



Washoe County School District
Yvonne Shaw Middle School
2021-2022 School Performance Plan:
A Roadmap to Success

Yvonne Shaw Middle School has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Mike Gifford for more information.

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School Designations: Title I CSI TSI ATSI Zoom Victory



School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	766	5.87%	1.7%	19.06%	1.04%	64.36%	.91%	7.05%	14.1%	1.96%	73.15%
District	61642	1.26%	4.2%	41.77%	2.55%	42.59%	1.4%	6.22%	14.22%	14.31%	47.38%
State	481345	.82%	5.51%	43.44%	11.76%	29.97%	1.48%	7.03%	12.41%	13.37%	73.15%

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	45.2	50.5	43.7	59.5	51	58.9	58.7	13.6	40
	District	41.6	52	40	49.3	51	51	36.9	12	41.9
2019	School	37.9	41	36.9	57.2	48	55.5	48.3	16.6	14.8



	District	40.8	50	39	49.3	51	52	336.4	10.7	36.2
2020	School	32.9			56.7			39.2	10	32
	District	26.3			41.4			25.8	10	11

4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School			
District			

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	371	351	341
District	359	345	334

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Mike Gifford	Principal(s) (required)
Joe Vanderpool	Other School Leader(s)/Administrator(s) (required)
Vallarie Kulpin Jennifer Tallberg	Teacher(s) (required)



Noreen Parry Scott Mullins Susan Hall Jacelyn Osborne Jason Tatomer Kayla Karsten Cindy Raymond Josephine Kelley	
Shannon Bray Sonya Miller	Paraprofessional(s) <i>(required)</i>
Iris Key	Parent(s) <i>(required)</i>
Imani Valle	Student(s) <i>(required for secondary schools)</i>
Reno Sparks Indian Colony	Tribes/Tribal Orgs <i>(if present in community)</i>
	Specialized Instructional Support Personnel <i>(if appropriate)</i>
<i>*Add rows as needed</i>	

School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partner.



Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Coyote Days	8/5 5pm	400	Strong Community, worried about gaps from COVID
PTO Meeting	9/9 6pm	10	Good support of students, issues with math and students on IEP specifically
<i>*Add rows as needed</i>			



School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.



Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	2020-21 SBAC Scores, 2021 ACCESS scores	Climate Survey Results, Discipline Data, Attendance Data	PLC Handouts, Staff PD notes
Problem Statement	Only one third of our students are proficient at math, including only 6% of our students on IEPs.		
Critical Root Causes	<p>Students missed foundational material</p> <p>Pacing guides are too thin and long instead of deep</p> <p>Students struggling to learn online</p> <p>Students still have gaps in learning history</p>		

Part B

Student Success	
School Goal: <i>By the next state math exam our overall math proficiency will improve 3 percentage points while our students on IEP's will improve 4 percentage points</i>	Aligned to Nevada's STIP Goal: <i>Goal 3</i>
Improvement Strategy:	



Math Support classes taught during prep and after school

Use spiraling techniques to continuously go back over needed foundational standards

Evidence Level Tier 2

Intended Outcomes: *Students working with their math teachers for an extra hour of support on grade level assignments every day. These students will show larger than average growth on progress monitoring measures*

Ex. Students working with the resource teacher will receive an extra hour of support on grade-level assignments every week. These students will show larger than avg. growth on progress monitoring measures.

Action Steps:

- € *Determine what financial resources are available.*
- € *Identify teachers available for extra math support and math tutoring*
- € *Connect with district HR department to ensure payment for those services.*
- € *Identify specific students needing support.*
- € *Work with teachers of record to set up weekly tracker of students receiving support.*
- € *Have teachers identify what success looks like for students working with support teachers*

Resources Needed:

- € *Budget for teacher*
- € *Teacher Volunteers*
- € *Differentiated math curriculum materials, pacing guide*

Challenges to Tackle:



- € **Teacher Burnout with longer hours and more classes**
- € *Hiring a quality candidate on a short timeline*
- € **More students need the support than available seats**
- € *Teacher working relationship*

Improvement Strategy: Use spiraling techniques to continuously go back over needed foundational standards

Evidence Level Tier 2

Intended Outcomes: *Students will continuously be given access to material they have struggled with through warm ups and exit tickets that target those standards even when they are not being met in the pacing guide.*

Action Steps:

- € *Analyze assessments to determine areas of growth for students*
- € *Meet in PLC's weekly to analyze that data*
- € *Meet in PLC's to develop warm ups and exit tickets that target those areas of growth*
- € *Meet in PLC's to analyze warm ups and exit tickets to determine if those formative assessments are showing growth*
- € *Meet in PLCs to review and adjust those formative assessments as needed*

Resources Needed:

- € *Weekly PLC Time*

Challenges to Tackle:



€ **Balancing keeping pace with curriculum guide with need for supporting student learning of previous standards**

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: *EL Teacher planning monthly with all departments to ensure effective strategies are being used to teach EL students*

Foster/Homeless: Counselors working with each team of teachers to ensure all students needs are being met.

Free and Reduced Lunch: Counselors working with each team of teachers to ensure all students needs are being met.

