

Washoe County School District

Desert Skies Middle School

2025-2026 School Improvement Plan

Classification: 2 Star School

TSI

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 (Add a link to the school's School Rating Report.) https://nevadareportcard.nv.gov/DI/nv/washoe/desert_skies_middle_school/2025

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

The listening and speaking domains continues to be an area of strength for our EL students; 40% of our students meeting the "bridging" or "reaching" targets of the listening domain and 57% are in "developing" or "expanding" in the speaking domain. Reading and writing are still considered areas for growth among the EL population.

Student Success Areas for Growth

Desert Skies Middle School continues to see an achievement gap between students that are designated as English Learners (EL) and receiving additional services under that designation and students that are not receiving those services. SBAC scores for the 23-24SY show that 100% of DSMS students designated as EL scored as less than proficient (level 1 and 2) in ELA. In math, 99% of our students designated as EL scored as less than proficient (level 1 and 2). In addition, only 45% of EL students met their annual growth targets in iReady and 20% met their stretch growth goals. iReady data also shows that 54% of the EL students at DSMS are three or more grade levels below their current grade level with an additional 11% that are at least two grade levels below. Finally, ACCESS scores from the 24-25SY show that there has been a slight decline each year in the overall ACCESS scores from 21-22, 22-23, and 23-24 school years with only two students exiting EL classification this last school year.

English Language students at DSMS are still not making the growth that we would like to see and therefore will continue to be the focus of our School Performance Plan in the area of Student Success.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Our primary assessments for growth (iReady, SBAC, access) are all in English. As English is not the first language for our EL students, taking/understanding the assessments is more difficult for them than students for which English is their first language.	Provide EL students with evidence- based strategies in English language acquisition in all academic classes. Provide EL mainstream and EL advanced classes for all English learners.
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	Many of our EL students are also students with IEPs. The language barrier combined with a learning disability make achieving our growth goals more difficult.	Students that are designated as both EL and special education need additional supports in the form of resource/pull out support for their learning disability as well as support in English Language development.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): English Learners at DSMS are under performing compared to their regular education peers.

Critical Root Cause: Desert Skies Middle School continues to have inconsistent implementation of appropriate (grade-level), evidence based strategies designed to help our English Learners with language skills (reading, writing, speaking and listening) and academic curriculum. EL instruction needs to target skills such as reading, writing, and speaking in order to increase the capacity of our EL students to succeed.

Adult Learning Culture

Adult Learning Culture Areas of Strength

DSMS teachers are already in the habit of meeting weekly for PLC and have started the process of working through the data and answering the questions. In addition, DSMS teachers currently utilize common weekly assessments and student assignments so that they are in a position to compare and contrast data.

Adult Learning Culture Areas for Growth

DSMS Staff continue to struggle on how to appropriately use student data to guide instruction. Administration will strengthen PLC practices by using our instructional coach to help shape effective PLCs and by providing staff with the opportunity to discuss student data and how it should appropriately guide instructional practices using the four PLC questions (What do we want student to learn? How will we know if they have learned it? What will we do if they did not learn? What will we do if they did learn?). In addition, staff will be held accountable to PLC expectations by completing a weekly entry into their PLC binder that focuses on data and responding to the four questions. Admin will attend weekly PLCs as well as check binders on a regular basis and provide feedback.

Adult Learning Culture Equity Resource Supports

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

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Teachers at DSMS are not consistently using student data to inform their instructional practices.

Critical Root Cause: Approximately 50% of the teaching staff at DSMS have been in the classroom for 5 years or less. Many teachers are still learning how to navigate the teaching professional which includes utilizing student data and the PLC process.

Connectedness

Connectedness Areas of Strength

Our goal is to increase parent involvement and participation in the DSMS community. We host several parent/student events throughout the year and are continually seeking ways to increase attendance and build trust in the community. While participation has traditionally been low, we are seeing increased attendance in events like parent night and student led conference.

