Washoe County School District

Darrel Swope Middle School

2025-2026 School Improvement Plan

Classification: 3 Star School

ATSI

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/darrel_swope_middle_school/2025

Table of Contents

Comprehensive Needs Assessment 4
- Student Success 4
- Adult Learning Culture 6
- Connectedness 8

Priority Problem Statements 10
Comprehensive Needs Assessment Data Documentation 11
Inquiry Areas 12
- Inquiry Area 1: Student Success 12
- Inquiry Area 2: Adult Learning Culture 13
- Inquiry Area 3: Connectedness 15

Community Outreach Activities 17

Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

The 2024-25SY Goal was to have students improve their math levels as measured by iReady diagnostic by decreasing the lowest quintile by 2 percent. Fall 2024 scores include the following percentage of students in the lowest quintile in 6th grade (13%), 7th grade (22%), and 8th grade (29%). The End of Year (EOY) diagnostic saw a percentage of students in the lowest quintile in 6th grade (13%), 7th grade (17%), and 8th grade (20%). Overall, across all three grade levels, the lowest quintile dropped from 21% to 16%. The lowest two quintiles also had an overall decrease in percentage from 22% to 20% in 6th grade, 34% to 26% in 7th grade, and 41% to 28% in 8th grade. The highest quintile grew from 16% to 32% over all grade levels.

2025-26 SY Goal was to have students improve their reading scores, as measured by iReady diagnostic, by reducing the percentage of students in the 4th and 5th quintiles by 2%. Fall 2025 percentage for the 4th and 5th quintiles are 32% (6th grade), 35% (7th grade), and 39% (8th grade). The End of Year (EOY) diagnostic saw a percentage of students in the 4th and 5th quintile in 6th grade (27%), 7th grade (27%), and 8th grade (28%). Overall, across all three grade levels, the 4th and 5th quintiles dropped from 35% to 28%. The highest quintile saw an increase from 30% to 38% overall.

Student Success Areas for Growth

Student Success Summary:

1. Swope realized a 2% decrease in chronic absenteeism and a 2% decrease in severely chronic absenteeism from 2024SY.
2. ACCESS Scores – Saw growth of 1% in students exiting. The most significant increase was seen in speaking/oral language.

3. Science celebrations: Significant growth in above standard in Causality, Patterns, and Connections, and Earth and Space Science.

4. Science increase in percentage of students scoring proficient or exceeding standard in IEP and GT population.

5. Smarter Balanced Assessment – EL scores improved in Math and ELA.

6. Math saw an increase in the percentage of students scoring above standard.

7. 91% of 8th graders met credit requirements to matriculate to middle school.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	N/A
Foster/Homeless	N/A	N/A
Free and Reduced Lunch	Higher Suspension rate per capita among our students with FRL, leading to lower scores.	Implement tier 1 Support training
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	N/A	N/A
Students with IEPs	Students with IEPs scored lower than we had hoped.	With a focus on Tier 1 Academic supports, the gaps that are currently present will be worked on.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Student achievement, as measured by SBAC, must improve dramatically from the 2024-2025 School Year so students can meet their catch-up/keep-up percentages to meet standard in ELA, Math, and Science by their 8th-grade year.
Critical Root Cause: Interventions and learning need to continue to improve at the Tier 1 and Tier 2 level. Student access to iReady and implementation with fidelity did not take place across all student grade-levels.

Adult Learning Culture

Adult Learning Culture Areas of Strength

1. Teachers reported having access to a full-time EL teacher during prep and supporting learners in the classroom increased teacher effectiveness and understanding of the EL population.
2. Teachers participated in professional development to support navigation of iReady and immediate data analysis for individual students.

Adult Learning Culture Areas for Growth

1. Wednesday PLCs continue to provide an opportunity for staff to collaborate as departments and as teams.
2. Each department has a set time for collaboration on common assessments and to identify student needs.
3. ELA, Science, and Social Studies implemented a new curriculum during the 2024-25SY, which was adopted during the spring of 2023.

