

State Public Charter School Authority
Equipo Academy Middle School
2026-2027 Status Checks with Notes



District Approval Date: March 8, 2026 **Public Presentation Date:** November 30, 2026

Mission Statement

The mission of the school is to empower future first generation college students to meet high expectations, excel to and through college, and become transformational leaders within their community.

Vision

Our founding vision is a small, integrated 6th-12th grade campus where every student, regardless of background or starting point, will be on a path to and through the college of their dreams.

Classrooms will reflect consistently high expectations for academics and character, extracurriculars will challenge students to become confident artists and athletes, and our close partnerships with families and community leaders will create a support network that ensures students' continued success.

All of our seniors graduate with at least one college acceptance, and 60%+ of our graduates enroll in college.

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 the [Nevada Accountability Portal](#).

Please note public ratings for the 2024-2025 academic year on which this plan is based will be published in September 2025.

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: We will increase proficiency in ELA and math by 8% each year, as measured by Nevada's SBAC exams. For 2024-2025, our baseline ELA proficiency was 38% and our math proficiency was 22%. For 2026-2027, that goal would mean our ELA proficiency increases to 54% or higher and our math proficiency would be 38% or higher.

Aligns with District Goal

Formative Measures: Monthly Catapult Evaluate exams plus NWEA MAP

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: Equipo Academy will integrate rigorous math and ELA instruction with strong curriculum models including a math curriculum (in process of adoption and to be chosen by the end of 2025-2026 school year) and Reading Reconsidered for ELA. Instructional coaches will support math and ELA teachers with data analysis and implementation of curriculum materials. Watanabe, T., Takahashi, A., & Yoshida M. (2008). Kyozaikenkyu: A critical step for conducting effective lesson study and beyond. In: F. Arbaugh, P. M. Taylor (eds.), Inquiry into Mathematics Teacher Education, pp. 139-142. San Diego: Association of Mathematics Teacher Educators. Action Steps: Weekly instructional coaching cycle of observations and check-ins plus monthly academic PLCs to analyze performance data Position Responsible: Instructional coaches and data PLC leader Resources Needed: Professional development time (already built into our weekly schedule), outside training on Evaluate progress monitoring assessment. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Evidence Level Level 2: Moderate: Problem Statements/Critical Root Cause: Student Success 1	Oct: In progress October Lessons Learned Math teachers are all using the new math curriculum (McGraw-Hill's Reveal), and receiving ongoing coaching and professional development on best practices within that curriculum. October Next Steps/Need Train instructional coaches to lead data analysis meetings on daily exit ticket and unit exam data. Jan: No review January Lessons Learned January Next Steps/Need May: No review May Lessons Learned May Next Steps/Need

Inquiry Area 1: Student Success

SMART Goal 2: Increase the percentage of middle school students with individualized education plans (IEPs) scoring in the 60+ median growth percentile on the state SBAC exam from 8.0 percent (in 2023) to 23.0 percent (by 2027) effectively halving Equipo Academy's gap with more affluent school community populations of students with IEPs in Nevada (37.0 percent in 2023).

Aligns with District Goal

Formative Measures: NWEA MAP growth exam given three times a year
Part B SPP Indicators, 3 - Assessment

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: Equipo Academy will integrate rigorous math and ELA instruction with strong curriculum models including a math curriculum (in process of adoption and to be chosen by the end of 2025-2026 school year) and Reading Reconsidered for ELA. Instructional coaches will support math and ELA teachers with data analysis and implementation of curriculum materials. Watanabe, T., Takahashi, A., & Yoshida M. (2008). Kyozaikenkyu: A critical step for conducting effective lesson study and beyond. In: F. Arbaugh, P. M. Taylor (eds.), Inquiry into Mathematics Teacher Education, pp. 139-142. San Diego: Association of Mathematics Teacher Educators. Action Steps: SPED-specific instructional coaching Position Responsible: SPED Director Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Evidence Level Level 2: Moderate: Problem Statements/Critical Root Cause: Adult Learning Culture 1	Oct: In progress October Lessons Learned Shared curriculum materials with Special Education team to increase alignment between general education and resource rooms. Purchased curriculum materials for new self-contained room. October Next Steps/Need Continue onboarding new Special Education teacher to ensure culture of learning across all classrooms. Jan: No review January Lessons Learned January Next Steps/Need May: No review May Lessons Learned May Next Steps/Need

Inquiry Area 1: Student Success

SMART Goal 3: Increase the average speaking performance for English Learning students on the 2027 WIDA exam from 2.6. to 3.5, in line with the other skills measured.

