Washoe County School District

Desert Skies Middle School

2025-2026 Status Checks with Notes

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/desert_skies_middle_school/2025

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: DSMS will decrease the amount of EL students testing at three or more grade levels below on the i-Ready diagnostic from 91% to 81% by the Spring diagnostic.
DSMS will decrease the amount of non-EL students testing at three or more grade levels below on the i-Ready diagnostic from 52% to 42% by the Spring diagnostic.

Aligns with District Goal

Formative Measures: iReady data

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: ELLevation Strategies **Position Responsible:** Principal, Assistant Principals **Evidence Level** Level 2: Moderate: ELLevations **Problem Statements/Critical Root Cause:** Student Success 1	**Nov:** In progress **November Lessons Learned** Continue to have teachers engage with ELLevations with planning and lessons across grade levels. Continue to utilize co-teaching and observation feedback from EL Facilitator. **November Next Steps/Need** We need to have data from the winter iReady diagnostic, which students will take on December 2nd and 4th. EL Facilitator will continue to co-teach and support social studies with EL strategies and vocabulary. Continue to focus on 12 "Power Words" across the campus by engaging all students during announcements. **Feb:** In progress **February Lessons Learned** MOY iReady Diagnostic for ELs 3 or more grade levels below: 85% in ELA, 72% in math MOY iReady Diagnostic for non-ELs 3 or more grade levels below: 38% in ELA, 35% in math **February Next Steps/Need** Continue to have teachers engage with ELLevations with planning and lessons across grade levels. Continue to utilize co-teaching and observation feedback from EL Facilitator. Utilize EL Facilitator and classroom teachers to create exit tickets with "12 Power Words" and SBAC-specific language **May:** No review **May Lessons Learned** **May Next Steps/Need**

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: 100% of DSMS teaching staff will complete their PLC binders by the end of SY 2025-26.

DSMS will utilize the PLC process to help staff build capacity to analyze student data to make instructional decisions and increase student performance.

Aligns with District Goal

Formative Measures: Quarterly binder checks

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: PLC and Professional Development **Position Responsible:** Principal, Assistant Principals **Evidence Level** Level 2: Moderate: PLC **Problem Statements/Critical Root Cause:** Adult Learning Culture 1	**Nov:** In progress **November Lessons Learned** Make adjustments with PLC schedule to align with district mandates. Ensure that teachers are utilizing PLC form consistently across contents. **November Next Steps/Need** Continue to use common PLC form. Continue to make PLC time a priority and protect that time. Encourage teachers to utilize 2nd quarter (1st semester) benchmark data and SLO data for 2nd semester planning to meet student needs. **Feb:** In progress **February Lessons Learned** Make adjustments with PLC schedule to align with district mandates. Ensure that teachers are utilizing PLC form consistently across contents. **February Next Steps/Need** Continue to use common PLC form, with admin monitoring/ checking/supporting Continue to make PLC time a priority and protect that time. Encourage teachers to utilize quarterly benchmark data, common assessment data, and iReady data for planning to meet student needs. **May:** No review **May Lessons Learned** **May Next Steps/Need**

Inquiry Area 3: Connectedness

SMART Goal 1: DSMS will engage at least 20% of our parents and community members at calendared events as measured by attendance sheets.

Aligns with District Goal

Formative Measures: Attendance sheets at each event

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: Family Engagement/PBIS **Position Responsible:** Principal, FACE liaison **Evidence Level** Level 2: Moderate: PBIS Level 3: Promising: Family Engagement **Problem Statements/Critical Root Cause:** Connectedness 1	**Nov:** In progress **November Lessons Learned** Over 400 parents attended fall Student-Led Conferences, as measured by sign-in sheets, which is an accurate way to track our attendance. Annual Fall Festival was well-attended by current and past DSMS community members, but need to fine-tune how we document attendance for these events. 87% of students have completed climate survey, due to a special schedule prioritizing the completion of the survey. We hosted our first ever drama production, with 96 attendees, which we were able to track by the funds raised for the program. **November Next Steps/Need** We need to adjust how we track attendance at spring events such as Honor Roll, Signature Academy Signing Day, 8th grade awards night, band and orchestra concerts, and drama productions. We will continue to advertise and promote our spring Student-Led Conferences as we did for the fall. **Feb:** In progress **February Lessons Learned** Communicating upcoming events with parents. Scheduling all end of year events. **February Next Steps/Need** Home communication for spring Student-Led Conferences ConnectEd survey for parents to check in regarding iReady proficiency/data Sign-in procedures for student-led conferences, Honor Roll, Signing Day, 8th grade Awards ceremony Family climate surveys **May:** No review **May Lessons Learned** **May Next Steps/Need**

Inquiry Area 3: Connectedness

SMART Goal 2: During the 2025-2026 school year, our school will strengthen Tier 1 behavior implementation under the MTSS framework by ensuring consistent school-wide expectations, proactive classroom practices, and early intervention strategies. As a result, we will reduce total out-of-school suspensions by 5% compared to the 2024-2025 school year.

Aligns with District Goal

Formative Measures: Monthly behavior data reviews using BIG and staff self reflections of Tier 1 implementation.

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: MTSS **Position Responsible:** Principal, APs, and deans **Resources Needed:** N/A **Evidence Level** Level 2: Moderate: MTSS **Problem Statements/Critical Root Cause:** Connectedness 1	**Nov:** In progress **November Lessons Learned** Not all staff are aware of our PBIS framework and matrix to support student behavior, as evidenced by our TFI walkthrough. Staff are using the PBIS system to award students for positive behaviors. **November Next Steps/Need** Support teachers with classroom-level strategies that align with our whole-school framework. Continue to conduct our monthly data review of discipline. **Feb:** In progress **February Lessons Learned** Establish norms for counseling/admin team meetings to ensure consistent planning, communication, and use of BIG data Met with MTSS department for support with recurring behavior majors Continue with behavior data checks during weekly admin meetings **February Next Steps/Need** "Safe Realism" planned with SPED department for behavior support with special programs. Continue to use BIG data for counseling monthly lessons Utilize tools provided by MTSS for supports (Vector website, "Ripple Effects", Behavior Advantage) MTSS to provide teacher de-escalation training Counselors to utilize data to start peer groups **May:** No review **May Lessons Learned** **May Next Steps/Need**