Adult Learning Culture Equity Resource Supports

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

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Student learning at Swope Middle School is not meeting the needs of all students to catch up or keep up during the school year as interventions and enrichment opportunities based on assessments of standards are not part of planning.

Critical Root Cause: Focus on Essential Standards and begin with a review of the process for Professional Learning Communities (PLCs) before proceeding to steps #3 and #4. Creating common assessments now to identify growth and need additional time to plan. Need to move on and focus on data and ways to improve student access to learn. Finding time to increase student access to researched practices like i-Ready and teacher clarity practices for our students.

Connectedness

Connectedness Areas of Strength

- According to the Student Climate Survey, perception of Bullying went down 11%.
- Students identified their Self-Concept and Self Awareness of Emotions improved by 2%.
- The majority of students felt they were safe on the way to and in school according to the Student Climate Survey.

Connectedness Areas for Growth

Swope saw a 0% decrease in chronic absenteeism and a 2% decrease in severely chronic absenteeism from 2024-2025 SY.

- Significant, especially when looking at the decrease in absenteeism seen in Special Programs in Free/Reduced Lunch, CIT, EL, GT, and IEP.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Feeling of Disconnectness	Changed the schedule and added intermural sports. Increased the Support in classes with an EL paraprofessional.
Foster/Homeless	Feeling of Disconnectness	Changed the schedule and added intermural sports.
Free and Reduced Lunch	Lack of motivation	Changed the schedule and added intermural sports.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	N/A	N/A
Students with IEPs	N/A	N/A

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Student engagement (as measured by student attendance) needs to improve during the 2025- 26 SY. This provides students with access to Tier 1, 2, 3, and special education services, as well as academic and SEL Supports, to improve student performance.
Critical Root Cause: School response to student learning behaviors and family efficacy to support student learning behaviors is a challenge to improved attendance and development of the five competencies of Social Emotional Learning.

Problem Statement 2 (Prioritized): Discipline data show that some WCSD schools are using exclusionary discipline practices (such as suspensions) at higher rates than others, particularly for specific student groups. This pattern limits learning time for affected students and may reflect inconsistencies in how behavior expectations and interventions are applied across schools.
Critical Root Cause: Limited access to or implementation of tiered behavior supports. Insufficient systems for monitoring and analyzing discipline data to identify and address trends early.

Priority Problem Statements

Problem Statement 1: Student achievement, as measured by SBAC, must improve dramatically from the 2024-2025 School Year so students can meet their catch-up/keep-up percentages to meet standard in ELA, Math, and Science by their 8th-grade year.

Critical Root Cause 1: Interventions and learning need to continue to improve at the Tier 1 and Tier 2 level. Student access to iReady and implementation with fidelity did not take place across all student grade-levels.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Student learning at Swope Middle School is not meeting the needs of all students to catch up or keep up during the school year as interventions and enrichment opportunities based on assessments of standards are not part of planning.

Critical Root Cause 2: Focus on Essential Standards and begin with a review of the process for Professional Learning Communities (PLCs) before proceeding to steps #3 and #4. Creating common assessments now to identify growth and need additional time to plan. Need to move on and focus on data and ways to improve student access to learn. Finding time to increase student access to researched practices like i-Ready and teacher clarity practices for our students.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Student engagement (as measured by student attendance) needs to improve during the 2025- 26 SY. This provides students with access to Tier 1, 2, 3, and special education services, as well as academic and SEL Supports, to improve student performance.

Critical Root Cause 3: School response to student learning behaviors and family efficacy to support student learning behaviors is a challenge to improved attendance and development of the five competencies of Social Emotional Learning.

Problem Statement 3 Areas: Connectedness

Problem Statement 4: Discipline data show that some WCSD schools are using exclusionary discipline practices (such as suspensions) at higher rates than others, particularly for specific student groups. This pattern limits learning time for affected students and may reflect inconsistencies in how behavior expectations and interventions are applied across schools.

