



District Name

Kendyl Depoali Middle School

School Performance Plan: A Roadmap to Success

Depoali 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: Kendra Smith

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School Designations: ☐ Title I ☐ CSI ☐ TSI ☐ TSI/ATSI

Our SPP was last updated on September 30, 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
Kendra Smith	Principal(s) <i>(required)</i>
Tyler Wicks and Winona Wilson	Other School Administrator(s) <i>(required)</i>
Shannon Hartley, Tara Hartman, Hillary Tolotti, Jamie Thomsen, Erin Craig, Amie Stickel, Allison Willaman, Marcella Ciaramella, Catherine Baranek, Tiffani Puliti, Daniel Barthel	Teacher(s) <i>(required)</i>
Vikkey Mumby	Paraprofessional(s) <i>(required)</i>
Huong Forrest	Parent(s) <i>(required)</i>
Douglas McMillan	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
	Specialized Instructional Support Personnel <i>(if appropriate)</i>
<i>Add additional members/roles as necessary</i>	

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/kendyl_depoali_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
<ul style="list-style-type: none">Science data shows the largest number of students meeting or exceeding proficiency.	<ul style="list-style-type: none">Increasing the number of students meeting or exceeding proficiency.
<p>Problem Statement: Student proficiency scores have not exceeded 65% in the past three years in the areas of Math, ELA, and Science.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none">Many students lack the foundational skills needed in order to master grade level standards.	

Student Success	
<p>School Goal: Overall math proficiency scores were 39% in 2020, 44% in 2021-22, and 43% in 2022-23. For the 2023-24 school year, our goal will be that 55% of all students demonstrate proficiency in math on the SBAC. Overall Science proficiency scores were 52% in 2020, 60% in 2021-22, and 58% in 2022-23. Our goal for this year is to have 65% of all students in the 8th grade reach proficiency on the Science test. Overall, ELA proficiency scores were 59% in 2020, 63% in 2021-22, and 55% in 2022-23. Our goal for this year is to have 62% of all students demonstrate proficiency on the ELA SBAC.</p> <p>Formative Measures:</p> <ul style="list-style-type: none">Assessment data analysis, classroom observations, attendance data	<p>Aligned to Nevada's STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input checked="" type="checkbox"/> STIP Goal 2</p> <p><input type="checkbox"/> STIP Goal 3 <input type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5 <input type="checkbox"/> STIP Goal 6</p>



Improvement Strategy: iReady

Evidence Level: 3

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

- Create a master schedule that allows for all students who are not performing at grade level in iReady to be placed in a class in which they can work in iReady for 45 in the subjects of both Math and ELA each week.

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

- Student laptops for all students in all classes.

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

- *Implementation Challenge:* Being that our master schedule was created and being followed by students prior to giving the iReady diagnostics, we will need to move students in and out of electives based on their scores.
- *Potential Solution:* We will hire an intervention sub in order to create course sections to accommodate all students needing to work on iReady weekly.

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

- The district has purchased iReady. We will use grant funding to pay for the intervention sub.

Lead: *Who is responsible for implementing this strategy?*
Academic Success,
Enrichment, and Special
Education Teachers

Resource Equity Supports¹: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: We have a few students who are very new to the country and have very limited English proficiency.
- Support: We will utilize our EL teacher to support these students as needed.

¹ “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)

**Foster/Homeless:**

- Challenge: Many of these students do not have access to technology at home.
- Support: We will complete all iReady work at school during the school day.

Free and Reduced Lunch:

- Challenge: Many of these students do not have access to technology at home.
- Support: We will complete all iReady work at school during the school day.

Migrant:

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

Racial/Ethnic Groups:

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

Students with IEPs:

- Challenge: We do not have room in the master schedule to have these students complete iReady in an intervention class.
- Support: We will have students complete iReady during SSTs.

