

**Washoe County School District**  
**Miguel Sepulveda Elementary School**  
**2024-2025 School Performance Plan**

**Classification: 3 Star School**

# Mission Statement

The Skyrocket Community will launch mindful life-long learners.

# Value Statement

## 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/2024](https://nevadareportcard.nv.gov/DI/nv/washoe/miguel_sepulveda_elementary_school/2024)

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# Comprehensive Needs Assessment

Revised/Approved: September 5, 2024

## Student Success

### Student Success Summary

- We implemented math SLOs and instructional cycles.
- Overall, we had a 1% increase in SBA math proficiency scores across 3rd-5th grades.
- Our fourth grade had a 9% increase in math proficiency on the SBA assessment.
- In math, we decreased the number of students proficient at a level 1 and increased the number of students proficient at a level 2.

### Student Success Strengths

- Overall we had an increase of 1% in math proficiency on the SBA last year.
- Our median growth as a school was strong.
- We began monitoring and understanding our iReady data that directly correlates to this SBA result.

### Problem Statements Identifying Student Success Needs

**Problem Statement 1 (Prioritized):** When we look at our current 4th and 5th grade cohorts over the last years of taking the SBA assessment, we notice a low level of pooled proficiency of 37.6. **Critical Root Cause:** Teachers are not teaching to the rigor of their grade level standards so students have difficulty applying their skills to the SBA assessment independently.

# Adult Learning Culture

## Adult Learning Culture Summary

We made a block schedule that allowed grade levels to meet consistently each week for planning in a professional learning community.

We scheduled a professional learning session one Wednesday a month to learn about Teacher Clarity and made it through the first 6 modules in the Teacher Clarity Playbook.

We monitored weekly the progress of the number of students meeting their typical and stretch goals on iReady in both reading and math.

## Adult Learning Culture Strengths

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

## 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 Summary

While our goal was to foster a positive school culture that supports student well-being and academic success, we also wanted to maintain high expectations for behavior. We reviewed our behavior data, and the progressive discipline plan for our district and revised our school progressive discipline plan. We reviewed the data from last year and saw an increase in major behaviors that stemmed from one grade level.

## Connectedness Strengths

We completed the following Action Steps:

1. We continued to implement a school-wide PBIS framework to promote positive behaviors
2. We established a system for collecting and analyzing behavior data to identify trends, hot spots, and common triggers for behavioral incidents. Use this data to inform targeted interventions.
3. Our Education team is comprised of teachers, counselor, and administrators to develop individualized behavior plans for students exhibiting recurrent major issues.
4. We regularly assessed the impact of our strategies and interventions on behavior reduction, adjusting as necessary based on the data and feedback received from our Education committee.

## Problem Statements Identifying Connectedness Needs

**Problem Statement 1 (Prioritized):** Our major behavior numbers increased by 25 and our minor behaviors decreased by 5. **Critical Root Cause:** 1. May was the highest month for behaviors in 5th grade so we need a proactive approach during this month each year to engage teachers and students during the last month of school.

# Priority Problem Statements

**Problem Statement 1:** When we look at our current 4th and 5th grade cohorts over the last years of taking the SBA assessment, we notice a low level of pooled proficiency of 37.6.

**Critical Root Cause 1:** Teachers are not teaching to the rigor of their grade level standards so students have difficulty applying their skills to the SBA assessment independently.

**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:** Our major behavior numbers increased by 25 and our minor behaviors decreased by 5.

**Critical Root Cause 3:** 1. May was the highest month for behaviors in 5th grade so we need a proactive approach during this month each year to engage teachers and students during the last month of school.