Critical Root Cause 4: Limited access to or implementation of tiered behavior supports. Insufficient systems for monitoring and analyzing discipline data to identify and address trends early.

Problem Statement 4 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 Science
- Curriculum Based Measures
- End-of-Unit Assessments
- Grades
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MyPath
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs
- Other
    - I Ready

Adult Learning Culture

- Administrator evaluation
- Professional learning communities (PLC) data/agenda/notes
- Student Climate Survey
- Teacher evaluation
- Walk-through data

Connectedness

- Attendance
- Behavior
- Enrollment
- Enrollment trends
- Home Visits
- PBIS/MTSS data
- Perception/survey data
- Social Emotional Learning Data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Students will improve their math and reading levels as measured by iReady diagnostic by decreasing the lowest quintile by 7 percent as measured by the End of Year Diagnostic.

Aligns with District Goal

Formative Measures: iReady BOY and EOY Diagnostics.

<table>
<tr><th colspan="4">Improvement Strategy 1 Details</th><th colspan="3">Status Checks</th></tr>
<tr><td colspan="4">Improvement Strategy 1: iReady</td><td colspan="3">Status Check</td></tr>
<tr><td>Action #</td><td>Actions for Implementation</td><td>Person(s) Responsible</td><td>Timeline</td><td>Nov</td><td>Feb</td><td>May</td></tr>
<tr><td>1</td><td>Implementation of iReady during the school day to support improvement of ELA and Math achievement levels and communication with parents to support access at home. Swope will implement additional math and reading instruction during Advisory for the remainder of the 2025-26 school year to support continued growth while protecting ELA and math instructional time.</td><td>Classroom Teacher and Administration.</td><td>End of 25-26SY</td><td>In progress</td><td>No review</td><td>No review</td></tr>
<tr><td colspan="4">Position Responsible: Classroom Teacher and Administration.

Evidence Level
Level 3: Promising: i-Ready
Problem Statements/Critical Root Cause: Student Success 1</td><td colspan="3"></td></tr>
</table>

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Student achievement, as measured by SBAC, must improve dramatically from the 2024-2025 School Year so students can meet their catch-up/keep-up percentages to meet standard in ELA, Math, and Science by their 8th-grade year. **Critical Root Cause**: Interventions and learning need to continue to improve at the Tier 1 and Tier 2 level. Student access to iReady and implementation with fidelity did not take place across all student grade-levels.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the 2025-2026 school year, 100% of teaching teams will participate in the Professional Learning Community (PLC) process to enhance Tier 1 instruction and improve teacher clarity. Through biweekly PLC meetings, teams will collaboratively identify Essential and Nevada Academic Standards, develop and analyze common assessments, and use data to answer the four essential questions that PLCs should address.

Aligns with District Goal

Formative Measures: Documented PLC agendas and meeting notes reflecting the 4 PLC questions. Evidence of instructional adjustments based on standard assessment analysis.
Increased alignment of instruction to identified Essential Standards. Observable improvements in student outcomes, including a reduction in the number of students performing below grade level by at least 10% as measured by local and/or state assessments.

Improvement Strategy 1 Details | **Status Checks**

Improvement Strategy 1: PLC's

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Teachers will engage in the PLC Model to focus on learning, collaboration, and results, with an emphasis on strong Tier 1 instruction and teacher clarity. Working with Instructional Leads, teams will identify Essential Standards and Nevada Academic Standards, develop aligned common assessments, and use them to answer the four essential PLC questions. Teachers will ensure instructional delivery is clear, consistent, and aligned to grade-level expectations, using assessment data to drive high-quality Tier 1 instruction and provide targeted intervention and enrichment. This process supports all students in making progress toward grade-level mastery. PLC time will be identified during prep periods and early-release Wednesdays. Teams will regularly review assessment analysis and maintain a clear focus on the four PLC questions to guide instruction and improve student outcomes.	Classroom teachers and Administration.	End of 25-26SY

Status Check

Nov	Feb	May
In progress	No review	No review

Position Responsible: Classroom teachers and 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: Student learning at Swope Middle School is not meeting the needs of all students to catch up or keep up during the school year as interventions and enrichment opportunities based on assessments of standards are not part of planning. **Critical Root Cause**: Focus on Essential Standards and begin with a review of the process for Professional Learning Communities (PLCs) before proceeding to steps #3 and #4. Creating common assessments now to identify growth and need additional time to plan. Need to move on and focus on data and ways to improve student access to learn. Finding time to increase student access to researched practices like i-Ready and teacher clarity practices for our students.

