

Washoe County School District

Sparks Middle School

2025-2026 School Improvement Plan

Classification: 1 Star School

Title I, 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: https://nevadareportcard.nv.gov/DI/nv/washoe/sparks_middle_school/2025

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

I-Ready testing and training.

Testing Environment- Systems in Place to support formative and summative measures

More consistent staff in the math department- less turnover, additional tier one teaching support

Student Success Areas for Growth

School Goal: We will increase the number of proficient students on the ELA SBAC by 4% overall. Moving our percentage of students performing at or above grade level by the end of the 2025-26 school year. We will decrease the number of students who score a level one on the Math SBAC by 4% overall. Moving our percentage of students performing at a level one from by the end of the 2025-26 school year.

Formative Measures: ● ELA Data Monitor: SBAC rubric in writing will be linked to Social Studies, ELA and Science.

- SLO Data from Teachers in all core subject areas: Science, Math, ELA, Social Studies.
- Common assessments used for district benchmarks in Math on School City.
- Data Chats- alignment with write like a champion grading across SS and ELA.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	• Limited academic vocabulary acquisition impacting comprehension. • Lack of targeted instructional time for integrated language and content development • Training and use of ELlevation strategies across all content areas. • Limited access to curriculum in primary language. • Lack of culturally relevant materials	• Master Schedule designated daily ELD (English Language Development) time using trained personnel. • Implement integrated ELD strategies across all content areas. • Provide translated materials for families and scaffolded resources for students. • Offer after-school academic support with embedded language instruction. • Use formative language proficiency data (e.g., WIDA, ACCESS scores) to guide interventions.
Foster/Homeless	• High mobility leads to inconsistent instruction and gaps in learning. • Trauma and emotional stress affecting school engagement and performance. • Lack of stable technology access or study space. • Difficulty participating in after-school interventions or homework.	• Assign a dedicated staff advocate or case manager for continuity and academic tracking. • Provide flexible tutoring hours (before/after school, online). • Ensure immediate access to Technology, hotspots, and school supplies. • Embed social-emotional supports, check-ins, and trauma-informed classroom strategies.

Student Group	Challenge	Solution
Free and Reduced Lunch	• Economic stress impacting attendance, nutrition, and school focus. • Limited access to enrichment and academic supports outside of school. • Underrepresentation in advanced coursework and literacy-rich environments.	• Community resource fairs twice per year bringing in outside support agencies to support families and needs. • Provide literacy-rich materials to take home (home libraries, book fairs). • Incentivize attendance and academic growth with recognition and support (e.g., celebrations, gift cards). • Implement equitable screening for honors and advanced placement classes.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	• Cultural disconnects between school staff and student experiences. • Disproportionate discipline referrals and lower expectations. • Fewer role models of similar background in the staff.	• Implement culturally responsive teaching strategies and materials. • Provide staff professional development on equity, anti-bias, and implicit bias. • Focus of tiered training through systems at the district level. • Use disaggregated data to monitor student progress and intervene early. • Elevate student voice through affinity groups or student advisory councils.

Student Group	Challenge	Solution
Students with IEPs	• Instructional materials and assessments not always adapted or accessible. • Limited co-teaching models or inclusion in general education curriculum. • Misalignment between IEP goals and grade-level standards.	• Strengthen co-teaching models and general education teacher training. • Use standards-based IEPs and align instructional goals with SBAC targets. • Increase access to assistive technology and accommodations for ELA and math tasks. • Provide frequent progress monitoring and data-based instruction. • Ensure that co-taught supports are kept consistent and that PD training on proper co-taught supports are done and monitored with fidelity.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Students have low performance scores on ELA and Math SBAC tests. Students in the newcomer program are not exiting on the WIDA/ACCESS Test

Critical Root Cause: Focus in ELA writing was on a solid one paragraph response, not to grade level standards in 6, 7, 8th grade essay format. Proper Placement of EL's showed major academic improvement and language Acquisition progress. this needs to be done with fidelity. Focus on Newcomer did not lead to growth with our long term EL's Math-first year with full staff in the math department showed growth, but still needs to continue to grow in PLC process.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Most teacher departments worked with purpose intention in the PLC Process.

