Washoe County School District

Mariposa Language and Learning Academy

Classification: 2 Star School

Title I, ≥ 10% of enrolled students are English Learners

2026-2027 School Improvement Plan

District Approval Date:
October 21, 2026

Generated by Plan4Learning.com
November 10, 2026 at 01:04 PM

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Comprehensive Needs Assessment

Student Success

Areas of Strength

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

Areas for Growth

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

Equity Resource Supports

We do not have a substantial N size of students in this population.

We do not have a substantial N size of students in this population.

Student Group	Challenge	Solution
English Learners	Language Acquisition	Staff are GLAD trained, and staff meeting in small groups to support students daily with language acquisition skills.
Foster/Homeless	We do not have a population that identifies as foster/homeless.	We do not have a population that identifies as foster/homeless.
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	The majority of students are Hispanic and are possibly not identified as English Language Learners but need support for language.	Use school-wide assessment data to identify possible area of language support needs. Staff are GLAD trained, and staff will meet in small groups to support students daily with language acquisition skills.

Student Group	Challenge	Solution
Students with IEPs	Below grade level skills	The Special Education teacher works closely with the classroom teachers for classroom support and sees students daily for individualized supports.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Mariposa has about 40% of students achieving at level 1 proficiency.	Academic language development delays or lack of exposure for students and there is a need for more intense and targeted Language Acquisition instruction for all subgroups in content areas of ELA, Math, and Science.
2 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.
3 ★	Mariposa has about 40% of students achieving at level 1 proficiency and there is a need for adult learning opportunities specific to differentiating instruction to meet student needs. Adult learning must continue to be strategic and a priority to meet the needs of learners.	Staff continues to need learning opportunities specific to differentiating instruction to meet student needs, the school continues to implement systemic ELA and Math vertically aligned curriculum, transition in staffing. We have a high ELL population with teachers building an understanding of language development.

★ = Priority

Adult Learning Culture

Areas of Strength

According to our staff climate survey collected through in person annual reflection noted the following:

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

Staff are highly engaged in professional learning.

Areas for Growth

According to our staff climate survey collected through in person annual reflection noted the following:

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

Teaching experience among staff varies with the majority of staff being new to the profession; therefore, professional development specific to student needs is essential.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language support	Staff have translators available as needed. Written communication is offered in English and Spanish.
Foster/Homeless	We do not have a population that identifies as foster/homeless.	We do not have a population that identifies as foster/homeless.
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students. Staff have access to a parent involvement coordinator to assist in resource acquisition for students and families.
Migrant/Title1-C Eligible	We do not have a population that identifies as migrant.	We do not have a population that identifies as migrant.
Racial/Ethnic Minorities	Language support	Staff have translators available as needed. Written communication is offered in English and Spanish.

Student Group	Challenge	Solution
Students with IEPs	Language support to communicate student needs with families.	Staff have translators available as needed. Written communication is offered in English and Spanish. Offer families multiple meetings to breakdown the information and employ bilingual staff such as: speech therapists and psychologists.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	Mariposa has about 40% of students achieving at level 1 proficiency and there is a need for adult learning opportunities specific to differentiating instruction to meet student needs. Adult learning must continue to be strategic and a priority to meet the needs of learners.	Staff continues to need learning opportunities specific to differentiating instruction to meet student needs, the school continues to implement systemic ELA and Math vertically aligned curriculum, transition in staffing. We have a high ELL population with teachers building an understanding of language development.

★ = Priority

Connectedness

Areas of Strength

We have made progress in this area and are continually looking for ways to connect with families and community members. We continue to ask for family feedback for events and opportunities to connect.

