

Washoe County School District

Miguel Sepulveda Elementary School

2025-2026 School Improvement Plan

Classification: 2 Star School

Mission Statement

The Skyrocket Community will launch mindful life-long learners.

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/miguel_sepulveda_elementary_school/2025

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

- Overall, we had an increase of 6% in ELA proficiency on the SBA last year and a 3% increase in Math proficiency.
- Our Catch-up percentage increased by 14% .
- We are continuing to monitor and build a deeper understanding our iReady data that directly correlates to this SBA result.

Student Success Areas for Growth

- Overall, we had a 3% increase in SBA math proficiency scores across 3rd-5th grades which is an increase of 2% from the previous year and we need to focus on the Keep up group which dropped 8%.
- In math, we decreased the number of students proficient at a level 1 and increased the number of students proficient at levels 2, 3, and 4.
- In ELA, we had an increase of 6% in proficiency and we need to focus on students who need to Keep Up, which dropped 12%.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Our EL students' median student growth percentil dropped from 61-37.	We believe that a change in personnel just before testing occurred created a testing environment where the teacher was new to the protocols and hadn't yet developed relationships with the students. Also the change in personnel after count day, caused a period of time where the teacher was learning her position and not yet servicing students with the adequate skills as a seasoned teacher might.
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	N/A	
Students with IEPs	This subgroup dropped 7% in proficiency on the math portion. 6% on the ELA portion.	Making sure that we continue to practice high expectations in daily lessons and appropriate accommodations for students.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Over the last several years of examining SBA data, we notice a level of pooled proficiency of 48%.

Critical Root Cause: The SBA assessment requires students to independently apply grade-level skills and strategies. Currently, students are not demonstrating these skills at the required level.

Adult Learning Culture

Adult Learning Culture Areas of Strength

We met the action steps below:

- Prioritized Teacher Clarity: Equip teachers with resources and training on the principles of Teacher Clarity, emphasizing clear learning objectives, success criteria, and communication with students about learning goals.
- Allocated resources and time for teachers to engage in collaborative planning and professional development activities that aligned with our goal.
- Regularly assessed progress toward our goal, making data-driven adjustments to our strategies and practices, as needed.

We consistently used the following resources:

- Dedicated consistent PLC time for instructional cycles.
- Time to reflect on the process and adjust as needed.
- Training on Ellevation and GLAD strategies

Adult Learning Culture Areas for Growth

The SBAC assessment expects students to independently apply grade-level skills and strategies. However, current data shows that many students are not yet meeting these expectations. By developing and implementing Teacher Clarity lessons, we can utilize a gradual release model that better supports students in understanding and applying grade-level skills with increasing independence.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Students need additional support to utilize academic language within each content.	The English Language Facilitator and the EL asst. are working with all staff and in grade level teams to support the use of Academic Partners during instruction, support the use of Ellevation and GLAD strategies in instruction.
Foster/Homeless	NA	NA

Student Group	Challenge	Solution
Free and Reduced Lunch	NA	NA
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	NA	NA
Students with IEPs		

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Last year, we focused on understanding the elements of Teacher Clarity and started to implement them in our classrooms. However, we have not yet applied Teacher Clarity consistently across all subjects or to the extent that it fully engages students in their learning.

Critical Root Cause: 1. There's a need for an additional two years to understand the content standards and to establish the learning progressions and success criteria. 2. It is essential to effectively communicate to students what they are learning. 3. We require adequate time to reflect on the progression of each unit and identify ways to improve our support for students.

Connectedness

Connectedness Areas of Strength

We completed the following Action Steps:

- 1. We reviewed our Student Climate Data and our Staff Climate Data and found that SEL was rated low on both. We chose to focus on Self-Management as the new math curriculum will be an excellent resource to support staff and students with explicit instruction and implementation in daily lessons.

Connectedness Areas for Growth

We have noticed that students are having a more difficult time with managing their emotions and goal-setting during instructional time each day. We currently have students set goals with iReady Personal Plans and this year we want to include daily Math Tier 1 instruction using the new math curriculum.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	NA	NA
Foster/Homeless	NA	NA
Free and Reduced Lunch	NA	NA
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	NA	NA
Students with IEPs		

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): The Student Climate Survey rated SEL Skills of Self-Management at 33% which include "Getting through something even when I feel frustrated, being patient even when I am really excited, finishing tasks even if they are hard for me, and setting goals for myself."

