Washoe County School District

Desert Skies Middle School

School Performance Plan: A Roadmap to Success

Desert Skies 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: Teresa Quintana
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Phone: 775-674-4916
School Designations: ✔ Title I ☐CSI ☐TSI ☐ TSI/ATSI

Our SPP was last updated on Click here to enter a date.

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
Teresa Quintana	**Principal(s)** *(required)*
Amy Coombs, Melissa Thackaberry, Catherine Phillips	**Other School Administrator(s)** *(required)*
Kristen Scott, Kelly Mitchell, Adam Farnsworth, Rocco Polito, John Heiner,	**Teacher(s)** *(required)*
Dena Bodecker	**Paraprofessional(s)** *(required)*
Maria Pacheco	**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/desert_skies_middle_school/2022

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**
• 43% of our EL students are excelling in the listening domain on ACCESS	• 73% of our EL students are struggling with reading according to ACCESS data

Problem Statement: There is still a significant achievement gap between our students that receive English Language (EL) services and students that do not receive these services. During the 21-22 school year, no EL students that were receiving services were able to exit. Only 3% of the EL population scored a 3 or 4 on SBAC for ELA and 0% scored a 3 or 4 on SBAC for math.

Critical Root Causes of the Problem:
• Desert Skies Middle School has had inconsistent coordination and implementation of appropriate evidence-based strategies designed to assist our English Learners learn both language and curriculum.

Student Success	
School Goal: DSMS will adopt a "strategy of the month" from the Ellevations program which all teachers in the school will be required to use in their lessons at least once per week as measured by walkthrough data. In addition, students will continue to use Lexia PowerUp in ELA classes once per week as measured by log-ins. **Formative Measures:** • Students will be assessed using STAR Reading and STAR Math one time per month to measure student growth and monitor progress.	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ✔ STIP Goal 2 ✔ STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5

Improvement Strategy: Ellevations curriculum and Lexia Power-Up (supplemental)	Lead: *Who is responsible for implementing this strategy?*
Evidence Level: Tier 1 - Strong Evidence	**Ellevations = All Teachers, Lexia PowerUp = ELA staff**
Action Steps: *What steps do you need to take to implement this improvement strategy?* • Each month, staff will select an Ellevations strategies that will be used a minimum of one time per week in every academic class • Students will utilize Lexia for a minimum of 20 minutes each Wednesday in ELA • Smaller class sizes will be created during ELA and math (pull out support) in order to better support all students **Resources Needed:** *What resources do you need to implement this improvement strategy?* • Access to Ellevations strategies, access to Lexia PowerUp, student computers **Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?* • *Implementation Challenge:* Fidelity of implementation • *Potential Solution:* Administration walk-throughs **Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?* • N/A	

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:* Teachers do not have adequate training
- *Support:* Providing opportunities for ELLevations training for staff; whole staff training

Foster/Homeless:
- *Challenge:* Consistent attendance
- *Support:* RTC Bus Passes and other attendance supports

Free and Reduced Lunch:

- *Challenge:* N/A
- *Support:* N/A

Migrant:
- *Challenge:* N/A
- *Support:* N/A

Racial/Ethnic Groups:
- *Challenge:* N/A
- *Support:* N/A

Students with IEPs:
- *Challenge:* Ensuring that IEP student receive adequate support
- *Support:* Pull-out, small group support

Add other student groups as needed.
- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	**Areas for Growth**
• Monthly site leadership team meetings, monthly department lead meetings	• Special population students, particularly EL and IEP, are not meeting proficiency standards in ELA and Math as measured by SBAC. Student engagement in learning is low per the student climate survey.

Problem Statement: Student growth among many of our special programs, including EL, is stagnant. The majority of our students are not proficient in math or ELA according to SBAC data. There is a disconnect between teaching and learning and low student engagement.

