Washoe County School District

Sky Ranch Middle School

Classification: 4 Star School

2026-2027 School Improvement Plan

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Comprehensive Needs Assessment

Student Success

Areas of Strength

- Sky Ranch continues to outperform district proficiency rates, exceeding the district by 16 percentage points in ELA and 13 percentage points in Math.
- Although overall schoolwide proficiency remained relatively flat, several student groups demonstrated meaningful growth:
    - Free/Reduced Lunch: +5%
    - IEP: +6%
    - English Learners: +3%
    - Gifted & Talented: +2%
- 87% of students maintained attendance above 90%, supporting continued access to high-quality instruction.
- English Learners demonstrated an additional 2% growth on ACCESS toward exit criteria, and Sky Ranch EL students outperformed district comparison groups across ACCESS testing categories.
- Students identified as Free/Reduced Lunch demonstrated significant growth in Science proficiency, increasing by 8 percentage points, from 24% to 30%.
- Math median growth percentiles increased across student groups, with Pacific Islander students showing a particularly strong 17-point increase.
- Hispanic students increased by 7 percentage points in Math “Catch Up” and “Keep Up” measures.

Areas for Growth

- ELA overall proficiency showed 0% growth
- ELA IEP proficiency decreased by 5%; EL decreased by 3%
- Math overall proficiency decreased by 1%
- Math IEP and EL proficiency decreased by 2%
- Science overall proficiency showed 0% growth
- Asian (13%) and Multiethnic (23%) students saw significant decreases in SBAC Science proficiency
- African-American students decreased by 13% on Math “Catch Up”

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English Learners continue to experience achievement gaps across content areas. ELA proficiency decreased by 3%, and Math proficiency decreased by 2%. With a part-time English Language Facilitator available only two days per week, there is also limited capacity for direct support and teacher coaching.	Two full-time EL Assistants support English Learners in scheduled Social Studies, Science, and ELA classes and provide focused language-development activities. Staff will continue to emphasize explicit vocabulary instruction, language development, scaffolding, and monitoring of EL student progress through PLCs and intervention data.
Foster/ Homeless	Attendance and access to consistent instruction can be barriers for students experiencing housing instability or changes in placement. Transportation and other outside factors may contribute to missed instructional time.	Counseling staff will continue to work with CIT to arrange transportation and other supports as needed. The Attendance Committee will monitor attendance, provide incentives and recognition, and identify and address individual barriers to regular attendance.
Free and	Although this subgroup demonstrated 5% growth, students experiencing economic disadvantage may continue to face barriers	Continue to monitor achievement, growth, and attendance data for students receiving Free and Reduced Lunch. Students will receive targeted intervention and academic support based on identified

Reduced Lunch	related to attendance, access to resources, and consistent academic support outside of the school day.	needs, while the Attendance Committee and counseling team address barriers that may interfere with consistent school participation.
Migrant/ Title I-C Eligible	N/A	N/A
Racial/ Ethnic Minorities	Achievement data indicate areas of concern for specific racial/ethnic student groups. Asian students decreased 13% and Multiethnic students decreased 23% in SBAC Science proficiency. African-American students decreased 13% on the Math “Catch Up” indicator.	PLCs and administration will disaggregate assessment data by student group to identify standards and skills contributing to achievement gaps. Teachers will use targeted reteaching, intervention, differentiation, and frequent formative assessment to monitor progress. Walkthroughs and PLC data cycles will also focus on equitable access to rigorous grade-level instruction and opportunities for students to demonstrate their thinking.
Students with IEPs	Students with IEPs continue to demonstrate achievement gaps across academic areas. ELA proficiency decreased by 5%, and Math proficiency decreased by 2%. Reading difficulties and foundational skill gaps can also impact student performance across content areas.	Students are scheduled according to the Specially Designed Instruction identified in their IEPs. Many students receive classes that pre-teach and reteach grade-level concepts in Math and ELA while addressing foundational skill gaps. Special education and general education teachers will continue to collaborate, monitor student data, implement accommodations and SDI, and adjust supports based on student progress.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Overall proficiency remained flat in ELA and Science and decreased by 1% in Math. Our English Learner and IEP subpopulations continue to demonstrate significant achievement gaps, with EL proficiency decreasing by 3% in ELA and 2% in Math, and IEP proficiency decreasing by 5% in ELA and 2% in Math. Additionally, specific student groups experienced significant declines in Science and Math growth indicators. These results demonstrate a need for more targeted, differentiated instruction and intervention to accelerate growth and ensure all student groups are making sufficient progress toward grade-level proficiency by the time they exit 8th grade.	Inconsistent implementation of Tier 1 instruction limits access to rigorous, grade-level learning for all students. Additional contributing factors include inconsistent implementation of the new Math curriculum, uneven use of Tier 2 and Tier 3 interventions, variability in rigor and expectations for mastery on common assessments, and limited teacher expertise in instructional strategies that effectively support English Learners.

