

Washoe County School District

Sky Ranch Middle School

2025-2026 School Improvement Plan

Classification: 3 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 http://nevadareportcard.nv.gov/DI/nv/washoe/sky_ranch_middle_school/2025

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Our goal is to increase our overall proficiency on SBAC in math and ELA by 5% with an increase of 3% in our ELL and IEP sub populations.

We grew by 3% in ELA proficiency but our IEP sub population grew by 6% and our EL population grew by 3%

We did not see an increase or a decrease in Math our IEP sub population did not increase or decrease but our EL population grew by 2%

We are outperforming district scores for proficiency in ELA by 16% and in math by 13%.

We had our biggest year for ELA growth this year. We grew 8% in the catch-up category from 2024 to 2025 and we grew 6% in the keep up category from 2024 to 2025. This growth even exceeded the 2023 score by 2%

In the ELA catch up category, we saw an 11% increase in our IEP sub population and 5% for our ELL sub population. We also saw a 19% increase for our IEP sub population in the keep up category.

We saw an increase of 8% in the students on the ACCESS test for ELL students.

Student Success Areas for Growth

Data Dive:

ELA Catch Up category saw growth for 6th and 7th grade levels and for every sub population in our school as a whole.

ELA Keep Up category saw growth or maintained for every sub population except our GT group.

Math Catch Up category saw a decrease of 2% with a decrease for our IEP sub population but an increase of 6% for our EL sub population.

Math Keep Up category saw an increase of 3% however we saw a large decrease in IEP sub populations of 20%.

Our GT sub population decreased in the ELA keep up category by 4%. However, in the math keep up category we saw an increase of 5%.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Reduced a teacher allocation, we are no longer able to offer ELL mainstream support classes.	We have gained two full time ATA for ELL that will support students in the classroom for social studies and ELA where they are scheduled.
Foster/Homeless	Attendance	Counseling continues to work with CIT to arrange bussing. Attendance Committee will continue to monitor attendance and provide rewards and solve barriers.
Free and Reduced Lunch	Attendance	Attendance Committee will continue to monitor attendance and provide rewards and solve barriers.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Attendance	Attendance Committee will continue to monitor attendance and provide rewards and solve barriers.
Students with IEPs	Students in this category often struggle in all academic areas. Reading difficulties are prevalent and cause lower results in all classes.	Students are scheduled in classes according to the Specially Designed Instruction in their IEPs. Many students are in classes that pre teach and re teach grade level concepts in math and ELA as well as work to fill skill gaps.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): We saw an overall increase in ELA proficiency of 3% in ELA and Math. Our ELA EL sub population made 5% growth in the catch-up category and in the math catch up category they grew by 6%. However, we are not seeing enough of an increase in our EL sub population to get them to grade level by the time they exit 8th grade.

Critical Root Cause: Tier 1 instruction -- accessibility to all students Inconsistent implementation of new curriculums in ELA, Social Studies, and Science Inconsistent implementation of Tier 2 and Tier 3 supports Rigor and mastery on school common assessments Lack of teacher instructional mastery for ELL

Adult Learning Culture

Adult Learning Culture Areas of Strength

PLC alignment of curriculum and common formative and summative assessments.

Common preps to allow for PLC structures and common planning.

The majority of our teachers post some type of learning intention but most of them have not included a criteria for success.

Adult Learning Culture Areas for Growth

The adult learning culture at Sky Ranch has been predominantly focused on the first two questions of the PLC process

What is it we want our students to know and be able to do?

How will we know if each student has learned it?

However teachers are not framing the instruction for the strongest teacher clarity possible. The concepts of learning intentions, criteria for success still need to be improved.

We have not been getting to the questions

How will we respond when some students do not learn it?

How will we extend learning for students how have demonstrated proficiency?