Critical Root Causes of the Problem:
- Lack of training/PD of high yield pedagogical strategies
- Inconsistent knowledge of support practices for EL/IEP students
- Lack of preparation/support in SBAC related test taking strategies

Adult Learning Culture	
School Goal: Train 5% of our teachers on effective, high impact EL strategies by having them participate in district PD. Present an engagement/high yield pedagogical strategy each month that teachers can integrate into their curriculum. **Formative Measures:** • Student Climate Survey • SBAC Scores • MyPGS Course Staff Sign-Ups	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ☐ STIP Goal 2 ☐ STIP Goal 3 ☐ STIP Goal 4 ✔ STIP Goal 6
Improvement Strategy: Share an engagement/high yield pedagogical strategy with staff each month to integrate into curriculum; encourage staff to participate in district PD focused on EL and engagement strategies. **Evidence Level:** Tier 3 - Promising Evidence **Action Steps:** *What steps do you need to take to implement this improvement strategy?* • Provide staff with opportunities to participate in upcoming EL district PD • Research and share high yield engagement strategies with staff • Conduct random walk-throughs once per month to measure student engagement **Resources Needed:** *What resources do you need to implement this improvement strategy?* • Training opportunities for EL PD **Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?* • *Implementation Challenge:* Staff buy-in and fidelity of implementation • *Potential Solution:* Random walk-throughs **Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?* • N/A	**Lead:** *Who is responsible for implementing this strategy?* **Admin and Staff**

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:* Fidelity of implementation
- *Support:* Walk through data and teacher lesson plans

Foster/Homeless:
- *Challenge:* Access to students (attendance) to deliver instruction
- *Support:* Pull-out supports for students

Free and Reduced Lunch:
- *Challenge:* N/A
- *Support:* N/A

Migrant:
- *Challenge:* N/A
- *Support:* N/A

Racial/Ethnic Groups:
- *Challenge:* N/A
- *Support:* N/A

Students with IEPs:
- *Challenge:* Fidelity of implementation
- *Support:* Walk through data and teacher lesson plans

Add other student groups as needed.
- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	**Areas for Growth**

• High volumes of community outreach and opportunities for parents to participate in school activities	• Parental engagement and support at Desert Skies Middle School and community • Student engagement and participation at Desert Skies Middle School

Problem Statement: Lack of parent and student engagement in the school community.

Critical Root Causes of the Problem:
- There is a lack of trust in the school system for many parents in the community. In addition, many parents are unsure of how they can participate in the school community and help their child succeed. Student engagement can be attributed to a lack of connection to the curriculum with their everyday lives.

Connectedness

School Goal: Desert Skies will set up multiple parent and community classes/events to support student achievement as measured by calendared events. **Formative Measures:** • Number of classes offered • Number of parents in attendance at offered classes	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ☐ STIP Goal 2 ☐ STIP Goal 3 ☐ STIP Goal 4 ✔ STIP Goal 6

Improvement Strategy: Set up and offer parent and community classes through Parent University to support student achievement and develop positive relationships. **Evidence Level:** Tier 4 - Demonstrates a Rational **Action Steps:** *What steps do you need to take to implement this improvement strategy?* • Set up parent classes two to four weeks in advance and send reminder updates • Personally invite select families • Talk to families and get feedback after events/classes **Resources Needed:** *What resources do you need to implement this improvement strategy?* • Money to pay for food and events/classes **Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?* • *Implementation Challenge:* Encouraging parents to attend events/classes • *Potential Solution:* Personal invites, scheduling in advance, reminders, follow-up, food **Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?* • General Fund	**Lead:** *Who is responsible for implementing this strategy?* **Face Liaison; Community in Schools; administration**

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:* Language barrier
- *Support:* District interpreter or bilingual staff

Foster/Homeless:
- *Challenge:* Transportation
- *Support:* Provide CityBus passes

Free and Reduced Lunch:
- *Challenge:* N/A

- *Support:* N/A

Migrant:
- *Challenge:* N/A
- *Support:* N/A

Racial/Ethnic Groups:
- *Challenge:* N/A
- *Support:* N/A

Students with IEPs:
- *Challenge:* N/A
- *Support:* N/A

Add other student groups as needed.
- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

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
Scorpion Day	8/4/2022	• Add lessons learned after each outreach event.
Mobile Harvest	Enter Date	• Add lessons learned after each outreach event.
Ongoing Home Visits	Enter Date	• Add lessons learned after each outreach event.
Parent Leadership Outreach	9/22/2022	• Add lessons learned after each outreach event.

Fang-tastic Feast and Health Resource Fair	9/30/2022	• Add lessons learned after each outreach event.
Student-Led Conference	10/19/2022	• Add lessons learned after each outreach event.