Critical Root Cause: Teachers are teaching self-management skills outside of lessons (ie morning meeting) and should shift to students applying these skills during academic lessons. The student climate survey is showing students are not connecting or applying self-management skills within all aspects of their day.

Priority Problem Statements

Problem Statement 1: Over the last several years of examining SBA data, we notice a level of pooled proficiency of 48%.

Critical Root Cause 1: The SBA assessment requires students to independently apply grade-level skills and strategies. Currently, students are not demonstrating these skills at the required level.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Last year, we focused on understanding the elements of Teacher Clarity and started to implement them in our classrooms. However, we have not yet applied Teacher Clarity consistently across all subjects or to the extent that it fully engages students in their learning.

Critical Root Cause 2: 1. There's a need for an additional two years to understand the content standards and to establish the learning progressions and success criteria. 2. It is essential to effectively communicate to students what they are learning. 3. We require adequate time to reflect on the progression of each unit and identify ways to improve our support for students.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: The Student Climate Survey rated SEL Skills of Self-Management at 33% which include "Getting through something even when I feel frustrated, being patient even when I am really excited, finishing tasks even if they are hard for me, and setting goals for myself."

Critical Root Cause 3: Teachers are teaching self-management skills outside of lessons (ie morning meeting) and should shift to students applying these skills during academic lessons. The student climate survey is showing students are not connecting or applying self-management skills within all aspects of their day.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Student Climate Survey, Student Voice
- Other
 - i-Ready

Adult Learning Culture

- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- School leadership data
- Teacher evaluation
- Walk-through data

Connectedness

- Behavior
- PBIS/MTSS data
- Social Emotional Learning Data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: 85% of students in grades K-5 will meet their typical growth target in reading on the third iReady Diagnostic. 60% of students who are two or more grade levels below on the first reading iReady diagnostic will meet their stretch growth target on the third Diagnostic.

Aligns with District Goal

Formative Measures: iReady weekly use data, student data sheets, weekly student pass rates.

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: iReady				Status Check		
				Nov	Feb	May
				Implemented	No review	No review
1	Conduct weekly reviews of student usage and lesson passage with the goal of students passing lessons consistently each week. The number of lessons will depend on grade level but usage will be consistently 30-45 minutes weekly in each subject. Develop master schedule with specific time allotted for students to complete iReady Personalized Path lessons. Design Master Schedule to ensure all special groups are allocated specific time to meet weekly lesson passage goal. Create an incentive program/system to support students in meeting weekly lesson passage goals. Students will utilize a lesson data track to monitor Personalized Path Lesson passage. Provide staff professional learning focused on best practices for incorporating iReady Personalized Path lesson completion into daily class schedule.	Leadership Team: Ann Bray, Paulina Rios, Steph Forman, Kimber Kennedy, Gina Moore, Amy Stover, Kim Lapuz, Taylor Waddell, Heather Christensen	SY 2025-26			
Position Responsible: Leadership Team: Ann Bray, Paulina Rios, Steph Forman, Kimber Kennedy, Gina Moore, Amy Stover, Kim Lapuz Evidence Level Level 3: Promising: iReady Problem Statements/Critical Root Cause: Student Success 1						

Improvement Strategy 2 Details				Status Checks		
Improvement Strategy 2: 85% of students in grades K-5 will meet their typical growth target in reading on the third iReady Diagnostic. 60% of students who are two or more grade levels below on the first reading iReady diagnostic will meet their stretch growth target on the third Diagnostic. 85% of students in grades K-5 will meet their typical growth target in math on the first iReady Diagnostic. 60% of students who are two or more grade levels below on the first math iReady Diagnostic will meet their stretch growth target on the third Diagnostic				Status Check		
				Nov	Feb	May
				Implemented	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Administration will review progress toward these goals after each Diagnostic and review usage with them.	Ann and Paulina	Each semester			
2	Administration will review student progress of completion of lessons weekly as these contribute to students making adequate progress on Diagnostic assessments	Ann and Paulina	Weekly			
Position Responsible: Admin Resources Needed: iReady platform Evidence Level Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Over the last several years of examining SBA data, we notice a level of pooled proficiency of 48%. Critical Root Cause: The SBA assessment requires students to independently apply grade-level skills and strategies. Currently, students are not demonstrating these skills at the required level.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Classroom Walk Throughs will indicate 100% of teachers, consistently implement the components of Teacher Clarity (Learning Intentions, Success Criteria with language expectations). Teacher clarity is imperative for student learning and growth, as it ensures students have a clear understanding of expectations, content, and how they are progressing. This objective also supports our ongoing goal of cultivating an adult learning culture, where continuous professional growth and reflective practice are at the forefront of our efforts.

