

WASHOE COUNTY SCHOOL DISTRICT

SKY RANCH MIDDLE SCHOOL

School Performance Plan: A Roadmap to Success

SKY RANCH MIDDLE SCHOOL has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Jill Bayliss

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School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on September 23, 2023

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Jill Bayliss	Principal(s) (required)
Kathryn Fitzpatrick, Brad Naughton	Other School Administrator(s) (required)
Emilee Guido, Trevor Moffat, Michael Keith, Dave Hendrix, Nichole Coombe, Mark Ochs, Amy Hybarger, Rebecca Gunderson, Sara Day, Andrew Morss	Teacher(s) (required)
Stephanie Davis, Bradalyn Nordt, Jennie Newbury	Paraprofessional(s) (required)
Louis Stien, Hugo Guillen	Parent(s) (required)
Click here to enter text.	Student(s) (required for secondary schools)
Click here to enter text.	Tribes/Tribal Orgs (if present in community)
Click here to enter text.	Specialized Instructional Support Personnel (if appropriate)
Click here to add additional members.	Click here to add their role.

School Demographics and Performance Information

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 http://nevadareportcard.nv.gov/DI/nv/washoe/sky_ranch_middle_school/2023



School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<p>DATA DIVE: Compared to the district SRMS is 19% above the district average in ELA and 16% in math. Compared to the district our FRL score above the district 15% in ELA and 15% in math. Compared to the district our IEP are above the district average by 2% in ELA and 2% in math.</p> <p>We gained 1% in math IEP growth.</p> <p>Chronic Absenteeism—12%--down from 17%</p>	<p>We need to work on helping our students in ELA catch up and close gaps. We need to improve the scores of our students in the ELL and IEP subpopulations in both math and ELA.</p>
<p>Problem Statement: ELA proficiency has dropped 3%. Data shows that while our overall proficiency in ELA is above the district average, our students are not catching up quickly enough to be proficient by the end of 8th grade. ELA catch up category has decreased by 15%. In math our proficiency rate has held but our catch up category has decreased by 8%.Our ELL and IEP students continue to fall behind peers in proficiency.</p>	
<p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> • Tier I instruction –accessibility to all students • Inconsistent implementation of Tier II and Tier III supports • Rigor and mastery on school common assessments • Delivery method of instruction • Lack of teacher instructional mastery for ELL learners 	
Student Success	



School Goal: Increase overall SBAC proficiency by 4% in math and ELA. We will increase both ELL and IEP by 3% in both areas.

Formative Measures:

- iReady benchmarking and progress monitoring
- Department common assessments
- Course grades

Aligned to Nevada's STIP

Goal:

- STIP Goal 1
- STIP Goal 2
- STIP Goal 3
- STIP Goal 4
- STIP Goal 5

Improvement Strategy: Increase rigor on common assessments and use iReady resources to address students who are not meeting Tier I expectations on those assessment.

Evidence Level: Tier 3 - Promising Evidence

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Continue to work in department PLC to align rigor of common assessments and check for mastery of assessment—Tier I instruction mastery.
- Identify students that need extra support and scaffolding – ELL, IEP, Attendance issues, or students failing.
- Use iReady resources to align rigor with SBAC and District level assessments.
- Monitoring to make sure students are getting 45 minutes in ELA and Math.

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Time needed for PLC to analyze data and re-design instruction for intervention.
- Additional time to support students in need –after school personnel
- ELL and Sped teachers to be part of the PLC process.

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge:* Limited time and new curriculum (ELA) to address all the standards on the district pacing guide. More time to dive deeper into the concept and practice more to gain mastery while in the classroom.
- *Potential Solution:* Less standards covered at one time to ensure mastery. Using class time to monitor correctness while practicing.

Lead: *Who is responsible for implementing this strategy?*

Math and ELA instructional leads and administration



Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

Grant for tutoring and intervention subs.

