Washoe County School District

Michael Inskeep Elementary School

2025-2026 School Improvement Plan

Classification: 3 Star School



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.

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at https://nevadareportcard.nv.gov/DI/nv/washoe/michael_inskeep_elementary_school/2025/nspf/

Table of Contents

Comprehensive Needs Assessment 4
Student Success 4
Adult Learning Culture 6
Connectedness 8
Priority Problem Statements 10
Comprehensive Needs Assessment Data Documentation 11
Inquiry Areas 12
Inquiry Area 1: Student Success 12
Inquiry Area 2: Adult Learning Culture 14
Inquiry Area 3: Connectedness 16
Schoolwide and Targeted Assistance Title I Elements 18
1.1: Comprehensive Needs Assessment 18
2.1: School Performance Plan (SPP) developed with appropriate stakeholders 18
2.2: Regular monitoring and revision 18
2.3: Available to parents and community in an understandable format and language 18
3.1: Annually evaluate the schoolwide plan 18
Community Outreach Activities 19

Comprehensive Needs Assessment

Revised/Approved: June 20, 2025

Student Success

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 for reading and math.

Student Success Areas for Growth

Overall, on the ELA SBAC scores, we increased as a school from 42% proficient to 50% proficient. We saw large proficiency gains in many sub groups.

Overall, on the Math SBAC scores, we increased as a school from 35% proficient to 44% proficient%.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Consistent Tier I instruction with more spoken communication throughout the day.	Use more accountable talk, sentence stems, or turn and talk before calling on students. Push EL students to speak more and in complete sentences. Book Clubs in 4th grade is also another area to try.
Foster/Homeless	N/A	
Free and Reduced Lunch	We cannot identify FRL students	Treat all students the same and consistently modify groups based on data.
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Treat all students the same.	Treat all students the same and consistently modify groups based on data.
Students with IEPs	Making sure all students with an IEP receive all of their SDI minutes during WIN 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 to audit the special education minutes via the schedules in the excel spreadsheet.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Students are experiencing struggles with reading (fluency and comprehension), automaticity with math facts, and self-regulation to stay focused and attentive throughout the school day.
Critical Root Cause: As the year went on, a few grade levels were able to go through the whole PLC cycle to group students according to outlined success criteria after giving a CFA, reteaching, then re-assessing. However, this was not consistently done by each grade level. When reviewing overall data and specific grade level data for each grade, the subgroups are increasing but not the whole group.

Adult Learning Culture

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.

Adult Learning Culture 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 more training on Teacher Clarity. We also modified our PBIS class feathers goals to include more increments to reward positive behaviors.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Treat all students fairly and with kindness throughout the school year.	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.
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	
Racial/Ethnic Minorities	Treat all students fairly and with kindness.	Revisit PBIS matrix.

Student Group	Challenge	Solution
Students with IEPs	Sometimes getting all of their SDI minutes for SEL is challenging. We also have a lack of wraparound services in the Cold Springs area.	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. Also make sure students with SEL in their IEP are getting all of their SDI minutes. We also modified our PBIS class feathers goals to include more increments to reward positive behaviors.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): 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.
Critical Root Cause: Building a common language with the staff has improved, but we need to take more time to delve deeper into CFA results, regroup, reteach, and reassess. Our leadership team completed the process of adopting collective commitments to help address the pacing concerns. We also realized with the change to WIN (what I need) caused a problem with not sharing students across the grade level.

Connectedness

Connectedness Areas of Strength

We successfully surpassed our goal of home visits - huge celebration! 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.

Connectedness Areas for Growth

We still need consistent reminders to use the electronic platform we created as it seems to be an - out of sight out of mind - issue. Our PBIS committee created QR code posters and put those up around the campus to help Our school has a solid foundation of implementing the PBIS matrix with more students being able to say what RISE stands for (Respect, Independence, Safety, and Encouragement). Last year, our PBIS committee added a technology portion to the matrix and this was well-received by the staff, students, and families. We also implemented an electronic version of giving out feathers, which is our token economy system. We could give a class feather or individual feathers to specifically acknowledge when students were demonstrating the expectations consistently. Our PBIS committee also spent a lot of time reviewing our acknowledgment matrix to ensure we are reaching more students.

Connectedness 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.	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.
Students with IEPs	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.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): We have many teachers who are trained to participate and complete home visits, but not everyone is doing this.
Critical Root Cause: 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.

Priority Problem Statements

Problem Statement 1: Students are experiencing struggles with reading (fluency and comprehension), automaticity with math facts, and self-regulation to stay focused and attentive throughout the school day.