★ = Priority

Adult Learning Culture

Areas of Strength

- PLCs are aligned around curriculum and common formative and summative assessments.
- Common preps provide dedicated time for teachers to collaborate, analyze student work and assessment data, and plan instruction.
- A group of teachers who have already participated in Science of Reading professional development will help lead implementation efforts across the staff.
- Teachers have experience developing and using learning intentions and share a common understanding of the importance of making learning visible to students.
- Staff have begun developing a shared understanding of metacognition and how explicitly teaching students to think about their thinking can strengthen student ownership and learning.
- Staff Climate Survey results increased by 6% compared to the previous year, indicating a meaningful improvement in overall staff perceptions of school climate.

Areas for Growth

- Build on last year's Teacher Clarity work by moving from students knowing what they are learning to understanding how they are learning. Students should be able to recognize whether they understand the learning, identify when they are confused, and determine what strategies to use next.
- Develop a more consistent schoolwide culture of metacognition. Students should regularly reflect on their thinking, identify strengths and misconceptions, monitor progress toward learning goals, and select strategies that support continued learning.
- Increase teacher confidence and consistency in implementing metacognitive and Science of Reading strategies. Professional learning, modeling, collaboration, and feedback will support stronger and more consistent implementation across classrooms.
- Develop administrator and teacher familiarity with the district's new walkthrough tool. The tool will be used to accurately identify instructional practices, collect implementation data, monitor schoolwide trends, and guide meaningful coaching conversations with teachers.
- According to the Staff Climate Survey, another identified area for growth is staff recognition and appreciation. The item, “Staff at my school are recognized and appreciated for good work,” decreased by 7% compared to the previous year, indicating a need to strengthen consistent and meaningful recognition of staff contributions.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Students may struggle with academic vocabulary, complex language structures, and accessing meaning in grade-level texts and instructional tasks.	Teachers will use explicit vocabulary instruction, student-friendly language, modeling, structured academic discussion, and metacognitive checks to help EL students monitor their understanding. PLCs will examine EL student work and identify language supports needed to improve access to grade-level content.
Foster/ Homeless	Attendance concerns and interrupted learning can create gaps in background knowledge, vocabulary, and academic skills.	Teachers will provide explicit review of essential background knowledge and targeted reteaching when students return from absences. Teams will monitor students experiencing interrupted attendance and coordinate academic,

