building teacher capacity for language-rich Tier 1 instruction. This aligns directly with the guidance's recommended use of the ELF within PLCs and coaching cycles.	EL Strategist	SY 2026-2027	
2	Grade-level PLC teams will identify essential academic vocabulary within Tier 1 instruction and intentionally plan opportunities for EL students to hear, speak, read, write, and apply vocabulary within meaningful grade-level content.	Teachers	SY 2026-2027	
3	Classroom walkthroughs will monitor both implementation and student impact. Evidence will include EL students actively engaging in academic discourse, appropriately using academic vocabulary, explaining their thinking, and demonstrating understanding of grade-level content.	Administration	SY 2026-2027	
4	EL student progress will be reviewed throughout the year using i-Ready Diagnostics and classroom formative evidence, with instructional supports adjusted when students are not demonstrating expected progress. The guidance identifies i-Ready Diagnostics, Tools for Instruction, Personalized Learning, and literacy tasks as appropriate formative measures. Sepulveda will strengthen language-rich Tier 1 instruction for English Learners through explicit academic vocabulary instruction, structured student discourse, and intentional opportunities for students to speak, listen, read, and write using grade-level academic language. PLC teams will use i-Ready, ACCESS, formative assessments, and student work to monitor student progress and adjust instruction and intervention based on individual student needs. Classroom walkthroughs will measure student engagement, vocabulary application, academic discourse, and demonstrated understanding to determine the impact of instructional practices on EL student learning.	Administration and Teachers	SY 2026-2027	

Position Responsible: Principal, Dean, Teachers, EL Strategist

Resources Needed: N/A

Evidence Level

Level 2: Moderate:
PLC

Problem Statements: Student Success 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	2026 SBA data indicate that student achievement and growth need to improve in both ELA and mathematics. Overall ELA proficiency declined from 48% in 2025 to 40% in 2026, while mathematics proficiency declined from 44% to 42%. In addition, overall ELA median Student Growth Percentile declined to 37, indicating a need to improve not only proficiency but the rate at which students are learning and growing.	Tier 1 instructional practices are not yet producing consistent levels of student engagement, academic discourse, vocabulary application, and demonstrated understanding across classrooms. In addition, assessment information has not been consistently translated into timely instructional adjustments and targeted MTSS supports. The school needs greater coherence between what students are expected to learn, how they engage with the learning, how understanding is measured, and how adults respond when students have not yet mastered grade-level standards.

SMART Goal 2

85% of students in grades K-5 will meet their typical growth target in reading on the third i-Ready Inform. 50% of students who are two or more grade levels below on the first reading i-Ready Inform will meet their stretch growth target on the third Diagnostic.

Formative Measures: i-Ready weekly use data, student data sheets, weekly student assessment pass rates.

Improvement Strategy 1

PLC/MTSS

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement a schoolwide instructional focus on academic vocabulary, with students regularly reading, discussing, writing, and applying grade-level vocabulary within authentic learning experiences. Strengthen Tier 1 literacy instruction through explicit academic vocabulary instruction, Teacher Clarity, student discourse, checks for understanding, and high levels of active student engagement. Collaborative teams will use multiple sources of student evidence to identify learning needs, adjust instruction, and provide timely MTSS supports for students who are not demonstrating expected growth.	Teacher Leadership Team, Administration	SY 2026-2027	
2	Use PLC cycles to analyze i-Ready Diagnostic data, formative assessments, and student work to identify specific student needs and determine instructional responses.	Teacher Leadership Team, Administration	SY 2026-2027	
3	Strengthen Teacher Clarity by ensuring students can articulate what they are learning, why they are learning it, and what successful learning looks like.	Teacher Leadership Team, Administration	SY 2026-2027	
4	Conduct regular classroom walkthroughs focused on student impact. Evidence will include student engagement, academic discourse, vocabulary application, checks for understanding, and students' ability to explain and demonstrate their learning.	Teacher Leadership Team, Administration	SY 2026-2027	
5	Use MTSS structures to identify students not demonstrating expected progress and provide timely targeted instruction, intervention, or enrichment. Teams will monitor student response and adjust supports based on evidence.	Teacher Leadership Team, Administration	SY 2026-2027	
6	Provide professional learning and collaborative planning focused on academic vocabulary, student engagement, formative assessment, differentiation, and effective responses to student learning needs.	Teacher Leadership Team, Administration	SY 2026-2027	

Position Responsible: Teacher Leadership Team and Administration

Evidence Level

Level 2: Moderate:
PLC/MTSS

Problem Statements: Student Success 2

Status Checks

November	February	May

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
2	English Learners continue to demonstrate a significant achievement gap in grade-level academic performance. In 2026, only 15% of EL students were proficient in ELA compared with 40% schoolwide. Although EL students demonstrated stronger ELA growth, mathematics growth remains a significant concern, with an EL median Student Growth Percentile of 26 compared with 45 schoolwide.	English Learners do not yet experience sufficiently consistent language-rich Tier 1 instruction across content areas. Students need increased opportunities to explicitly learn and apply academic vocabulary, engage in structured student discourse, and demonstrate understanding through speaking, listening, reading, and writing. Instructional teams also need a more consistent process for using ACCESS, i-Ready, formative assessment, and student-work evidence to align language development, core instruction, and intervention.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

By the end of the 2026-2027 school year, 100% of classroom walkthrough observations will demonstrate students actively using grade-level academic vocabulary to discuss, explain, write about, or demonstrate their learning.