Equity Supports: *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

English Learners

- *Challenge:* EL students have not made any growth in the last two years in their AGP. Students are not on track to be exited under the criteria.
- *Support:* Increase direct support for EL students on skills that will increase scores on the ACCESS test but translate to use in the classroom. Students identified are progress monitored and included in additional support for tutoring or math support

Foster/Homeless:

- *Challenge:* Foster children have a higher rate of missing classwork so they struggle when trying to pass assessments.
- *Support:* Work with partners to help students access resources for after school help.

Free and Reduced Lunch:

- *Challenge:* FRL students have a higher rate of absenteeism and miss instruction in the classroom.
- *Support:* Continue to identify students and work on engagement strategies to get them to school.

Migrant:



- *Challenge:* NA
- *Support:* NA

Racial/Ethnic Groups:

- *Challenge:* African American students had a higher rate of absenteeism and miss instruction in the classroom.
- *Support:* Continue to identify students and work on engagement strategies to get them to school.

Students with IEPs:

- *Challenge:* Students with IEP showed growth this year after implementing a more consistent math and ELA curriculum with support.
- *Support:* Continue to use student goals in IEP to work on skills they can transfer to their classwork. SPED teachers PLC with content teachers and continue to improve instructional strategies for sped classrooms.

Add other student groups as needed.

- *Challenge:* NA
- *Support:* NA

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • PLC alignment of curriculum and common summative assessments. • PLC process for each department –norms, meeting time, and common summative assessments. 	<ul style="list-style-type: none"> • Department alignment in formative assessments. • Data analysis in timely manner to drive instruction • Using resources to give quick data.
<p>Problem Statement: Teachers having time to analyze Tier I data and drive instruction for intervention or extension of content. Using data to establish Tier I mastery.</p>	
<p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> • Alignment of common assessments to the rigor expectation • Data to show mastery or growth is hard to analyze in timely manner • Instructional practices to support intervention and extension in the classroom. 	

Adult Learning Culture



School Goal: Professional Learning Communities will increase classroom achievement on common formative assessments to 80% of students earning a score of 70% or greater to ensure Tier I instruction is mastered. PLCs will use common assessment data to analyze success and need for intervention. PLC will be discussing data for all summative assessment and will be using at least 1 formative assessment data point during the course of that unit.

Formative Measures:

- Common assessments
- District resources for test questions

Aligned to Nevada's STIP

Goal:

- STIP Goal 1
- STIP Goal 2
- STIP Goal 3
- STIP Goal 4
- STIP Goal 5

Improvement Strategy: During shared department prep periods, PLC will utilize time to analyze data and align instruction. Data from formative assessments used to improve instruction and reteaching prior to the summative assessments.

Evidence Level: Tier 2 - Moderate Evidence

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Focus agenda in PLC
- Participation in PLC with data
- Wisdom within the walls professional learning
- Shared data focus with IL's
- Reporting common and formative assessment results to admin.

Resources Needed: *What resources do you need to implement this improvement strategy?*

Possible sub days to allow for time to work together. Time on district PD days to engage in the work.

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge:* Collecting and analyzing data quick enough to use in instruction.
- *Potential Solution:* Smaller data collections (less questions, smaller quiz) and using electronic resources to collect data.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

Lead: *Who is responsible for implementing this strategy?*

All teachers participate in PLC with Shared responsibility. Department Leads responsible to liaison with admin. Administration responsible for vision and monitoring.



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Equity Supports: *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

English Learners

- *Challenge:* Solid ELL teaching strategies in each classroom for all ELL learners. ELL teacher here part time.
- *Support:* Increase direct support to teachers in ELL strategies

Foster/Homeless:

- *Challenge:* Engagement in classwork.
- *Support:* Connection with teachers and extra support—afterschool help or tutoring.

Free and Reduced Lunch:

- *Challenge:* Attendance is challenging and engagement in school work
- *Support:* Connection to teachers and extra support—afterschool help or tutoring.

Migrant:

- *Challenge:* NA
- *Support:* NA



Racial/Ethnic Groups:

- *Challenge:* NA
- *Support:* NA

Students with IEPs:

- *Challenge:* Solid teaching strategies in Math and ELA
- *Support:* Continue to provide instructional support for teachers

Add other student groups as needed.