	Attendance has been identified as a primary concern for this student population.	counseling, and attendance supports as needed.
Free and Reduced Lunch	Students may experience gaps in background knowledge, vocabulary, reading skills, and consistent access to academic support.	Teachers will provide explicit instruction, intentional development of vocabulary and background knowledge, and frequent formative checks to identify misconceptions and adjust instruction.
Migrant/ Title I-C Eligible	N/A	N/A
Racial/ Ethnic Minorities	Achievement data indicate that some racial and ethnic student groups are experiencing disparities in academic performance and growth, particularly in Math and Science.	Teachers will provide explicit literacy and content instruction, culturally responsive connections to background knowledge, and opportunities for students to use metacognitive strategies to monitor and strengthen their learning. PLCs will disaggregate student data to identify patterns and respond to specific areas of need.
Students with IEPs	Reading difficulties and foundational skill gaps are prevalent among students with IEPs and contribute to lower performance across content areas.	Teachers will strengthen explicit reading instruction through modeling, chunking of complex text, vocabulary instruction, guided practice, and frequent checks for understanding. Co-taught teams will intentionally plan and use co-teaching structures to provide targeted scaffolds, differentiated instruction, and increased opportunities for guided practice and feedback. PLCs will use student work and assessment data to identify specific skill gaps and plan targeted reteaching and intervention.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	Our instructional practices need to move beyond students knowing what they are learning to consistently helping students understand how they are learning, monitor their own understanding, identify misconceptions, and select strategies when they are not yet successful.	Last year's Teacher Clarity work established a strong foundation around learning intentions and success criteria, but staff are still developing a shared understanding of metacognition and how to explicitly teach, model, and embed metacognitive strategies across content areas.
2 ★	Our PLC and instructional structures need to be strengthened to support more consistent implementation of Science of Reading practices, particularly explicit vocabulary instruction, background knowledge development, comprehension support, and targeted response to student skill gaps.	Teachers have varying levels of training, confidence, and experience with Science of Reading practices. While some staff have completed professional learning and can serve as leaders, implementation is not yet consistent across classrooms or content areas.

★ = Priority

Connectedness

Areas of Strength

- Fewer than 12% of students are chronically or severely chronically absent.
- The school implements connectedness activities throughout the year to help ensure every student has a supportive adult on campus.
- The academic teaming structure allows small groups of teachers to regularly discuss student needs, identify concerns, and coordinate supports.
- Last year, the school established a Student Voice Committee.
- Student Voice Committee members surveyed their peers on topics important to students.
- Committee members met with administration to share student perspectives, concerns, and ideas.
- According to the student climate survey:
    - School Safety increased by 3% compared to the previous year.
    - Student Voice increased by 3%, reflecting continued progress in students feeling heard and included in the school community.
    - All six Social-Emotional Learning (SEL) competencies increased by 2–5%, demonstrating positive growth across every measured area of student social-emotional development.

Areas for Growth

- Strengthen the focus and purpose of the Student Voice Committee.
- Establish clearer goals and schoolwide initiatives for the committee.
- Create a more consistent process for using student feedback to guide decisions and improvements.
- Move from primarily gathering student input to taking action based on student voice.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English Learners may be less likely to participate in schoolwide feedback opportunities due to language barriers or uncertainty about how to express concerns and ideas.	Ensure EL students are represented in Student Voice activities and provide accessible ways for them to participate, including surveys, structured discussion, and adult support when needed. Student Voice representatives can intentionally gather feedback from EL peers and bring themes to administration.
Foster/ Homeless	Students experiencing housing instability or changes in placement may feel less connected to the school community and may have fewer opportunities to participate consistently in student leadership or feedback structures.	Use Student Voice surveys and connectedness activities to intentionally gather feedback from students who may experience interrupted enrollment or attendance. Trusted adults, counselors, and team teachers can help ensure their perspectives are included.
Free and Reduced	Students may experience barriers that affect participation in extracurricular leadership	Provide student voice opportunities during the regular school day so participation is not dependent on transportation, after-school