Inquiry Area 3: Connectedness

SMART Goal 1: By the end of each quarter of the 2025-2026 School Year, Swope Middle School will reduce chronic absenteeism to less than 5% and severe chronic absenteeism to less than 7%. Swope will implement class meetings with fidelity in Advisory class by using restorative circles.

Aligns with District Goal

Formative Measures: BIG reports, average daily attendance reports, and teacher walkthroughs.

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Restorative Practice	**Status Check**		
	Nov	**Feb**	**May**
	In progress	No review	No review

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Administration and Staff will implement with fidelity and consistency expectations around Restorative Practices and progressive discipline plan as outlined in our August Professional Development meeting. Identify incoming students with 2 or more risk factors on the District Early Warning System and utilize to create a cohort of students to improve communication with families as it relates to attendance and behavior risk factors. Continue to provide access to Restorative Circles that includes use of Restorative Circles in Staff Training.	Attendance clerks, teachers, administrators.	End of 25-26SY

Position Responsible: Attendance clerks, teachers, administrators.

Evidence Level
Level 3: Promising: Restorative Practices

Problem Statements/Critical Root Cause: Connectedness 1

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Student engagement (as measured by student attendance) needs to improve during the 2025- 26 SY. This provides students with access to Tier 1, 2, 3, and special education services, as well as academic and SEL Supports, to improve student performance. **Critical Root Cause**: School response to student learning behaviors and family efficacy to support student learning behaviors is a challenge to improved attendance and development of the five competencies of Social Emotional Learning.

Inquiry Area 3: Connectedness

SMART Goal 2: By June 2027, increase Tier 1 fidelity to at least 85% as measured by the TFI walk-through and AIR MTSS rubric, and reduce out-of-school suspensions (OSS) by 25% for all students, with a 30% reduction for disproportionately impacted student groups. This goal will be achieved through inclusive practices that engage all staff and equitable strategies that address discipline disproportionality.

Aligns with District Goal

Formative Measures: Quarterly Disproportionality Reports
TFI Walk-Through
PBIS SAS (Schoolwide and Classroom Systems)
AIR MTSS (Universal Tier)

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: PBIS and MTSS	**Status Check**		
	Nov	**Feb**	**May**
	No review	No review	No review

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	* Implement consistent schoolwide behavior expectations and teaching routines.	Admin	End of 26-27SY
2	* Use the PBIS SAS to identify staff perceptions of Tier 1 implementation gaps in both school-wide and classroom.	Admin	End of 26-27SY
3	* Conduct monthly data reviews to monitor discipline disproportionality.	Admin	End of 26-27SY

Position Responsible: Admin

Evidence Level
Level 1: Strong: PBIS
Level 3: Promising: MTSS

Problem Statements/Critical Root Cause: Connectedness 2

SMART Goal 2 Problem Statements:

Connectedness
Problem Statement 2: Discipline data show that some WCSD schools are using exclusionary discipline practices (such as suspensions) at higher rates than others, particularly for specific student groups. This pattern limits learning time for affected students and may reflect inconsistencies in how behavior expectations and interventions are applied across schools. **Critical Root Cause**: Limited access to or implementation of tiered behavior supports. Insufficient systems for monitoring and analyzing discipline data to identify and address trends early.

Community Outreach Activities

Activity	Date	Lesson Learned
Swope Panther day	August 7th 2025	6th Grade parents are anxious. We need to advertise it earlier.