There is more of a culture of we have taught it and assessed it and we have to move forward with the content and follow the pacing guide because there is not time to go back and reteach. The ability for our teachers to go deeper with their data discussions and talk about what to do next to ensure students learn is where our opportunity for growth lies.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Students in this group struggle with the academic language within the learning intentions and the criteria for success that teachers post.	Teachers will write their learning intention and criteria for success in student friendly language.
Foster/Homeless	Students in this group struggle with the academic language within the learning intentions and the criteria for success that teachers post.	Teachers will write their learning intention and criteria for success in student friendly language.
Free and Reduced Lunch	Students in this group struggle with the academic language within the learning intentions and the criteria for success that teachers post.	Teachers will write their learning intention and criteria for success in student friendly language.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Students in this group struggle with the academic language within the learning intentions and the criteria for success that teachers post.	Teachers will write their learning intention and criteria for success in student friendly language.
Students with IEPs	Students in this group struggle with the academic language within the learning intentions and the criteria for success that teachers post.	Teachers will write their learning intention and criteria for success in student friendly language.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Our PLC structures need to be utilized to focus on teacher clarity around (clarity of organization, clarity of explanation, clarity of examples and guided practice, and clarity of assessment of student learning.)

Critical Root Cause: While teachers post a learning intention on the board, they have done so out of compliance versus a true understanding of the purpose behind learning intentions. Many have done this in the past but have not been purposeful in the execution. Criteria for success is something fairly new to the majority of the staff.

Problem Statement 2: Our PLC structures need to be improved to make sure that all four questions in the PLC process are answered on a regular cycle.

Critical Root Cause: We are currently focusing on the first two questions in the PLC process and we need to get a focus on the second two questions. Teachers have been focused on the first two questions because three out of four core areas got new curriculum last year and are working on adopting it into their daily routines.

Connectedness

Connectedness Areas of Strength

- Our attendance is under less than 12% of our students are chronically or severely chronically absent.
- Our engages in connectedness activities throughout the year designed to ensure that all students have a connected adult.
- Our school is set up for academic teaming which allows students a small group of teachers who can focus on their needs. Team teachers meet regularly to discuss students and identify challenges and needs to ensure students thrive.

Connectedness Areas for Growth

The attendance rate shows that less than 12% of students are chronically or severely absent. The school implements activities aimed at fostering connectedness, ensuring that every student has a supportive adult. It uses an academic teaming approach, allowing small groups of teachers to address students' individual needs through regular meetings. However, there is currently no established system for incorporating student feedback on various issues. While efforts were made last year to engage parent stakeholders, this year the focus will shift to amplifying student voices.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Attendance	Attendance Committee will continue to monitor attendance and provide rewards and solve barriers.
Foster/Homeless	Attendance	Attendance Committee will continue to monitor attendance and provide rewards and solve barriers.
Free and Reduced Lunch	Attendance	Attendance Committee will continue to monitor attendance and provide rewards and solve barriers.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Attendance	Attendance Committee will continue to monitor attendance and provide rewards and solve barriers.
Students with IEPs	Attendance	Attendance Committee will continue to monitor attendance and provide rewards and solve barriers.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): We do not have an identified system for getting the voice of our student population involved on a variety of issues.

Critical Root Cause: Last year we focused on getting the voice of parent stakeholders going and this year we need to work on getting the voice of student stakeholders.

Priority Problem Statements

Problem Statement 1: We saw an overall increase in ELA proficiency of 3% in ELA and Math. Our ELA EL sub population made 5% growth in the catch-up category and in the math catch up category they grew by 6%. However, we are not seeing enough of an increase in our EL sub population to get them to grade level by the time they exit 8th grade.

Critical Root Cause 1: Tier 1 instruction -- accessibility to all students Inconsistent implementation of new curriculums in ELA, Social Studies, and Science Inconsistent implementation of Tier 2 and Tier 3 supports Rigor and mastery on school common assessments Lack of teacher instructional mastery for ELL

Problem Statement 1 Areas: Student Success

Problem Statement 2: Our PLC structures need to be utilized to focus on teacher clarity around (clarity of organization, clarity of explanation, clarity of examples and guided practice, and clarity of assessment of student learning.)

Critical Root Cause 2: While teachers post a learning intention on the board, they have done so out of compliance versus a true understanding of the purpose behind learning intentions. Many have done this in the past but have not been purposeful in the execution. Criteria for success is something fairly new to the majority of the staff.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: We do not have an identified system for getting the voice of our student population involved on a variety of issues.

Critical Root Cause 3: Last year we focused on getting the voice of parent stakeholders going and this year we need to work on getting the voice of student stakeholders.