Aligns with District Goal

Formative Measures: Internal progress monitoring on teacher-created assessments and school-wide WIDA practice.
Part B SPP Indicators, 3 - Assessment

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: Increase academic speaking opportunities through structured conversations with sentence starters, vocabulary instruction and practice, and clearer expectations for verbal participation across all classes. Action Steps: WIDA data analysis, aligned professional development, training for EL paraprofessionals Position Responsible: Assistant Principal of Diversity, Equity, Inclusion and Belonging Resources Needed: Time for professional learning communities, access to WIDA sample items. Schoolwide and Targeted Assistance Title I Elements: 2.4 Evidence Level Level 3: Promising: Problem Statements/Critical Root Cause: Adult Learning Culture 1	Oct: In progress October Lessons Learned General education teachers are developing familiarity with the WIDA exam and its speaking expectations. October Next Steps/Need Professional development on explicit vocabulary instruction and practice. Jan: No review January Lessons Learned January Next Steps/Need May: No review May Lessons Learned May Next Steps/Need

Inquiry Area 2: Connectedness

SMART Goal 1: At least 80 percent of Equipo Academy staff and families engage in face-to-face interactions with school events and advisors each month during the 2026-2027 school year (6 times over the course of the year).

Aligns with District Goal

Formative Measures: Family contact logged in Infinite Campus and tracked in a spreadsheet

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: Monitor and improve families sense of belonging with surveys of perception data given twice annually and family engagement from advisors and classroom teachers tracked. Hall, Christina M. (2020) "The Impact of Family Engagement on Student Achievement," Networks: Journal for Teacher Research: Vol. 22: Iss. 2. Action Steps: Establish goals for family contact (monthly for advisory students, weekly for students in classes) Position Responsible: Assistant Principal Resources Needed: Professional development time for training, translation for non-Spanish speaking teachers. Schoolwide and Targeted Assistance Title I Elements: 4.2 Evidence Level Level 2: Moderate: Problem Statements/Critical Root Cause: Connectedness 1	Oct: In progress October Lessons Learned Strong family participation in grade level meetings for grades 7, 9 and 12. October Next Steps/Need Continue grade level data nights with remaining grade levels and encourage data transparency during all family/teacher conference.s Jan: No review January Lessons Learned January Next Steps/Need May: No review May Lessons Learned May Next Steps/Need

Inquiry Area 3: Adult Learning

SMART Goal 1: Increase the performance of Equipo Academy educators on the Nevada Educator Performance Framework standards for learning tasks (IP.2.1-4) from an average score of 3.26 in 2025 to 3.40 in 2027, and maintain the percentage of teachers who agree that "Equipo is improving my instructional practice" at 90% or higher, as measured by TNTP's fall and spring surveys.

Aligns with District Goal

Formative Measures: Semester snapshots of teacher's performance, administered by principals and assistant principals and tracked in Boost evaluation management system plus fall TNTP survey on teacher perceptions

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: Implement a monthly training sequence for all teachers rooted in differentiation. Teachers will attend 100 percent of sessions or makeups and complete all required tasks between sessions. Doubet, Kristina J, Hockett, Jessica A. Differentiation in Middle and High School: Strategies to Engage All Learners. ASCD, 2015. Action Steps: Plan and deliver professional development based on best practices of differentiation. Position Responsible: Dean of Faculty Resources Needed: Professional development time (already built into the calendar) Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Evidence Level Level 2: Moderate: Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 1	Oct: In progress October Lessons Learned Multiple differentiated professional develop sessions offered for the English department, the math department, and teachers struggling to implement best practices. October Next Steps/Need Increase accountability for best practices introduced in professional development by collecting data in administrator walkthroughs. Jan: No review January Lessons Learned January Next Steps/Need May: No review May Lessons Learned May Next Steps/Need