Areas for Growth

Continue a focus for person connectedness opportunities along with seeking other ways to connect with stakeholders. Continue to implement historically high yield proven strategies such as home visits.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Academic Language understanding	Families are provided with translation support at all events and all materials are sent home in Spanish and English.
Foster/Homeless	We do not have a population that identifies as foster/homeless.	We do not have a population that identifies as foster/homeless.
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	We do not have a population that identifies as foster/homeless.	We do not have a population that identifies as foster/homeless.
Racial/Ethnic Minorities	Academic Language understanding and connection to student learning.	Families are provided with translation support at all events and all materials are sent home in Spanish and English.
Students with IEPs	Academic Language understanding and connection to student learning.	Families are provided with translation support at all events and all materials are sent home in Spanish and English.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Students, teachers, families, and community members provide evidence during school events such as Home Visits, conferences, and academic nights that they feel they want to build more of a partnership of being included in our school community and authentically understand achievement levels and longitudinal progress of students.	We have a high ELL population with teachers building an understanding of using formative and summative language assessment practices that are designed to advance the academic achievement and academic language development for culturally and linguistically diverse students. Teachers continue to build capacity to connect with families and community members.
2 ★	Mariposa has about 40% of students achieving at level 1 proficiency and there is a need for adult learning opportunities specific to differentiating instruction to meet student needs. Adult learning must continue to be strategic and a priority to meet the needs of learners.	Staff continues to need learning opportunities specific to differentiating instruction to meet student needs, the school continues to implement systemic ELA and Math vertically aligned curriculum, transition in staffing. We have a high ELL population with teachers building an understanding of language development.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Mariposa has about 40% of students achieving at level 1 proficiency.	Academic language development delays or lack of exposure for students and there is a need for more intense and targeted Language Acquisition instruction for all subgroups in content areas of ELA, Math, and Science.
2 ★	Mariposa has about 40% of students achieving at level 1 proficiency and there is a need for adult learning opportunities specific to differentiating instruction to meet student needs. Adult learning must continue to be strategic and a priority to meet the needs of learners.	Staff continues to need learning opportunities specific to differentiating instruction to meet student needs, the school continues to implement systemic ELA and Math vertically aligned curriculum, transition in staffing. We have a high ELL population with teachers building an understanding of language development.
3 ★	Students, teachers, families, and community members provide evidence during school events such as Home Visits, conferences, and academic nights that they feel they want to build more of a partnership of being included in our school community and authentically understand achievement levels and longitudinal progress of students.	We have a high ELL population with teachers building an understanding of using formative and summative language assessment practices that are designed to advance the academic achievement and academic language development for culturally and linguistically diverse students. Teachers continue to build capacity to connect with families and community members.
4 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

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

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Coaching Logs**
- [x] **Communications data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Master schedule**
- [x] **Professional Development Agendas**
- [x] **Professional development needs assessment data**
- [x] **Professional learning communities (PLC) data/agenda/notes**

- [x] **Staff surveys and/or other feedback**
- [x] **State certified and high quality staff data**
- [x] **Student Climate Survey**
- [x] **Study of best practices**
- [x] **Teacher evaluation**
- [x] **Teacher retention**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Home Visits**
- [x] **Mobility rate, including longitudinal data**
- [x] **Volunteer opportunities, attendance, and participation**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

AB 335 EL Goal: By the end of the school year 2026-27, 80% of 3rd - 6th grade EL students at Mariposa Academy
will increase their language proficiency by one achievement level as measured by the state's yearly ELPA, ACCESS.

Formative Measures: i-Ready Diagnostics, Tools for Instruction,
Personalized Learning, Literacy Tasks
Benchmark weekly quizzes

Improvement Strategy 1

ELLevations/GLAD

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Continue Training on ELLevation Platform from Dept. of ELD and internal staff. Addition of language strategies from ELLevation document on PLC note taker	WCSD EL Team/ Mariposa Admin	SY 26-27	
2	GLAD refresher for previously trained staff and sharing of strategies for new staff GLAD Research and Theory with 5-day for new staff GLAD strategies documented on PLC note taker	WCSD EL Team/ Mariposa Admin	SY 26-27	

Position Responsible: WCSD EL Team/Mariposa Admin

Resources Needed: Time scheduled with WCSD EL team, time on Master Schedule for PL implementation, access to WCSD GLAD training calendar, PLC time and PD time for GLAD refresher and connection among staff.

