District Name

Billinghurst Middle School

School Performance Plan: A Roadmap to Success

Enter school name 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: Jason Mattick
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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
Jason Mattick	**Principal(s)** *(required)*
Jenn Hodges, Asst. Principal Stacy Wright, Dean	**Other School Administrator(s)** *(required*
Matt Rowe, Amanda Smart, Julia Antonucci, Brittany Culbertson, Lyndi Petroff, Kathryn Sewell, Nate Myers	**Teacher(s)** *(required)*
Debra Chronister, Admin Sec.	**Paraprofessional(s)** *(required)*
Stephen Berg	**Parent(s)** *(required)*
Ardin	**Student(s)** *(required for secondary schools)*
	Tribes/Tribal Orgs *(if present in community)*
	Specialized Instructional Support Personnel *(if appropriate)*
Add additional members/roles as necessary	

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/billinghurst_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**
- Our 2023 SBAC data came back showing great growth as a school in math. We surpassed our 2023 goal of 2%, making gains of 4% school-wide! -BDB topped the charts with ELA Median Student Growth Percentile at 52%. -BDB topped the charts with Math Median Student Growth percentile at 55%. Our sub-populations showed amazing growth as well! - BDB topped charts in EL growth in ELA (Catch up, Keep up, and overall growth). - 76% of IEPs in LEA at BDB are at or above standard and are growing adequately to meet standards by 8th grade. Top in the district at 76% (next closest 57%). - Same goes for math in the above category at 77%.	- While the entire WCSD took a dip in ELA proficiency numbers, so did Billinghurst. However, we did not dip as much as our similar schools. Growth in ELA will continue to be an area of focus at Billinghurst this school year.

Problem Statement: Billinghurst has had stagnant growth on state exams over the last 7 years. However, the past two years have shown growth, specifically in sub -group populations (IEP and EL). Billinghurst is not quite to the Pre-pandemic numbers, and we want to continue to grow to meet and surpass those numbers. Our growth models are showing positive trends, and we want to continue to grow academically to get more students proficient.

Critical Root Causes of the Problem:
Billinghurst Middle School, like all schools across our Nation, were impacted academically and socially from the COVID pandemic. The last three years lacked routine, structure, and academic progress. There is a need for continued focus on data to drive planning, instruction, reflection, and remediation. Billinghurst has also lacked in fidelity and organization for our EL instruction. Additionally, a fluid and consistent academic intervention and data-monitoring system has lacked in our district. We are hopeful the implementation of iReady (as mentioned below) will address this critical cause of problems we are encountering in monitoring academic growth.

Student Success

School Goal: With the District-wide implementation of iReady, and echoing the WCSD Strategic Plan Goal 4, Billinghurst will have 80% of the students grow by one grade level by June of 2024, as measured by the diagnostic exams in iReady. Formative Measures: ● iReady monitoring tool and Diagnostic 3 results	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: Implementation of iReady. **Evidence Level:** Tier 3 - Promising Evidence **Action Steps:** *What steps do you need to take to implement this improvement strategy?* -School-wide implementation of iReady. -Full staff trainings of iReady. -Logistical plan and implementation of all three diagnostic exams. -Logistical plan and implementation of Pathway time for all students (as a part of their daily routines). -Use ESSER money to pay certified teachers every day after school to offer free tutoring for all students, as well as additional Pathway time for designated Tier II and Tier III students. -Hire an EL teacher and interventionist to add additional language support and time for our EL population to experience iReady Pathway. - Determine what financial resources are available. (i.e., ESSER and RALLY grant totals, and private grant allowances) -Through a strong MTSS process, Billinghurst will identify students that need extra support through	**Lead:** *Who is responsible for implementing this strategy?* *Update after Strategy Selection*

Tier II and Tier III support classes. We will then customize these students Pathways through iReady during our Enrichment time.

-Teacher development for teachers to implement teacher-led small group lessons in enrichment based upon iReady groupings and assessment data.

- MTSS Coordinator to refresh the data monitoring of Tier 2 and Tier 3 students.