- *Challenge:* NA
- *Support:* NA

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • Staff reports that the culture of the school supports SEL -98% • Increase in students feeling as if teachers care about them- 85% • SEL—Community Building—increase in Student Engagement, Student Respect and SEL Self Management in Student Climate Survey 	<ul style="list-style-type: none"> • 51% of students in climate survey feel comfortable talking to an adult when they have a problem. • Student Respect overall is down 10% from previous year including student to student (down 10) and students to staff (down 13%) • Increased incidents of disrespectful behavior as shown through IC events.
<p>Problem Statement: During the 22-23 school year climate data shows that students reported lacking SEL skills related to relationship building and social awareness skills.</p>	
<p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> • As we continue to emerge from the social emotional effects of the pandemic, instances of disrespect have been compounded for staff and students alike. 	
Connectedness	



School Goal: Based on 23-24 climate data, our goal is to increase overall respect data by 10% and decrease events of disrespect in IC by 10%. We will do this by building classroom relationships and sense of community between staff, students and stakeholders through connectedness and community building activities.

Formative Measures:

- BIG behavior data
- Formative community data

Aligned to Nevada’s STIP

Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 4
- STIP Goal 5

Improvement Strategy: SEL and Community Circles

Evidence Level: Tier 1 - Strong Evidence

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Weekly monitor of minor behavior events, divide data by sub groups
- Meet with individual students and contact parents.
- Weekly community circles on Fridays in Enrichment
- Tie weekly community circles to SEL competencies

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Use teacher PD time to participate in connectedness activities
- Work with counselors to strengthen SEL curriculum implementation with fidelity
- Engage families in data via parent panel.
- Counseling will do two Advisory Counsels

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* Time and consistency in reaching families
- *Potential Solution:* Dedicated personnel to complete tasks.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- NA

Lead: *Who is responsible for implementing this strategy?*

All teachers participate in community building with Shared responsibility.

Department Leads responsible to liaison with counseling/admin.

Administration responsible for vision and monitoring.



Equity Supports: Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?

English Learners

- *Challenge:* Connecting to parents
- *Support:* Bi-lingual personnel

Foster/Homeless:

- *Challenge:* Consistency in housing and family life
- *Support:* Check in with personnel consistently

Free and Reduced Lunch:

- *Challenge:* Attendance and engagement for all students.
- *Support:* NA

Migrant:

- *Challenge:* NA
- *Support:* NA

Racial/Ethnic Groups:

- *Challenge:* Marginalized groups already
- *Support:* Changes in culture must be school wide.

Students with IEPs:

- *Challenge:* NA
- *Support:* NA

Add other student groups as needed.

- *Challenge:* NA
- *Support:* NA

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.



Outreach Activity	Date	Lessons Learned from the School Community
Thunderbolt Days	8/2/2023	<ul style="list-style-type: none">• Event that allows students to walk building with schedule will help students to be more confident on the first days of school and know where they are going
Back to School Night	9/7/2023	<ul style="list-style-type: none">• Parents are more comfortable reaching out to get help when they have met the teachers and counselors.
Color Run Fundraiser	9/22/2023	<ul style="list-style-type: none">• Fundraiser for school expenses. Parent volunteers are happy to come and be a part of the school community. Students love events that are fun and with their friends.
Athletics	9/14/2023	<ul style="list-style-type: none">• All athletic events give parents and students a chance to support athletic teams and build school spirit.
Parent Panel Meetings	10/12/2023	<ul style="list-style-type: none">• Our parent panel will meet four times during the course of the school year to share data, share concerns and brainstorm solutions moving forward.
Music Concerts	12/14/2023	<ul style="list-style-type: none">• Band, Orchestra and Choir will host music concerts to demonstrate musical skills of their students. Parents get to see their accomplishments in music and continue to build music programs.
School Spirit Weeks	12/21/2023	<ul style="list-style-type: none">• Led by Leadership students, Spirit Weeks promote school spirit during dress up days, lunch activities and assemblies—all student led.