Evidence Level

Level 2: Moderate:
ELLevations/GLAD

Problem Statements: Student Success 2

Status Checks

November	February	May

Improvement Strategy 2

PLC

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Strategic placement of ELs on trajectory to exit and work with specialist teachers who are highly trained in the skill/domain that matches needed language skill for exiting	Mariposa Admin/Staff	SY 26-27	
2	Continued Goal session with each student in data binders. Deep data dive to identify skills focus for each student *	Mariposa Admin/Staff	SY 26-27	
3	Language focus on artifacts when in PLC to check on targeted student progress in clear connection to use of ELevations etc.	Mariposa Admin/Staff	SY 26-27	

Position Responsible: Mariposa Admin/Staff

Resources Needed: Access to WCSD GLAD training calendar, PLC time and PD time for GLAD refresher and connection among staff.

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Student Success 1, 2, 3 - Adult Learning Culture 1 - Connectedness 2

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Mariposa has about 40% of students achieving at level 1 proficiency.	Academic language development delays or lack of exposure for students and there is a need for more intense and targeted Language Acquisition instruction for all subgroups in content areas of ELA, Math, and Science.
2	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.
3	Mariposa has about 40% of students achieving at level 1 proficiency and there is a need for adult learning opportunities specific to differentiating instruction to meet student needs. Adult learning must continue to be strategic and a priority to meet the needs of learners.	Staff continues to need learning opportunities specific to differentiating instruction to meet student needs, the school continues to implement systemic ELA and Math vertically aligned curriculum, transition in staffing. We have a high ELL population with teachers building an understanding of language development.

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Mariposa has about 40% of students achieving at level 1 proficiency and there is a need for adult learning opportunities specific to differentiating instruction to meet student needs. Adult learning must continue to be strategic and a priority to meet the needs of learners.	Staff continues to need learning opportunities specific to differentiating instruction to meet student needs, the school continues to implement systemic ELA and Math vertically aligned curriculum, transition in staffing. We have a high ELL population with teachers building an understanding of language development.

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
2	Mariposa has about 40% of students achieving at level 1 proficiency and there is a need for adult learning opportunities specific to differentiating instruction to meet student needs. Adult learning must continue to be strategic and a priority to meet the needs of learners.	Staff continues to need learning opportunities specific to differentiating instruction to meet student needs, the school continues to implement systemic ELA and Math vertically aligned curriculum, transition in staffing. We have a high ELL population with teachers building an understanding of language development.

SMART Goal 2

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

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

Improvement Strategy 1

Teacher Assistants/iReady

Continue to employ highly trained Teacher Assistants and 3-6 retired teachers to support small group (1:5) strategic intervention and enrichment support for ELA 3 days per week, and for Math 2 days per week as driven by data including but not limited to, iReady, MAP data, STAR data, and formative assessments. Teacher Assistants and staff will collaborate through weekly PLC time, weekly PD and ongoing MTSS to plan, do, study, and act to meet student academic needs.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Action Steps: * Budget/plan for use of financial resources that are available. * Continue to use data to analyze student needs during weekly PLCs, PD, and MTSS meetings. * Build and maintain master schedule for "Walk To Learn" daily times and adjust according to student achievement data. * Provide ongoing data tools to staff for strategic planning for groups. * Schedule PLCs for support team with classroom teachers. * Teachers and Assistants focus on use of Access data to align instructional practice and differentiated supports for students.	Staff, administration, families	SY 2026-27	

Position Responsible: Staff, administration, families

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1

Status Checks

November	February	May

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Mariposa has about 40% of students achieving at level 1 proficiency.	Academic language development delays or lack of exposure for students and there is a need for more intense and targeted Language Acquisition instruction for all subgroups in content areas of ELA, Math, and Science.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

Continued focus on weekly vertical PLC work, weekly professional learning aligned to student growth outcomes, quarterly MTSS strategic planning/measurement meetings, and specialized professional learning specific to language. Teachers will implement MTSS strategies as measured by walkthrough data with the goal being 100% of teachers are utilizing MTSS planning.