Unpacking the standards

Development of common assessments.

Initial steps of analysis for student needs- walk to learn/Intervention/MTSS and reteach methodology

Accountability through bi-weekly meeting minutes and norms established at SMS.

Adult Learning Culture Areas for Growth

School Goal: Complete steps one and two of PLC process in all core content areas.

What are the essential Standards and the development of common assessments to determine if students are learning the essential skills.

1. What do we want all students to know and be able to do? (Essential standards)
2. How will we know if they learn it? (Common Assessments)
3. What will we do if students don't learn it? (Re-teach and RTI)

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	- Limited English proficiency hinders access to complex academic language in core content. - Lack of translated assessments or scaffolding tools. - Inadequate teacher training in language acquisition strategies	- Employ language-accessible versions of common assessments and embed visuals, sentence frames, and glossaries. - Provide co-teaching or push-in EL support during core instruction. - Allocate ELL instructional coaches or professional learning on Can-Do descriptors and scaffolding techniques.
Foster/Homeless	- High mobility and absenteeism limit continuity in instruction and access to instruction. - Limited access to materials and quiet study spaces.	- Offer wraparound services (e.g., counseling, check-ins, transportation support). - Designate a staff advocate or case manager to track academic progress and follow up across settings. - Integrate RTI support with trauma-informed practices and SEL check-ins.
Free and Reduced Lunch	- May lack access to enrichment, tutoring, or technology at home. - Economic stress can interfere with academic focus and attendance.	- Use school-issued devices and Wi-Fi hotspots for digital access. - Embed small-group re-teach and guided practice into the school day
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Systemic inequities and potential unconscious bias in instruction or assessment.	- Engage in culturally responsive teaching PD focused on equitable assessment design and inclusive instruction. - Disaggregate data by subgroups to identify and close performance gaps. - Provide student mentoring programs and family engagement sessions to build trust and partnership. - Encourage participation in enrichment, honors, and CTE pathways by reviewing placement criteria and barriers.
Students with IEPs	- Need for individualized supports, accommodations, and sometimes modified curriculum. - Gaps in foundational skills due to learning disabilities.	- Ensure IEP accommodations are implemented on all assessments, including extended time, small group, and alternate formats. - Incorporate SPED teachers in PLCs to align supports with essential standards. - Use push-in or pull-out RTI time. - Regularly monitor IEP goal progress alongside progress data to ensure alignment.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Only getting to step one and two of the PLC process during content level planning time was the implementation of only essential standards and development of common assessments. Without the accurate analysis of data, we were unable to accurately determine mastery of standards.

Critical Root Cause: Lack of Common Assessments did not allow for accurate data collection or comparison of student mastery of standards. Implementation of new curriculum in Social Studies, ELA and Science made implementation of common assessments an additional challenge. Teacher lack of understanding of the essential standards, and the implementation of grade level rigor was inconsistent across content areas.

Connectedness

Connectedness Areas of Strength

- Increased communication
- More than doubled our number of parent climate surveys for more accurate data
- Updated website with more fidelity for readily accessible information to parents.

Connectedness Areas for Growth

School Goal:
Sparks Middle School will strengthen family-school connectedness to reduce chronic absenteeism — currently at 25% — by increasing two-way communication, hosting inclusive connectedness events, and using parent climate survey feedback to guide engagement strategies.

We will monitor progress through attendance data,
participation in family events,
improvements in parent perception scores from the Nevada School Climate Survey.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	- Language barriers limit parent access to communication and events. - Limited bilingual staff and interpreters. - Cultural norms may lead to hesitation in school involvement.	- allocate bilingual liaisons and interpreters at all events and for phone calls/messages. - Translate all school communication and surveys into home languages. - Host culturally responsive family nights (e.g., heritage celebrations, multilingual workshops).