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
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MyPath
- Nevada State Performance Framework (NSPF)
- Student Climate Survey, Student Voice
- WIDA Screener
- Other
 - i-Ready data

Adult Learning Culture

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

Connectedness

- Perception/survey data
- School safety data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: One hundred percent of students in grade 6-8 will meet their typical growth target in reading on the third iReady Diagnostic. 50% 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. Increase our overall proficiency on SBAC in math and ELA by 5% with an increase of 3% in our ELL and IEP sub-populations.

Aligns with District Goal

Formative Measures: Weekly personalized instruction minutes.

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: i-Ready <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Students are expected to complete 40 minutes of iReady Reading instruction in their MyPath each week.</td><td>Classroom teachers</td><td></td></tr></table> Position Responsible: Classroom teachers Evidence Level Level 3: Promising: i-Ready Problem Statements/Critical Root Cause: Student Success 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Students are expected to complete 40 minutes of iReady Reading instruction in their MyPath each week.	Classroom teachers		Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Students are expected to complete 40 minutes of iReady Reading instruction in their MyPath each week.	Classroom teachers								
				Nov	Feb	May								
No review	No review	No review												

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: We saw an overall increase in ELA proficiency of 3% in ELA and Math. Our ELA EL sub population made 5% growth in the catch-up category and in the math catch up category they grew by 6%. However, we are not seeing enough of an increase in our EL sub population to get them to grade level by the time they exit 8th grade. Critical Root Cause: Tier 1 instruction -- accessibility to all students Inconsistent implementation of new curriculums in ELA, Social Studies, and Science Inconsistent implementation of Tier 2 and Tier 3 supports Rigor and mastery on school common assessments Lack of teacher instructional mastery for ELL

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: We will hold a minimum of 3 student voice council meetings per semester.
We will start a Student Voice Council at our school that includes a quality representation of the demographics here at Sky Ranch.

- Aligns with District Goal**
- Formative Measures:** Meeting minutes from planning
Agendas and meeting minutes from our student meetings
List of students involved in the council

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Student Voice				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Sky Ranch will create a Student Voice council Student voice council will meet three times per semester	Dean of Students, Principal				
Position Responsible: Dean of Students, Principal						
Evidence Level						
Level 3: Promising: Family Engagement, Student Voice						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Our PLC structures need to be utilized to focus on teacher clarity around (clarity of organization, clarity of explanation, clarity of examples and guided practice, and clarity of assessment of student learning.) Critical Root Cause: While teachers post a learning intention on the board, they have done so out of compliance versus a true understanding of the purpose behind learning intentions. Many have done this in the past but have not been purposeful in the execution. Criteria for success is something fairly new to the majority of the staff.

Inquiry Area 3: Connectedness

SMART Goal 1: Classroom walk-throughs will indicate at least 75% of teachers consistently implement several components of teacher clarity (learning intentions and criteria for success) in daily instruction by the end of the school year.

Strengthen our PLC processes with a focus on Teacher Clarity (Clarity of organization, clarity of explanation, clarity of examples and guided practice, clarity of assessments of student learning.)

Aligns with District Goal

Formative Measures: Leadership Notes
Clarity Walk Through Form

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Professional Learning Communities				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	Use of Teacher clarity to explore: Organization Explanation Guided Practice Assessments	Principal, Assistant Principals, Dean		No review	No review	No review
Position Responsible: Principal, Assistant Principals, Dean						
Evidence Level Level 2: Moderate: PLC						
Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness	
Problem Statement 1: We do not have an identified system for getting the voice of our student population involved on a variety of issues. Critical Root Cause: Last year we focused on getting the voice of parent stakeholders going and this year we need to work on getting the voice of student stakeholders.	

Community Outreach Activities

Activity	Date	Lesson Learned
Thunderbolt Night	8/7/2025	Replacing Thunderbolt Days as event was not focused on meeting teachers.
Color Run	9/19/2025	None, great event keep going
Brown Bag Lunches	First Quarter various dates by Team	Building from last year teams who did it had a lot of success. Teams will be required to do this first quarter and it will be optional second semester.
Prepare for take off 5th graders come visit/ Open House	4/7 to 4/9 and 4/23/2026	Have a few more days between student visits and when parents come for tour.
8th grade awards	5/28/2026	Great format in one night. We like the addition of the high school credit award.
Grad Walk	6/1/2026	Students and families coming back before high school graduation is a hit. Students carry their middle school photo with them on the walk. Parents and kids line the halls and cheer. Great event. We grew the event by 70 students the first year to the second. We are looking to break 100 in the next year.