**Problem Statement 3 Areas:** Connectedness

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- School goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Actions and strategies

## **Accountability Data**

- State assessment performance report

## **Student Data: Assessments**

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

## **Student Data: Student Groups**

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Special education
- At-risk
- EL
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records

## **Employee Data**

- Professional learning communities (PLC) data
- School leadership data
- School department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Teacher evaluation

## **Support Systems and Other Data**



- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

# Goals

**Goal 1: Student Success**  
**Aligns with District Priority**

**Annual Performance Objective 1: Student Success**  
100% of students in grades K-5 will meet their typical growth target in reading on the third iReady Diagnostic. 80% 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.  
100% of students in grades K-5 will meet their typical growth target in math on the first iReady Diagnostic. 80% 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

**Evaluation Data Sources:** iReady typical and stretch goals from last year

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1: iReady</b> 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.  <b>Formative Measures:</b> iReady weekly use data, student data sheets, weekly student pass rates. <b>Position Responsible:</b> Leadership Team: Ann Bray, Paulina Rios, Steph Forman, Kimber Kennedy, Gina Moore, Pam Latham, Amy Stover, Katherine Williams, Kim Lapuz  <b>Student Groups This Strategy Targets:</b> EL, Students with Disabilities, Racial/Ethnic Groups, At Risk <b>- Evidence Level:</b> Promising <b>Problem Statements/Critical Root Causes:</b> Student Success 1	Status Check		
	Jan	Apr	June

0%

No Progress

100%

Accomplished

→

Continue/Modify

✗

Discontinue

Annual Performance Objective 1 Problem Statements:

Student Success
<b>Problem Statement 1:</b> When we look at our current 4th and 5th grade cohorts over the last years of taking the SBA assessment, we notice a low level of pooled proficiency of 37.6. <b>Critical Root Cause:</b> Teachers are not teaching to the rigor of their grade level standards so students have difficulty applying their skills to the SBA assessment independently.

Goal 2: Adult Learning Culture  
Aligns with District Priority

**Annual Performance Objective 1:** Classroom Walk Throughs will indicate at least 75% of teachers, consistently implement the four components of Teacher Clarity (Clarity of organization, clarity of explanation, clarity of examples, and guided practice, clarity of assessment of student learning).

**Evaluation Data Sources:** Walk through forms and PLC agendas

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1: PLCs</b>  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 to determine appropriate rigor of instruction. Within PLC meetings, the teacher <b>Formative Measures:</b> Walkthrough forms and PLC agendas <b>Position Responsible:</b> Leadership Team: Ann Bray, Paulina Rios, Steph Forman, Kimber Kennedy, Gina Moore, Pam Latham, Amy Stover, Katherine Williams, Kim Lapu  <b>Student Groups This Strategy Targets:</b> EL <b>- Evidence Level:</b> Moderate <b>Problem Statements/Critical Root Causes:</b> Adult Learning Culture 1	Status Check		
	Jan	Apr	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>			

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture
<b>Problem Statement 1:</b> 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. <b>Critical Root Cause:</b> 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.

Goal 3: Connectedness  
Aligns with District Priority

**Annual Performance Objective 1:** The percentage of students identified as chronically absent in the 24-25 school year will decrease by 50% when compared to the 23-24 percent identified as chronically absent.

**Evaluation Data Sources:** BIG, Infinite Campus

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1: MTSS</b>  BIG/IC daily attendance Develop a comprehensive outreach campaign to inform families about the importance of regular attendance and the potential consequences of chronic absenteeism. Utilize various communication channels such as email, newsletters, phone calls and social media platforms to reach out to parents. 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 families who demonstrate improved attendance. Conduct home visits for students who are at risk of chronic absenteeism.  <b>Formative Measures:</b> BIG, IC daily attendance <b>Position Responsible:</b> Leadership Team: Ann Bray, Paulina Rios, Steph Forman, Kimber Kennedy, Gina Moore, Pam Latham, Amy Stover, Katherine Williams, Kim Lapu  <b>Student Groups This Strategy Targets:</b> Chronically Absent - <b>Evidence Level:</b> Moderate <b>Problem Statements/Critical Root Causes:</b> Connectedness 1	Status Check		
	Jan	Apr	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>			

Annual Performance Objective 1 Problem Statements:

Connectedness
<b>Problem Statement 1:</b> Our major behavior numbers increased by 25 and our minor behaviors decreased by 5. <b>Critical Root Cause:</b> 1. May was the highest month for behaviors in 5th grade so we need a proactive approach during this month each year to engage teachers and students during the last month of school.