Student Group	Challenge	Solution
Foster/Homeless	• Lack of stable housing affects access to school information and events. • Parents/guardians may change frequently or be unavailable. • High mobility limits relationship building with staff	• Work with our Safe Schools professional to be a liaison for CIT families. • Partner with local shelters/agencies to be a part of community resource events. • Ensure access to school supplies, clothing closets, and emergency supports.
Free and Reduced Lunch	• Families may work multiple jobs or have time constraints. • Limited internet or device access can hinder digital communication. • Financial stress can reduce event participation.	• Schedule events at flexible times (evenings/weekends) and offer childcare. • Use multimodal communication (texts, calls, mailers) instead of only digital platforms. • Offer incentives (e.g., food, raffles, homework passes) to encourage attendance. • Ensure events include tangible support services (e.g., resource fairs, FAFSA nights).
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	• Historical mistrust in schools due to past inequities or cultural disconnects. • Underrepresentation in decision-making processes. • Lack of culturally relevant programming.	• Establish Family Equity Councils or advisory groups with representative voices. • Provide implicit bias and cultural responsiveness PD to staff. • Celebrate cultural heritage months and multilingual events to affirm identity. • Use climate survey results disaggregated by subgroup to guide targeted actions.

Student Group	Challenge	Solution
Students with IEPs	- Families may feel overwhelmed by special education processes or excluded from general events. - Communication may focus only on problems rather than strengths. - Inconsistent collaboration between general and special education staff.	- Schedule IEP meetings at times convenient for families with translation and advocacy support. - Host IEP 101 nights to empower families to navigate the system. - Use positive behavior and academic updates regularly to build trust and partnership.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Students and parents who are not connected with school are shown in the chronic absenteeism data as non-attenders. 25% of Sparks Middle School Students are considered chronically absent.

Critical Root Cause: Students are not connected with school in both academics (tier one instruction) and extracurricular activities. Lack of elective options and opportunities. Lack extra curricular activities outside of sport. Stakeholder communication needs to be improved through phone contact, email, and parent meetings.

Priority Problem Statements

Problem Statement 1: Students have low performance scores on ELA and Math SBAC tests. Students in the newcomer program are not exiting on the WIDA/ACCESS Test

Critical Root Cause 1: Focus in ELA writing was on a solid one paragraph response, not to grade level standards in 6, 7, 8th grade essay format. Proper Placement of EL's showed major academic improvement and language Acquisition progress. this needs to be done with fidelity. Focus on Newcomer did not lead to growth with our long term EL's Math-first year with full staff in the math department showed growth, but still needs to continue to grow in PLC process.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Only getting to step one and two of the PLC process during content level planning time was the implementation of only essential standards and development of common assessments. Without the accurate analysis of data, we were unable to accurately determine mastery of standards.

Critical Root Cause 2: Lack of Common Assessments did not allow for accurate data collection or comparison of student mastery of standards. Implementation of new curriculum in Social Studies, ELA and Science made implementation of common assessments an additional challenge. Teacher lack of understanding of the essential standards, and the implementation of grade level rigor was inconsistent across content areas.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Students and parents who are not connected with school are shown in the chronic absenteeism data as non-attenders. 25% of Sparks Middle School Students are considered chronically absent.

Critical Root Cause 3: Students are not connected with school in both academics (tier one instruction) and extracurricular activities. Lack of elective options and opportunities. Lack extra curricular activities outside of sport. Stakeholder communication needs to be improved through phone contact, email, and parent meetings.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Other
 - i-Ready

Adult Learning Culture

- Lesson Plans
- Master schedule
- Professional learning communities (PLC) data/agenda/notes
- Staff surveys and/or other feedback
- Student Climate Survey
- Teacher evaluation

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Social Emotional Learning Data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Student Success: We will increase the number of proficient students on the ELA SBAC 3% overall. Moving our percentage of students performing at or above grade level from 17% to 20% by the end of the 2025-2026 school year.

We will decrease the number of students who score a level one on the Math SBAC by 4% overall. Moving our percentage of students performing at a level one from 71% to 67% by the end of the 2025-2026 school year.