Migrant: N/A

Racial/Ethnic Minorities: *Quarterly tracking of student data to ensure all ethnicities are being given opportunities for support*

Students with IEPs: Quarterly planning days with gen ed teachers and weekly PLC's with gen ed teachers to make sure accommodations and support for each student are given.

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement



<p>Data Reviewed</p>	<p><i>SBAC results</i></p> <p><i>Unit Assessments</i></p> <p><i>Assessment Analysis Paperwork</i></p>	<p><i>SBAC results</i></p> <p><i>Unit Assessments</i></p> <p><i>Assessment Analysis Paperwork</i></p> <p><i>Staff Check in Survey</i></p> <p><i>Staff Climate Survey</i></p>	<p><i>Staff Check in Survey</i></p> <p><i>Staff Climate Survey</i></p> <p><i>PLC paperwork</i></p>
<p>Problem Statement</p>	<p>Because of the pacing and curriculum guides, there is limited time to effectively analyze data to improve student performance.</p>		
<p>Critical Root Causes</p>	<p>Only one hour each week of department PLC Time</p> <p>Curriculum guides cover too much in too short of time</p> <p>Pandemic caused more gaps in learning</p>		

Part B

<p>Adult Learning Culture</p>	
<p>School Goal: Departments will be subbed out one time per quarter to give them time to effectively analyze their assessment data and plan accordingly for their remaining units of instruction.</p>	<p>STIP Connection: <i>Goal 2</i></p>
<p>Improvement Strategy: <i>Teachers will meet one time per quarter for an entire work day to analyze their summative and formative</i></p>	



assessments, backwards plan for upcoming units and agree upon rubrics, grading rationale, etc. They will also continue to meet on Wednesdays after school for traditional PLC time.

Evidence Level Tier 2

Intended Outcomes: *Instruction will improve as teachers discover patterns, agree on instructional strategies and determine next steps for students who were not successful in learning the material.*

Action Steps:

- € *Schedule Planning Days*
- € *Assign Substitute teachers*
- € *Professional development to improve PLC process*
- €

Resources Needed:

- € *Space to work in*
- € **Substitutes**

Challenges to Tackle:

- € *Difficult of being out of classroom and students missing instruction with their teacher*
- € *Finding substitutes*
- € **Understanding of PLC process**

Equity Supports. What, specifically, will we do to support the following student groups around this goal?



English Learners: EL Teacher will participate with departments during planning days to ensure that supports are included for EL Learners

Foster/Homeless: Counselors will participate with departments during planning days to ensure that supports are included for all learners

Free and Reduced Lunch: Counselors will participate with departments during planning days to ensure that supports are included for all learners

Migrant:

Racial/Ethnic Minorities: Counselors will participate with departments during planning days to ensure that supports are included for all learners

Students with IEPs: SPED Teacher will participate with departments during planning days to ensure that supports are included for all Learners

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Student Climate Survey Results</i>	<i>Staff Check in Surveys</i> <i>SPP Survey</i>	<i>SPP Survey</i>



<p>Problem Statement</p>	<p>With increased focus on academics compared with last year, keeping a strong foundation of relationships and social emotional learning is key to maintaining safe and healthy learning environments for all students</p>
<p>Critical Root Causes</p>	<p>Less social interaction led to less understanding of social norms Not enough time to balance academic and social emotional needs Immaturity of students from lack of social growth Out of school stressors added to students concerns</p>

Part B

<p>Connectedness</p>	
<p>School Goal: All Student Climate Survey results will at least maintain their scores from the 20-21 School year.</p>	<p>STIP Connection: Goal 6</p>
<p>Improvement Strategy: <i>Teach focused weekly Social Emotional Learning Lessons to every student using Second Step</i></p> <p>Evidence Level: <i>Tier 1</i></p>	
<p>Intended Outcomes: <i>Students understanding of Relationship Skills, Responsible Decision Making skills, Social awareness, Self Awareness and Self Management will increase as measured by the Student Climate Survey</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> € Organize SEL Lessons 	



€ *Schedule SEL Lessons*

€ *Staff PD on implementing lessons*

Resources Needed:

€ *Time*

€ *Weekly Schedule created*

Challenges to Tackle:

€ *Misunderstanding of what SEL is and the teachers role in teaching it*

€ *Other requirements limit the amount of time available to teach lessons*

€

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: EL teacher is involved in development of SEL lessons

Foster/Homeless: Counselors design lessons to accommodate all students

Free and Reduced Lunch: Counselors design lessons to accommodate all students

Migrant: N/A



Racial/Ethnic Minorities: Counselors design lessons to accommodate all students

Students with IEPs: All SPED teachers teach SEL lessons to students on their caseload

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
<i>Insert during Event 5</i>	<i>Insert during Event 5</i>	<i>Insert during Event 5</i>	<i>Insert during Event 5</i>
Rally Grant	\$270000	Counselor, Intervention teacher, prep period buyouts	Student Success, Connectivity
ESSER	\$30000	After School Tutoring, Long Term Sub	Student Success
CEIS	\$20000	Long Term Sub, Planning Days	Student Success, Adult Learning