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none">● PLCs are meeting regularly on Wednesday early release days.	<ul style="list-style-type: none">● We need to tighten up the structure of the PLCs in many departments.
Problem Statement: Not all PLCs have a defined structure for their meetings.	
Critical Root Causes of the Problem: <ul style="list-style-type: none">● Not every PLC is using a guiding document to structure the PLC meeting.	

Adult Learning Culture



School Goal: Within all PLCs, teachers will use a method to analyze student data every ten days or twice per month based on the PLC meeting schedule as measured by Administrative Observational data.

Formative Measures:

- Student assessment data. Guiding document such as the TACA form created by Solution Tree.

Aligned to Nevada's STIP Goal:

- | | |
|--------------------------------------|-------------------------------------------------|
| <input type="checkbox"/> STIP Goal 1 | <input checked="" type="checkbox"/> STIP Goal 2 |
| <input type="checkbox"/> STIP Goal 3 | <input checked="" type="checkbox"/> STIP Goal 4 |
| <input type="checkbox"/> STIP Goal 5 | <input type="checkbox"/> STIP Goal 6 |

Improvement Strategy: PLC Process utilizing guiding document.

Evidence Level: 3

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

- Require all PLCs to be using a guiding document such as the TACA form for every PLC meeting.

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

- Guiding document

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

- *Implementation Challenge:* Getting buy-in from all PLCs.
- *Potential Solution:* Have PLCs that are already using a guiding document share their data and experience with using the document.

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?*
Administration and
Department Leads

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

**English Learners**

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

Foster/Homeless:

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

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: Finding time to have departments meet with Sped department.
- Support: Build time into the master calendar for Sped to meet with various departments.

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • Most students report that they have at least one trusted adult at the school. 	<ul style="list-style-type: none"> • Chronic Absenteeism
Problem Statement: We did not decrease our chronic absenteeism last year.	
Critical Root Causes of the Problem: <ul style="list-style-type: none"> • Student buy in and feeling like an important part of the school. 	

Connectedness



School Goal: In 2020-21, 33% of students attended less than 90% of the time. In 2021-22, 16% of students attended less than 90% of the time, and in 2022-23, 17% of students attended less than 90% of the time. Our School Performance Goal will be to have 10% or less of students attending less than 90% or considered chronically absent.

Formative Measures:

- BIG Data

Aligned to Nevada's STIP Goal:

- ☐ STIP Goal 1 ☐ STIP Goal 2
- ☐ STIP Goal 3 ☐ STIP Goal 4
- ☐ STIP Goal 5 ☐ STIP Goal 6

Improvement Strategy: SEL

Evidence Level: 2

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

- Hold monthly attendance meetings and analyze data.
- Place students with teachers they feel connected to during Advisory, utilize attendance monitors and letters, work closely with truancy
- Home visits for our most severely absent students

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

- Safe schools professional, monitoring tool, BIG, attendance letters

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

- *Implementation Challenge:* Remaining consistent with our process
- *Potential Solution:* Hold monthly attendance meetings

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

- The district funds the Safe Schools Professional

Lead: *Who is responsible for implementing this strategy?*
Attendance administrator,
Truancy, and Advisory
Teachers

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



these challenges?

English Learners

- Challenge: Communicating with families
- Support: Use of interpreters and our Spanish Speaking staff members.

Foster/Homeless:

- Challenge: Providing transportation resources when families are not able to get students to school.
- Support: Work with community groups such as the Family Resource Center and Safe Routes to School.

Free and Reduced Lunch:

- Challenge: Providing transportation resources when families are not able to get students to school.
- Support: Work with community groups such as the Family Resource Center and Safe Routes to School.

Migrant:

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

Racial/Ethnic Groups:

- Challenge: Breaking cultural barriers between school and family
- Support: Home Visits

Students with IEPs:

- Challenge: Connecting students with a trusted adult at school
- Support: Schedule Advisory classes based on relationships of teachers and students

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
Back to School Night	8-17-23	<ul style="list-style-type: none"> • Families enjoyed following their student's schedule and meeting all teachers. 6th Grade teams should not combine. The rooms were so packed that not all parents could get in.