- EL Coordinator to provide training for everyday instruction of our EL students, and work with teachers on strategies, specifically through iReady platform.

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

- iReady assessment data
- Budget grant money for the MTSS coordinator and tutoring hours for certified staff.
- Additional student laptops through WCSD refresh program
- Technology in the classrooms- teacher laptops and active boards, TVs

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

- *Implementation Challenge:* Getting the entire staff to "buy-in" to the implementation of iReady, school-wide, as part of our everyday practices.
- *Potential Solution:* Send an early message by having all staff (not just ELA and Math) to the kick-off training. Then continue to have them all attend refresher trainings throughout the entire year. Also, make it a part of what we do at Billinghurst.

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

- ESSER and CEIS grants

Resource Equity Supports[1]: *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?*

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[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)

English Learners
- Challenge: Lack of EL resources for the WIDA.
- Solution: Focused teacher professional development on EL strategies from our *new* EL Coordinator; All students, (including EL and Special Education students) will be provided with access to the core curriculum (NVACS) through thoughtful planning and collective efficacy. Develop an Enrichment class period for EL students taught by our EL Coordinator. Curriculum includes the use of iReady!

Foster/Homeless:
- Challenge: n/a
- Solution: n/a

.**Free and Reduced Lunch:**
- Challenge: Getting these students to stay after school for the free tutoring.
- Solution: Counselor department, Safe School professional, and Home-Visit team check-ins; Community partnerships; all students, (including EL and Special Education students) will be provided with access to the core curriculum (NVACS) through thoughtful planning and collective efficacy. Giving these students the chance to complete their Pathway on iReady after school.

Migrant:
- n/a

Racial/Ethnic Groups:
- Challenge: n/a
- Solution: n/a

Students with IEPs:
- Challenge*:* Finding additional resources for these students to access and finding the time in the school day to use the resources.
- Solution: iReady supports in their Enrichment class period; SSTS classes, co-taught classes; Peer to peer observations to learn new differentiation strategies; Focused teacher professional development on EL strategies; all students, (including EL and Special Education students) will be provided with access to the core curriculum (NVACS) through thoughtful planning and collective efficacy. Longer exposure to their iReady Pathway.
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Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	**Areas for Growth**
• We have a well-developed PLC/Wednesday Calendar with tight expectations.	• With WCSD adopting and rolling out 3 new core curriculums, our ELA, Social Studies, and Science departments will need

● Our math department continues to have 100% participation in PLC meetings and uses common assessments.	bountiful supports and resources to continue their best PLC practices. Especially around common pacing, planning, new materials, and common assessments.

Problem Statement: Billinghurst has unfortunately held at a 3-star rating (according to NVDOE) for the past 7-8 years. Important to note- we are 1.5 points away from a 4-star rating. The area that needs most focus is our "Opportunity Gap" points. This is the result of a lack of direction on professional learning communities from WCSD (specifically in ELA), understanding and implementing the new curriculum, and aligning grade level standards to assessment.

Critical Root Causes of the Problem:
- Lastly, the new curriculum has not arrived at school sites yet (4 weeks into the year) making it impossible to understand, plan, and implement the new curriculum.
- Guidance from WCSD level leaders in ELA, Social studies, and science has lacked, and in some cases dissolved, due to budget cuts and lack of these leadership allocations.
- Clear and concise directions on implementation are lacking from WCSD.