Aligns with District Goal

Formative Measures: Walkthrough forms and PLC agendas

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLC's				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	Teacher Clarity Playbook Implement structured weekly PLC meetings with explicit agendas to discuss instructional practices, student data, and components of Teacher Clarity Playbook. Analyze and dissect grade level subject standards in ELA with Social Studies, Math, and Science to determine appropriate rigor of instruction.	Leadership Team: Ann Bray, Paulina Rios, Steph Forman, Kimber Kennedy, Gina Moore, Amy Stover, Kim Lapuz, Heather Christensen, Taylor Waddell	SY 2025-26	Implemented	No review	No review
2	District Focus: Grade level PLC teams will work with district trainers and other similar schools to participate in professional learning.	Ann Bray and Paulina Rios	SY 2025-26			
3	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.	Kim Lapuz and Ann Bray	SY 2025-26			
Position Responsible: Leadership Team: Ann Bray, Paulina Rios, Steph Forman, Kimber Kennedy, Gina Moore, Amy Stover, Kim Lapuz						
Evidence Level Level 2: Moderate: PLC's						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: Last year, we focused on understanding the elements of Teacher Clarity and started to implement them in our classrooms. However, we have not yet applied Teacher Clarity consistently across all subjects or to the extent that it fully engages students in their learning. **Critical Root Cause:** 1. There's a need for an additional two years to understand the content standards and to establish the learning progressions and success criteria. 2. It is essential to effectively communicate to students what they are learning. 3. We require adequate time to reflect on the progression of each unit and identify ways to improve our support for students.

Inquiry Area 3: Connectedness

SMART Goal 1: By the end of the academic year, 80% of teachers will explicitly implement strategies for social-emotional learning (SEL) focused on self-management of emotions and self-management of goals as outlined in the new math curriculum. This will be measured through classroom observations and teacher self-reports, ensuring that teachers are integrating SEL techniques in at least 75% of math lessons. Additionally, student surveys will indicate an increase in students' ability to regulate emotions and set and achieve academic goals, as measured by a 15% improvement in SEL-related questions on end-of-year student surveys.

Aligns with District Goal

Formative Measures: Success will be tracked through classroom observations, teacher self-reports, and student surveys, with specific targets of 80% teacher implementation and a 15% improvement in student responses.

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: Support will be provided through professional development sessions and ongoing coaching to ensure effective implementation. (SEL) <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>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.</td><td>District trainers, Kim Lapuz our Capacity Builder and admin</td><td>SY 2025-26</td></tr></table> Position Responsible: Admin, Capacity Builder Kim Lapuz, and district trainers Resources Needed: Math curriculum Evidence Level Level 1: Strong: SEL Problem Statements/Critical Root Cause: Connectedness 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	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, Kim Lapuz our Capacity Builder and admin	SY 2025-26	Status Check		
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SMART Goal 1 Problem Statements:

Connectedness
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Community Outreach Activities

Activity	Date	Lesson Learned
Parent Conferences	October 24-30th - all grades	Parents are satisfied overall with the support and communication from teachers.
Afterschool programs available for enrichment	Throughout the year	Parents appreciate enrichment for their students and like a variety offered.
Music programs at all grade levels offered twice-once in the morning and once in the afternoon to allow for flexibility for families to attend	Throughout the year	Parents appreciate having options
Parent Teacher Home Visits	Throughout the year	Some parents appreciate staff getting to know them better and having the conversations be about relationship building and not just academics.