Formative Measures: Monthly classroom walkthrough data measuring the percentage of observations in which students are actively using grade-level academic vocabulary. Walkthrough evidence of students using academic vocabulary through speaking, discussion, writing, and explaining their thinking will be considered in addition to student work samples demonstrating appropriate use and application of content-specific vocabulary.

Improvement Strategy 1

PLC's

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement structured weekly PLC meetings with explicit agendas to discuss instructional practices, and student data. Analyze and dissect grade level subject standards in ELA with Social Studies, Math, and Science to determine appropriate rigor of instruction and language support.	Teacher Leadership Team, Administration	SY 2026-2027	
2	District Focus: Grade level PLC teams will work with district trainers and other similar schools to participate in professional learning.	Administration	SY 2026-2027	
3	Every fourth Wednesday of the month we will provide professional learning around the new math curriculum and the implementation of engaging students with academic vocabulary.	Capacity Building Teacher, Administration	SY 2026-2027	
4	Weekly informal classroom observations will be conducted to check for current use of academic vocabulary and engagement with students	Administration	SY 2026-2027	

Position Responsible: Teacher Leadership Team and Administration

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	Sepulveda has established a foundation in Teacher Clarity, including the use of Learning Intentions and Success Criteria. The next area of growth is ensuring that high-impact instructional practices are implemented consistently and result in meaningful student engagement and learning. Teachers need continued opportunities to collaboratively strengthen academic vocabulary instruction, student discourse, checks for understanding, and the use of student evidence to adjust instruction. Adult learning and collaboration must increasingly focus on what students are doing, understanding, and demonstrating as a result of instruction.	Professional learning and collaborative structures have not yet consistently connected instructional practices to evidence of student impact. Teachers need dedicated time and support to collaboratively examine standards, plan rigorous instruction, identify essential academic vocabulary, analyze student work and assessment evidence, and determine appropriate instructional responses. Continued development of PLC practices and shared instructional expectations will help ensure that professional learning translates into increased student engagement, understanding, independence, and academic growth.

Inquiry Area 3 Connectedness

SMART Goal 1

By the end of the 2026-2027 school year, our chronic absenteeism rate will decrease from 10% in the 2025-2056 school year to 7% demonstrating student connectedness through positive daily attendance interventions.

Formative Measures: Current attendance and chronic absenteeism trends. MTSS progress-monitoring data for students receiving behavioral or social-emotional supports. Student Climate Survey results.

Improvement Strategy 1

SEL
Support will be provided through professional development sessions and ongoing coaching to ensure effective implementation. (SEL)

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Every fourth Wednesday of the month we will provide professional learning around the new math curriculum and the implementation of the SEL goals in each lesson.	District trainers, Teacher Capacity Builder and Administration	SY 2026-2027	
2	Every quarter our site will participate in whole school MTSS training to evaluate current attendance trends, behavior referrals, and student learning outcomes.	District trainers, Teacher Capacity Builder and Administration	SY 2026-2027	
3	Weekly evaluation of daily attendance trends will be monitored. Students will have parent/ guardians contacted to ensure attendance procedures are followed and that notes are accurately submitted.	Administration, and Front Office Staff	SY 2026-2027	

Position Responsible: Administration, Capacity Building Teacher, and District Trainers

Resources Needed: Math curriculum, attendance logs, data tracking sheets

Evidence Level

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	Student Climate Survey data show a need to strengthen the conditions that support student learning. Students reported 83% favorable Adult Support, demonstrating strong relationships with adults; however, Student Engagement was 62%, Student Respect was 64%, and Self-Management of Schoolwork was 55%. These results indicate that while students generally feel supported by adults, they need additional support to consistently engage in learning, manage themselves, persevere through challenges, and demonstrate respectful and productive learning behaviors throughout the school day.	Behavioral and self-management expectations are not yet taught, practiced, reinforced, and monitored through a consistent schoolwide system. Students need explicit instruction and regular opportunities to apply these skills during academic learning and throughout all school settings. Staff also need common expectations, language, reinforcement practices, and responses so students experience consistent behavioral support across classrooms and common areas. Our focus will be to move from simply managing student behavior to intentionally teaching the behaviors and self-management skills students need to successfully engage in learning.

Community Outreach Activities

Activity	Date	Lesson Learned
Parent Teacher Night	August 25, 2026	
PTO Meetings	Monthly	
Aces Baseball Game	August 27, 2026	
Trunck or Treat Community Event		
Valentines Day Dance		
Hockey Night in Tahoe		