Connectedness Areas for Growth

DSMS has been diligently working to increase overall parent participation in school functions and engage parents in the school community. We have added raffle prizes at our big events and parents receive raffle tickets when they attend. In addition, teachers are expected to reach out to a minimum of five parents per week via postcards or phone calls to make positive contacts.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Many families do not speak English in their homes and might not understand communication from the school if it is in English.	Provide communications for parent/student events in both English and Spanish.
Foster/Homeless	N/A	
Free and Reduced Lunch	Our school is 100% free and reduced lunch; many families cannot afford to miss work to attend functions at the school.	Provide opportunities for family engagement at different times of the day and different days of the week to ensure that families have multiple opportunities to participate.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Low percentages of DSMS families participate in DSMS parent centered events throughout the year which leads to low engagement in the overall school community.

Critical Root Cause: There is a general lack of trust in the school system for many parents in the community. Many parents are also unsure of how they can participate in the school community and help their child be successful. In addition, some parents are reluctant to engage with staff and attend events due to language barriers.

Priority Problem Statements

Problem Statement 1: English Learners at DSMS are under performing compared to their regular education peers.

Critical Root Cause 1: Desert Skies Middle School continues to have inconsistent implementation of appropriate (grade-level), evidence based strategies designed to help our English Learners with language skills (reading, writing, speaking and listening) and academic curriculum. EL instruction needs to target skills such as reading, writing, and speaking in order to increase the capacity of our EL students to succeed.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Teachers at DSMS are not consistently using student data to inform their instructional practices.

Critical Root Cause 2: Approximately 50% of the teaching staff at DSMS have been in the classroom for 5 years or less. Many teachers are still learning how to navigate the teaching professional which includes utilizing student data and the PLC process.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Low percentages of DSMS families participate in DSMS parent centered events throughout the year which leads to low engagement in the overall school community.

Critical Root Cause 3: There is a general lack of trust in the school system for many parents in the community. Many parents are also unsure of how they can participate in the school community and help their child be successful. In addition, some parents are reluctant to engage with staff and attend events due to language barriers.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Student failure and/or retention rates
- WIDA ACCESS for ELLs
- Other
 - i-Ready

Adult Learning Culture

- Lesson Plans
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data

Connectedness

- Attendance
- Behavior
- Home Visits
- Other
 - Event Attendance Data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: DSMS will decrease the amount of EL students testing at three or more grade levels below on the i-Ready diagnostic from 91% to 81% by the Spring diagnostic.

DSMS will decrease the amount of non-EL students testing at three or more grade levels below on the i-Ready diagnostic from 52% to 42% by the Spring diagnostic.

Aligns with District Goal

Formative Measures: iReady data

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: ELLevation Strategies				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline	No review	No review	No review
1	DSMS will continue to utilize ELLevations strategies in every classroom throughout the 25-26SY. EL teachers will select four strategies, one to be implemented for each quarter, that target a specific language domain (reading, writing, speaking, listening) and provide training to staff on how these strategies are correctly implemented. DSMS will also continue to utilize iReady for all students during intervention period to increase student capacity in reading and math. DSMS will implement mainstream support classes for EL students that have been in the country for more than two years and an Advanced EL course for students that are newer to the country. EL students will receive additional support in reading, writing, speaking and listening in these courses to help further develop their English language skills.	Principal, Assistant Principals	SY 2025-26			
Position Responsible: Principal, Assistant Principals Evidence Level Level 2: Moderate: ELLevations Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 1: English Learners at DSMS are under performing compared to their regular education peers. Critical Root Cause: Desert Skies Middle School continues to have inconsistent implementation of appropriate (grade-level), evidence based strategies designed to help our English Learners with language skills (reading, writing, speaking and listening) and academic curriculum. EL instruction needs to target skills such as reading, writing, and speaking in order to increase the capacity of our EL students to succeed.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: 100% of DSMS teaching staff will complete their PLC binders by the end of SY 2025-26.

DSMS will utilize the PLC process to help staff build capacity to analyze student data to make instructional decisions and increase student performance.