Adult Learning Culture

School Goal: By the end of SY 23-24, Billinghurst teachers will have produced aligned pacing guides and common curriculum plans for ELA, Social studies, and Science. Additionally, all Billinghurst core teachers will use iReady to support, intervene, and enhance each student's learning experience and meet a goal of all student's having 45 minutes in ELA and Math on their pathway (as monitored through iReady administrative tools). **Formative Measures:** ● Wednesday PLC meeting notes/outcomes ● ELA, SS, and Science engagement/attendance	**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: Professional Learning Communities	Lead: *Who is responsible for implementing this strategy?* Admin Team
Evidence Level: Tier 2 - Moderate Evidence **Action Steps:** *What steps do you need to take to implement this improvement strategy?* - Discussion around consistent methods in each class - Ongoing monthly professional development around research-based instructional strategies, specifically in the subjects of ELA, Science, and Social Studies. - collect and analyze student data based on progress in iReady - Look where students may have holes from previous grades and how to address them while teaching current standards - Parallel everyday teaching practices and finding ways to incorporate iReady Pathway minutes - Committing to answering "what to do with students that didn't" through interventions, specifically through "Data Digs" and ensuring proper placement in our Tier 2 intervention classes - Ongoing specialized and targeted support for special education teachers and EL coach - Admin taking bi-quarterly snapshots of Pathway Progress **Resources Needed:** *What resources do you need to implement this improvement strategy?* - We need *ALL* materials for three new curriculums. As of today, only 50% of the materials have arrived. - WCSD support on pacing and aligning to essential standards - Student laptops for every student for iReady implementation - Testing schedule suggestions and improvements for iReady diagnostics - Substitute teachers so core teachers have their preps available to prep. - Core teacher planning days to dive into new curriculum and materials - Updated Promethean boards and pens (accessories that work) - EL coach and master schedule to support those student needs	

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*
- *Implementation Challenge:* Lack of materials
- *Potential Solution:* Get ALL materials from WCSD and Curriculum and Instruction.
- *Implementation Challenge:* Lack of implementation support from WCSD.
- *Potential Solution:* Provide monthly Instructional Lead meetings to take information back to school's departments, specifically in ELA, Social Studies, and Science.
- *Implementation Challenge:* iReady is a massive undertaking
- *Potential Solution:* Routine and vetted training from iReady for all teachers. Free up enough seats in the trainings for all subjects to attend (just not ELA and Math).

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*
- Need additional funding. We lost the PLC Collaboration grant at the wrong time.
- Necessary funding for covering substitutes and after-hour collaboration is *not available.*

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: Limited PLC/PD for EL facilitators
- *Support:* Focused teacher professional development on EL strategies from our EL Coordinator; All students, (including EL and Special Education students) will be provided with access to the core curriculum (NVACS) through thoughtful planning and collective efficacy. Develop an Enrichment class period for EL students taught by our EL Coordinator. Curriculum includes the use of iReady and roper trainings.

Foster/Homeless:
- Challenge: CIT and trauma informed training and impacts on learning.
- *Support:* counselor department, Safe School professional, and Home-Visit team check-ins; Community partnerships; all students, (including EL and Special Education students) will be provided with access to the core curriculum (NVACS) through thoughtful planning and collective efficacy.

Free and Reduced Lunch:
- Challenge: This is a flagged subgroup in our data that typically underperforms for a variety of reasons. The challenge will be to find the root cause of academic struggles in this population.
- *Support:* Counselor department, Safe School professional, and Home-Visit team check-ins; Community partnerships; all students, (including EL and Special Education students) will be provided with access to the core curriculum (NVACS) through thoughtful planning and collective efficacy. Curriculum includes the use of the following strategies and programs: GoMath, Dreambox, Lexia, and after school tutoring.

Migrant:
- Challenge: *n/a*
- Support: *n/a*

Racial/Ethnic Groups:
- Challenge: *n/a*
- Support: *n/a*

Students with IEPs:
- Challenge: Finding the necessary time for Sped department to meet to discuss, organize and roll out a plan for implementing iReady and parallel planning with the new curriculum.
- Support: CEIS funding to support this collaboration time outside contract hours.

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	**Areas for Growth**
- Our school climate survey results from parents came back this year, and we grew in every category. We have learned that our community loves constant and detailed communication. We also heard from parents that they feel welcome at our school. We learned that the parents feel included in their child's education and activities. The parents appreciated the weekly team emails.	- We saw a dip in "student connectedness" in our student climate survey.
Problem Statement: Part of WCSD's new strategic promise is to know every student's needs, strengths, and *story.* Looking through our Student Climate Survey results, we have identified two areas that we want to improve on. One being students answering that "my teachers connect what I am doing in school to like outside of the classroom". This is currently at a 60% favorable response. This data point speaks to the *relevancy* that we commit to our students and is not quite happening to its' fullest potential. The other prompt that is a concerning results is	

"teachers understand my problems". This response came back at only 50% favorable. The message our students are leaving with is not paralleling our commitment to them, or the promise from WCSD.