Aligns with District Goal

Formative Measures: IReady diagnostics

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: IReady/Lexia <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Common Formative and Summative Assessment</td><td>Administration (Principal, Assistant Principal, Department Leads)</td><td>SY 2025-26</td></tr></table> Position Responsible: Administration (Principal, Assistant Principal, Department Leads) Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Evidence Level Level 2: Moderate: Lexia Level 3: Promising: i-Ready Problem Statements/Critical Root Cause: Student Success 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Common Formative and Summative Assessment	Administration (Principal, Assistant Principal, Department Leads)	SY 2025-26	Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Common Formative and Summative Assessment	Administration (Principal, Assistant Principal, Department Leads)	SY 2025-26							
				Nov	Feb	May								
No review	No review	No review												

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 1: Students have low performance scores on ELA and Math SBAC tests. Students in the newcomer program are not exiting on the WIDA/ACCESS Test

Critical Root Cause: Focus in ELA writing was on a solid one paragraph response, not to grade level standards in 6, 7, 8th grade essay format. Proper Placement of EL's showed major academic improvement and language Acquisition progress. this needs to be done with fidelity. Focus on Newcomer did not lead to growth with our long term EL's Math-first year with full staff in the math department showed growth, but still needs to continue to grow in PLC process.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Adult Learning Culture: All students will access Tier I curriculum through high quality and rigorous instruction enriched with language strategies and improve student achievement. High Quality PLC's will include collaboration, regular data analysis, data-driven decision for targeted student populations and intervention, and a focus on high yield learning strategies to maximize student growth.

Aligns with District Goal

Formative Measures: PLC Agendas

PLC model

Common Assessments

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLC Process				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	All departments work around identifying standards, pacing and planning, unwrapping standards, creating assessments, and reviewing data to drive instruction and interventions will be based on the first three main questions from PLC model and student needs. What do we want all students to know and be able to do? (Essential standards) How will we know if they learn it? (Common Assessments) What do we do if students don't learn them? (data analysis, intervention/reteach, purposeful reteach) in reading/ELA, mathematics, and science by two percent in each content as measured by student achievement and growth in alignment with SBAC results. Targeted subgroups will include FRL, EL, and IEP.	Department Leaders Administration	SY 2025-26	No review	No review	No review
Position Responsible: Department Leaders Administration						
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: Only getting to step one and two of the PLC process during content level planning time was the implementation of only essential standards and development of common assessments. Without the accurate analysis of data, we were unable to accurately determine mastery of standards. Critical Root Cause: Lack of Common Assessments did not allow for accurate data collection or comparison of student mastery of standards. Implementation of new curriculum in Social Studies, ELA and Science made implementation of common assessments an additional challenge. Teacher lack of understanding of the essential standards, and the implementation of grade level rigor was inconsistent across content areas.

Inquiry Area 3: Connectedness

SMART Goal 1: Our performance objective will be measured by reducing chronic absenteeism at Sparks Middle School from 25-22% in the 25-26 school year. Sparks Middle School will reduce absenteeism by three percent schoolwide.

Aligns with District Goal

Formative Measures: Attendance sheets for family events
IC and BIG attendance reports
Parent Climate survey

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: MTSS/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>Two family events per quarter at the school site</td><td>Attendance QR codes MTSS Team identification of families PBIS incentives for attendance</td><td>SY 2025-26</td></tr></table> Position Responsible: Attendance QR codes MTSS Team identification of families PBIS incentives for attendance Evidence Level Level 2: Moderate: MTSS - PBIS Problem Statements/Critical Root Cause: Connectedness 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Two family events per quarter at the school site	Attendance QR codes MTSS Team identification of families PBIS incentives for attendance	SY 2025-26	Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Two family events per quarter at the school site	Attendance QR codes MTSS Team identification of families PBIS incentives for attendance	SY 2025-26							
				Nov	Feb	May								
No review	No review	No review												

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Students and parents who are not connected with school are shown in the chronic absenteeism data as non-attenders. 25% of Sparks Middle School Students are considered chronically absent. Critical Root Cause: Students are not connected with school in both academics (tier one instruction) and extracurricular activities. Lack of elective options and opportunities. Lack extra curricular activities outside of sport. Stakeholder communication needs to be improved through phone contact, email, and parent meetings.

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
Back To School Night- Newcomer families all grades	8/27/2025	
Community Resource Fair for all Families	8/27/2025	
6th Grade STEM Night	10/23/2025	
Data Chats all Grades	11/5/2025	
Family Resources Fair all grades	2/26/2026	
Data Chat Night all grades	3/12/2026	
6th Grade Transition Night- Future Golden Bears	5/12/2026	