Aligns with District Goal

Formative Measures: Quarterly binder checks

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLC and Professional Development				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	DSMS will utilize the PLC process to help staff build capacity to analyze student data to make instructional decisions and increase student performance.	Principal, Assistant Principals	SY 25-26	No review	No review	No review
Position Responsible: Principal, Assistant Principals						
Evidence Level Level 2: Moderate: PLC						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Teachers at DSMS are not consistently using student data to inform their instructional practices. Critical Root Cause: Approximately 50% of the teaching staff at DSMS have been in the classroom for 5 years or less. Many teachers are still learning how to navigate the teaching professional which includes utilizing student data and the PLC process.

Inquiry Area 3: Connectedness

SMART Goal 1: DSMS will engage at least 20% of our parents and community members at calendared events as measured by attendance sheets.

Aligns with District Goal

Formative Measures: Attendance sheets at each event

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: Family Engagement/PBIS <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Attendance sheets for calendared events, e.g., parent night, student led conferences, etc.</td><td>Principal, FACE liaison</td><td>SY 25-26</td></tr></table> Position Responsible: Principal, FACE liaison Evidence Level Level 2: Moderate: PBIS Level 3: Promising: Family Engagement Problem Statements/Critical Root Cause: Connectedness 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Attendance sheets for calendared events, e.g., parent night, student led conferences, etc.	Principal, FACE liaison	SY 25-26	Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Attendance sheets for calendared events, e.g., parent night, student led conferences, etc.	Principal, FACE liaison	SY 25-26							
				Nov	Feb	May								
No review	No review	No review												

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Low percentages of DSMS families participate in DSMS parent centered events throughout the year which leads to low engagement in the overall school community. Critical Root Cause: There is a general lack of trust in the school system for many parents in the community. Many parents are also unsure of how they can participate in the school community and help their child be successful. In addition, some parents are reluctant to engage with staff and attend events due to language barriers.

Inquiry Area 3: Connectedness

SMART Goal 2: During the 2025-2026 school year, our school will strengthen Tier 1 behavior implementation under the MTSS framework by ensuring consistent school-wide expectations, proactive classroom practices, and early intervention strategies. As a result, we will reduce total out-of-school suspensions by 5% compared to the 2024-2025 school year.

Aligns with District Goal

Formative Measures: Monthly behavior data reviews using BIG and staff self reflections of Tier 1 implementation.

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: MTSS <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>* Implement consistent schoolwide behavior expectations and teaching routines. * Use the PBIS SAS to identify staff perceptions of Tier 1 implementation gaps in both school-wide and classroom. * Conduct monthly data reviews to monitor discipline disproportionality.</td><td>Principal, APs, and deans</td><td>25-26SY</td></tr></table> Position Responsible: Principal, APs, and deans Resources Needed: N/A Evidence Level Level 2: Moderate: MTSS Problem Statements/Critical Root Cause: Connectedness 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	* Implement consistent schoolwide behavior expectations and teaching routines. * Use the PBIS SAS to identify staff perceptions of Tier 1 implementation gaps in both school-wide and classroom. * Conduct monthly data reviews to monitor discipline disproportionality.	Principal, APs, and deans	25-26SY	Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	* Implement consistent schoolwide behavior expectations and teaching routines. * Use the PBIS SAS to identify staff perceptions of Tier 1 implementation gaps in both school-wide and classroom. * Conduct monthly data reviews to monitor discipline disproportionality.	Principal, APs, and deans	25-26SY							
				Nov	Feb	May								
No review	No review	No review												

SMART Goal 2 Problem Statements:

Connectedness
Problem Statement 1: Low percentages of DSMS families participate in DSMS parent centered events throughout the year which leads to low engagement in the overall school community. Critical Root Cause: There is a general lack of trust in the school system for many parents in the community. Many parents are also unsure of how they can participate in the school community and help their child be successful. In addition, some parents are reluctant to engage with staff and attend events due to language barriers.

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
Scorpion Day	8/1/2025	
Fall Festival	10/30/2025	
Student Led Conferences	10/15/25 & 4/15/26	
Home Visit Program	Ongoing	