Lunch	opportunities or school activities where student feedback is commonly gathered.	availability, or outside resources. Surveys and classroom-based feedback can help ensure broad participation.
Migrant/ Title I-C Eligible	N/A	N/A
Racial/ Ethnic Minorities	Some racial and ethnic student groups may not feel equally represented in schoolwide decision-making or may have different experiences related to belonging, school climate, and access to opportunities.	Ensure diverse representation on the Student Voice Committee and use student surveys to identify differences in experiences across student groups. Student representatives will bring concerns and priorities to administration and help identify initiatives that strengthen belonging and inclusion.
Students with IEPs	Students with IEPs may need additional structure, support, or alternative ways to communicate their experiences and participate meaningfully in schoolwide feedback.	Provide multiple ways for students with IEPs to share feedback, including surveys, small-group discussion, and supported conversations. Student Voice representatives and staff will intentionally seek input from students receiving special education services and include their perspectives in schoolwide discussions.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Our school has established structures for student voice, including a Student Voice Committee, peer surveys, and meetings with administration; however, student feedback is not yet consistently used to guide focused schoolwide initiatives and decision-making.	The Student Voice Committee was newly established last year and did not yet have a clearly defined purpose, process, or set of action-oriented goals for turning student feedback into measurable schoolwide improvements.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Overall proficiency remained flat in ELA and Science and decreased by 1% in Math. Our English Learner and IEP subpopulations continue to demonstrate significant achievement gaps, with EL proficiency decreasing by 3% in ELA and 2% in Math, and IEP proficiency decreasing by 5% in ELA and 2% in Math. Additionally, specific student groups experienced significant declines in Science and Math growth indicators. These results demonstrate a need for more targeted, differentiated instruction and intervention to accelerate growth and ensure all student groups are making sufficient progress toward grade-level proficiency by the time they exit 8th grade.	Inconsistent implementation of Tier 1 instruction limits access to rigorous, grade-level learning for all students. Additional contributing factors include inconsistent implementation of the new Math curriculum, uneven use of Tier 2 and Tier 3 interventions, variability in rigor and expectations for mastery on common assessments, and limited teacher expertise in instructional strategies that effectively support English Learners.
2 ★	Our instructional practices need to move beyond students knowing what they are learning to consistently helping students understand how they are learning, monitor their own understanding, identify misconceptions, and select strategies when they are not yet successful.	Last year's Teacher Clarity work established a strong foundation around learning intentions and success criteria, but staff are still developing a shared understanding of metacognition and how to explicitly teach, model, and embed metacognitive strategies across content areas.
3 ★	Our school has established structures for student voice, including a Student Voice Committee, peer surveys, and meetings with administration; however, student feedback is not yet consistently used to guide focused schoolwide initiatives and decision-making.	The Student Voice Committee was newly established last year and did not yet have a clearly defined purpose, process, or set of action-oriented goals for turning student feedback into measurable schoolwide improvements.
4 ★	Our PLC and instructional structures need to be strengthened to support more consistent implementation of Science of Reading practices, particularly explicit vocabulary instruction, background knowledge development, comprehension support, and targeted response to student skill gaps.	Teachers have varying levels of training, confidence, and experience with Science of Reading practices. While some staff have completed professional learning and can serve as leaders, implementation is not yet consistent across classrooms or content areas.

★ = 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 Mathematics**
- [x] **Criterion-Referenced Test in Science**
- [x] **Local benchmark, common assessments, diagnostic assessments, or interim assessments data**
- [x] **MyPath**
- [x] **Nevada State Performance Framework (NSPF)**
- [x] **Student Climate Survey, Student Voice**
- [x] **WIDA Screener**
- [x] **Other**

Adult Learning Culture

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

Connectedness

- [x] **Attendance**
- [x] **Perception/survey data**
- [x] **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.

Formative Measures: Weekly personalized instruction minutes.

Improvement Strategy 1

i-Ready

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Students are expected to complete 40 minutes of iReady Reading instruction in their MyPath each week.	Classroom teachers	Ongoing 26-27SY	

Position Responsible: Classroom teachers

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	Overall proficiency remained flat in ELA and Science and decreased by 1% in Math. Our English Learner and IEP subpopulations continue to demonstrate significant achievement gaps, with EL proficiency decreasing by 3% in ELA and 2% in Math, and IEP proficiency decreasing by 5% in ELA and 2% in Math. Additionally, specific student groups experienced significant declines in Science and Math growth indicators. These results demonstrate a need for more targeted, differentiated instruction and intervention to accelerate growth and ensure all student groups are making sufficient progress toward grade-level proficiency by the time they exit 8th grade.	Inconsistent implementation of Tier 1 instruction limits access to rigorous, grade-level learning for all students. Additional contributing factors include inconsistent implementation of the new Math curriculum, uneven use of Tier 2 and Tier 3 interventions, variability in rigor and expectations for mastery on common assessments, and limited teacher expertise in instructional strategies that effectively support English Learners.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

Classroom walk-throughs will indicate at least 75% of teachers consistently implement several components of Metacognition and Science of Reading in daily instruction by the end of the school year. Strengthen our PLC processes with a focus on Metacognition and Science of Reading.