Critical Root Cause 1: As the year went on, a few grade levels were able to go through the whole PLC cycle to group students according to outlined success criteria after giving a CFA, reteaching, then re-assessing. However, this was not consistently done by each grade level. When reviewing overall data and specific grade level data for each grade, the subgroups are increasing but not the whole group.

Problem Statement 1 Areas: Student Success

Problem Statement 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.

Critical Root Cause 2: Building a common language with the staff has improved, but we need to take more time to delve deeper into CFA results, regroup, reteach, and reassess. Our leadership team completed the process of adopting collective commitments to help address the pacing concerns. We also realized with the change to WIN (what I need) caused a problem with not sharing students across the grade level.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: We have many teachers who are trained to participate and complete home visits, but not everyone is doing this.

Critical Root Cause 3: 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.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Criterion-Referenced Test in Mathematics
- Criterion-Referenced Test in Science
- Curriculum Based Measures
- End-of-Unit Assessments
- Grades
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Nevada State Performance Framework (NSPF)
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs

Adult Learning Culture

- Administrator evaluation
- Budgets/entitlements and expenditures data
- Master schedule
- Professional Development Agendas
- School leadership data
- Staff surveys and/or other feedback
- Student Climate Survey
- Walk-through data

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- PBIS/MTSS data
- Perception/survey data
- 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, PSI/QSI, and Sight Words 3x/year and tracked on our internal data sheets.

Aligns with District Goal

Formative Measures: iReady diagnostic results for reading and math

Grade level and teacher data sheets

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: iReady	**Status Check**		
	Nov	**Feb**	**May**
PLC's	No review	No review	No review

Action #	Actions for Implementation	Person(s) Responsible	Timeline
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/Critical Root Cause: Student Success 1

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Students are experiencing struggles with reading (fluency and comprehension), automaticity with math facts, and self-regulation to stay focused and attentive throughout the school day. **Critical Root Cause**: As the year went on, a few grade levels were able to go through the whole PLC cycle to group students according to outlined success criteria after giving a CFA, reteaching, then re-assessing. However, this was not consistently done by each grade level. When reviewing overall data and specific grade level data for each grade, the subgroups are increasing but not the whole group.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Staff will actively participate in 3 professional learning sessions on Teacher Clarity for learning intentions, success criteria, and formative assessment. Staff will also focus on the vocabular portion in the Science of Reading as we implement the new math curriculum.

Classroom walk-throughs will indicate at least 75% of teachers consistently implement the three components of Teacher Clarity listed above.

Aligns with District Goal

Formative Measures: Walk thru form completed each month
Agenda for Teacher Clarity and Science of Reading vocab focus

Improvement Strategy 1 Details

Improvement Strategy 1: Student Voice

PLC's

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	All staff will participate in the August, October, and January professional learning sessions with the Teacher Clarity trainer, 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. 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.	Principal, Dean, and Teachers	End of Year

Position Responsible: Principal and Dean

Evidence Level
Level 2: Moderate: PLC
Level 3: Promising: Family Engagement, Student Voice

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Status Checks

Status Check		
Nov	Feb	May
No review	No review	No review

SMART Goal 1 Problem Statements:

Adult Learning Culture

Problem Statement 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. **Critical Root Cause**: Building a common language with the staff has improved, but we need to take more time to delve deeper into CFA results, regroup, reteach, and reassess. Our leadership team completed the process of adopting collective commitments to help address the pacing concerns. We also realized with the change to WIN (what I need) caused a problem with not sharing students across the grade level.

Inquiry Area 3: Connectedness

SMART Goal 1: We will complete 19 home visits through the Parent Teacher Home Visit program.

The percentage of students identified as chronically absent in the 25-26 school year will decrease by 3% when compared to the 24-25 percent identified as chronically absent.

Aligns with District Goal

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

Daily attendance checks, ASRs, BIG reports, sending letters, having meetings with families

Improvement Strategy 1 Details

Improvement Strategy 1: Home Visits

Family Engagement

Action #	Actions for Implementation	Person(s) Responsible	Timeline
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.	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/Critical Root Cause: Connectedness 1

Status Checks

Status Check		
Nov	Feb	May
No review	No review	No review

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: We have many teachers who are trained to participate and complete home visits, but not everyone is doing this. **Critical Root Cause**: 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.

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
Parent Teacher Organization Meetings	Monthly	
Boo Bash	October 21, 2025	
Parent Teacher Conferences	October	
Back to School Party	August	