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

Improvement Strategy 1

PLC

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Action steps: * Monthly teacher formal observation lessons with feedback and coaching. * Use of walk through tools to collect data. * Strategic planning with EL dept. for systemic and meaningful PL opportunities. * Contract for PL opportunities as needed. * Evaluate data with Mariposa coach, staff and EL team on an ongoing basis. * Get feedback from staff to plan PL. * Continue and sustain the 3 years of work with The New Teacher Project as we engage in a PDSA cycle focused on student achievement outcomes, instructional feedback, and differentiated adult learning opportunities driven by data.	Staff and administration	SY 26-27	

Position Responsible: Staff and administration

Evidence Level

Level 2: Moderate:
PLC

Problem Statements: Student Success 3 - Adult Learning Culture 1 - Connectedness 2

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
3	Mariposa has about 40% of students achieving at level 1 proficiency and there is a need for adult learning opportunities specific to differentiating instruction to meet student needs. Adult learning must continue to be strategic and a priority to meet the needs of learners.	Staff continues to need learning opportunities specific to differentiating instruction to meet student needs, the school continues to implement systemic ELA and Math vertically aligned curriculum, transition in staffing. We have a high ELL population with teachers building an understanding of language development.

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Mariposa has about 40% of students achieving at level 1 proficiency and there is a need for adult learning opportunities specific to differentiating instruction to meet student needs. Adult learning must continue to be strategic and a priority to meet the needs of learners.	Staff continues to need learning opportunities specific to differentiating instruction to meet student needs, the school continues to implement systemic ELA and Math vertically aligned curriculum, transition in staffing. We have a high ELL population with teachers building an understanding of language development.

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
2	Mariposa has about 40% of students achieving at level 1 proficiency and there is a need for adult learning opportunities specific to differentiating instruction to meet student needs. Adult learning must continue to be strategic and a priority to meet the needs of learners.	Staff continues to need learning opportunities specific to differentiating instruction to meet student needs, the school continues to implement systemic ELA and Math vertically aligned curriculum, transition in staffing. We have a high ELL population with teachers building an understanding of language development.

Inquiry Area 3

Connectedness

SMART Goal 1

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

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

Improvement Strategy 1

Parent Teacher Home visits (relationship building visits) schedule 1 time a year in the fall and parent teacher conferences at school in the spring in addition to 6-10 other family involvement events throughout the school year including events with partners such as Spread The Word Nevada.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	schedule 1 time a year in the fall and parent teacher conferences at school in the spring in addition to 6-10 other family involvement events throughout the school year including events with partners such as Spread The Word Nevada.	Staff, students, and families	SY 26-27	

Position Responsible: Staff, students, and families

Evidence Level

Level 1: Strong:
Parent/Teacher Home Visits

Problem Statements: Connectedness 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Students, teachers, families, and community members provide evidence during school events such as Home Visits, conferences, and academic nights that they feel they want to build more of a partnership of being included in our school community and authentically understand achievement levels and longitudinal progress of students.	We have a high ELL population with teachers building an understanding of using formative and summative language assessment practices that are designed to advance the academic achievement and academic language development for culturally and linguistically diverse students. Teachers continue to build capacity to connect with families and community members.

Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

1.1 Comprehensive Needs Assessment

For all Title 1 Elements, please see addendum.

Community Outreach Activities

Activity	Date	Lesson Learned
Back To School Family Night	August 19, 2026	
Home Visits	Sept. 21-25	
Snack Time With Books	Sept. 29, Feb. 23 and Mar. 16	
STEAM Family Event	Oct. 28, 2026	
Parent Conferences	May 17-21	