Critical Root Causes of the Problem:
- Over the last three years staff has been so overwhelmed with the pandemic requirements and expectations, that they were very short and stressed. Unfortunately, this was felt by our students. Teacher burn-out is real, and as a result, students are losing the sense of connectivity from our adults.

Connectedness

School Goal: By the 2024 student response survey, we will see an increase in the following two prompts, as we focus in on knowing every student's needs, strengths and story, and their sense of feeling connected to Billingshurst. "My teachers connect what I am doing in school to my life outside of the classroom" will increase by 5% in favorable responses, and "teacher understand my problems" will increase by 7% in favorable outcomes. **Formative Measures:** - Student Climate Survey results 2024	**Aligned to Nevada's STIP Goal:** ☒ STIP Goal 1 ☒ STIP Goal 2 ☒ STIP Goal 3 ☒ STIP Goal 4 ☒ STIP Goal 5 ☐ STIP Goal 6

	Lead: *Who is responsible for implementing this strategy?* Leadership Team and all teachers
Improvement Strategy: Restorative Practice and Trauma Informed Practices	

Evidence Level: Tier 4 - Demonstrates a Rational

Action Steps: *What steps do you need to take to implement this improvement strategy?*
- hiring of EL coach: this person has already started learning each EL student's story. Build relationships between EL students and teachers. Advocate for their needs and strengths.
- continued trauma informed practices and trainings from counseling department
-continued work in discipline at the door and restorative practices.
-Observe other classrooms and see what is working.
-purposefully answering the survey to get more accurate results.
-timing and length of survey to keep students honest and engaged.

Resources Needed: *What resources do you need to implement this improvement strategy?*
- Find ways to positively support the staff to curb exhaustion and burn-out, so that they can bring their best to the students. WCSD systemic need!
- Time with students to facilitate these conversations
- Equity & Diversity in a different lens of content than SEL.
- Coverage for classes so folks can observe.

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*
- *Implementation Challenge:* Population has change over the years, and staff may not know.

- *Potential Solution:* Inform staff on demographics of their students (FRL, CIT, etc.)
- *Implementation Challenge:* The student climate survey is wordy…too long. Students just clicking responses without reading question.

- *Potential Solution:* Ask WCSD if we can re-order the questions or shorten it. Get more valuable responses.
- *Implementation Challenge:* Time to take the survey. Burnout after taking it after MAPs.

- *Potential Solution:* Try an extended enrichment.

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

goal?
  ● Using student engagement grant funds

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: Up to this point have not had an "anchor" adult.
  • *Support:* The hiring of our new EL coach will be great here! She will have these students 4/5 days a week to build relationships and learn their stories.

Foster/Homeless:
  ● Challenge: Attendance impacts these students; therefore, lack of adult connection is also impacted.
  ● Support: Continue to employ our student's engagement interventionist and truancy team. Finding creative ways for these students to connect in our building.

Free and Reduced Lunch:
  ● Challenge: Attendance impacts these students; therefore, lack of adult connection is also impacted.
  ● Support: Continue to employ our student's engagement interventionist and truancy team. Finding creative ways for these students to connect in our building.

Migrant:
- Challenge:
- Support:

Racial/Ethnic Groups:
- Challenge:
- Support:

Students with IEPs:
- Challenge:
- Support:

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
1. Welcome Back Ice Cream Social 2. 3rd annual Color Run 3. Holiday Help 4. Engagement opportunity	1. August 23 2. Nov 23 3. Dec 23 4. On-going	1. Best turn out in the last 7 years! The vibe was great, lots of happy students and parents. 2. – 3. – 4. Cheer club, robots club, 6th grade intramurals, sand volleyball. Constantly finding new engaging ways to get kids connected to Billinghurst.