Washoe County School District

Darrel Swope Middle School

Classification: 3 Star School

ATSI

2026-2027 School Improvement Plan

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Comprehensive Needs Assessment

Student Success

Areas of Strength

The 2025-26 SY Goal was to improve students' math levels, as measured by the iReady diagnostic, by reducing the lowest quintile by 2 percent. Fall 2025 scores include the following percentage of students in the lowest quintile in 6th grade (16%), 7th grade (20%), and 8th grade (25%). The End of Year (EOY) diagnostic saw a percentage of students in the lowest quintile in 6th grade (16%), 7th grade (20%), and 8th grade (25%). Overall, across all three grade levels, the lowest quintile dropped from 21% to 20%. The lowest two quintiles also had an overall percentage decrease from 23% to 21% in 6th grade, from 31% to 27% in 7th grade, and from 34% to 34% in 8th grade. The highest quintile grew from 18% to 28% over all grade levels.

The 2026-27 SY Goal was to improve students' reading scores, as measured by the iReady diagnostic, by reducing the percentage of students in the 4th and 5th quintiles by 2%. Fall 2026 percentages for the 4th and 5th quintiles (the lowest two), based on prior experience, are around 32% (6th grade), 23% (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.

Areas for Growth

Student Success Summary:

1. Swope realized a 2% decrease in chronic absenteeism and a 2% decrease in severely chronic absenteeism from 2025SY.
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.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language acquisition	Classes that focus on Student writing, a ramped up EL program
Foster/Homeless	Student disengagement	Finding every students trusted adult. MTSS process focusing on engagement.
Free and Reduced Lunch	Higher Suspension rate per capita among our students with FRL, leading to lower scores.	Implement tier 1 Support training

Student Group	Challenge	Solution
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	Critical Root Cause
1 ★	Student achievement, as measured by SBAC, must improve dramatically from the 2026-2027 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.	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.

★ = Priority

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.
3. Our admin team took the climate survey data and end of year meetings and implemented a three Pillar strategy to focus on Student learning and teacher teaching with less ambiguity in the decision making process.

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.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Teachers felt overwhelmed with he different levels of English Acquisition	Enhanced cooperation with our EL teacher and our ELF.
Foster/Homeless	Teachers understanding the individual need of the students.	Teachers will work with the School Social Worker to get a better grasp of the needs of each student.
Free and Reduced Lunch	Teachers are noticing Disengagement	The counseling team created snack bags for all teachers so if a student needs a snack they are available.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	N/A	N/A
Students with IEPs	Teachers expressed frustration with not having a single source to view to see the accommodations for all students.	Administration and Special Education created a viewable living document so its in a central location for easy viewing and instant updates.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
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.	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.

★ = Priority

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.

Areas for Growth

Swope saw a 2% decrease in chronic absenteeism and a5% decrease in severely chronic absenteeism from 2025-2026 SY.

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

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	Lack of knowledge about what student is going through.	We are working to ensure all students have trusted adult that reaches out and engages with student and family.
Free and Reduced Lunch	Lack of motivation	Increased access to clubs and sports working to get transportation and waiving fees.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	N/A	N/A
Students with IEPs	Students claim that they are not comfortable asking for their accommodations.	Admin and Special Education created a living document to increase Teachers awareness of all accommodations easily and not always relying on student self advocacy.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Student engagement (as measured by student attendance) needs to improve during the 2026- 27 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.	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.
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.	Limited access to or implementation of tiered behavior supports. Insufficient systems for monitoring and analyzing discipline data to identify and address trends early.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Student achievement, as measured by SBAC, must improve dramatically from the 2026-2027 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.	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.
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.	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.
3 ★	Student engagement (as measured by student attendance) needs to improve during the 2026- 27 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.	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.
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.	Limited access to or implementation of tiered behavior supports. Insufficient systems for monitoring and analyzing discipline data to identify and address trends early.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **Criterion-Referenced Test in Science**
- [x] **Curriculum Based Measures**
- [x] **End-of-Unit Assessments**
- [x] **Grades**
- [x] **Local benchmark, common assessments, diagnostic assessments, or interim assessments data**
- [x] **MyPath**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **WIDA ACCESS for ELLs**
- [x] **Other**

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**
- [x] **Teacher evaluation**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Enrollment**
- [x] **Enrollment trends**

- [x] **Home Visits**
- [x] **PBIS/MTSS data**
- [x] **Perception/survey data**
- [x] **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.

Formative Measures: iReady BOY and EOY Diagnostics.

Improvement Strategy 1

iReady

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	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.	Classroom Teacher and Administration.	End of 26-27SY	✓

Position Responsible: Classroom Teacher and Administration.

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Student achievement, as measured by SBAC, must improve dramatically from the 2026-2027 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.	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.

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

PLC's

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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 26-27SY	

Position Responsible: Classroom teachers and Administration.

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Adult Learning Culture 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
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.	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 2026-2027 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.

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

Improvement Strategy 1

Restorative Practice

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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 26-27SY	

Position Responsible: Attendance clerks, teachers, administrators.

Evidence Level

Level 3: Promising:
Restorative Practices

Problem Statements: Connectedness 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Student engagement (as measured by student attendance) needs to improve during the 2026- 27 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.	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.

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.

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

Improvement Strategy 1

PBIS and MTSS

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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: Connectedness 2

Status Checks

November	February	May

SMART Goal 2 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
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.	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
Panther Day	August 6th 2026	
GT Night	August 6th 2026	
Panther Prowl	October	