Formative Measures: Leadership Notes
School Custom Walk Through Form (Science of Reading/NEPF standard 4/Danielson Standard 3)

Improvement Strategy 1

Professional Learning Communities

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Use PLC time to explore Organization, Explanation, Guided Practice, and Assessment through the lens of Science of Reading and metacognition.	Assistant Principals, Principal	SY26-27	

Position Responsible: Dean of Students, Principal

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Adult Learning Culture 1, 2

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Our instructional practices need to move beyond students knowing what they are learning to consistently helping students understand how they are learning, monitor their own understanding, identify misconceptions, and select strategies when they are not yet successful.	Last year's Teacher Clarity work established a strong foundation around learning intentions and success criteria, but staff are still developing a shared understanding of metacognition and how to explicitly teach, model, and embed metacognitive strategies across content areas.
2	Our PLC and instructional structures need to be strengthened to support more consistent implementation of Science of Reading practices, particularly explicit vocabulary instruction, background knowledge development, comprehension support, and targeted response to student skill gaps.	Teachers have varying levels of training, confidence, and experience with Science of Reading practices. While some staff have completed professional learning and can serve as leaders, implementation is not yet consistent across classrooms or content areas.

Inquiry Area 3

Connectedness

SMART Goal 1

We will strengthen the Sky Ranch Student Voice Council by ensuring representation that reflects the diversity and demographics of our student population. The council will meet a minimum of three times per semester to gather and analyze student feedback, identify topics and initiatives important to students, and collaborate with administration to develop actions that improve student experience, connectedness, and school culture.

Formative Measures: Meeting minutes from planning
Agendas and meeting minutes from our student meetings
List of students involved in the council

Improvement Strategy 1

Student Voice

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Hold at least three Student Voice Council meetings per semester with representation of Sky Ranch's diverse student body. Gather student input on school culture, belonging, and cultural awareness. Engage students in developing and leading Powered by Diversity: Thunderbolt Voices United activities that celebrate cultures, identities, traditions, languages, and experiences.	Principal, Assistant Principal	SY26-27	

Position Responsible: Principal, Assistant Principals, Dean

Evidence Level

Level 3: Promising:
Family Engagement, Student Voice

Problem Statements: Connectedness 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Our school has established structures for student voice, including a Student Voice Committee, peer surveys, and meetings with administration; however, student feedback is not yet consistently used to guide focused schoolwide initiatives and decision-making.	The Student Voice Committee was newly established last year and did not yet have a clearly defined purpose, process, or set of action-oriented goals for turning student feedback into measurable schoolwide improvements.

Community Outreach Activities

Activity	Date	Lesson Learned
Thunderbolt Parent Night / Open House	August 6, 2026	Strong attendance demonstrates that families value opportunities to connect with staff and become familiar with the school. Early engagement helps establish positive relationships and communication at the start of the year.
Brown Bag Lunches	September 1–11, 2026	High participation shows that families appreciate informal, accessible opportunities to visit campus, meet teachers, and better understand their student's school experience.
Annual Color Run	September 18, 2026	Strong parent and community participation demonstrates the value of school-community partnerships. Parent and community volunteers, along with community donations, help make large school events successful while building school pride and connection.
Prepare for Take Off – 5th Grade Visits	April 5–7, 2027	Strong participation supports the importance of providing incoming students with early exposure to the campus, staff, routines, and expectations to help create a smoother transition to middle school.
Prepare for Take Off – Incoming Family Open House	April 22, 2027	High family attendance demonstrates the importance of providing incoming families with opportunities to ask questions, meet staff, and become familiar with Sky Ranch before the start of middle school.
8th Grade Awards	May 27, 2027	Strong family attendance reinforces the value of recognizing student achievement publicly and creating opportunities for families and staff to celebrate student growth and accomplishments together.
Grade Walk	June 1, 2027	Strong participation shows that families value opportunities to celebrate important Sky Ranch graduation milestones. The event provides meaningful closure to the school year while strengthening school pride and community connection.