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

INCLINE 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 **Kari Michael, Principal** *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	170	.59%	.59%	53.53%	n/a	42.94%	n/a	2.65%	17%	18%	31%
District	61,642	1.26%	4.2%	41.77%	2.55%	42.59%	1.4%	6.22%	15%	11%	48%
State	481,345	.82%	5.51%	43.44%	11.76%	29.97%	1.48%	7.03%	12.7%	14.1%	65.8%

Student Performance Data										
		Math			ELA			Science	ELPA	
Academic Year	School/ District	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	**School**	40.7	67	42.6	47.7	49	46.7	37	6	41.3
	District	41.6	52	40	49.3	51	51	36.9	12	41.9
2019	**School**	42.2	56	44.3	41.5	48.5	40.4	34.6	**	14.2
	District	40.8	50	39	49.3	51	52	36.4	10.7	36.2
2020	**School**	no data	no data	no data	no data	no data	no data	no data	3	37
	District	no data	no data	no data	no data	no data	no data	no data	10	32

4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	n/a	n/a	n/a
District	84.4	86	85.1

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	354	342	336
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
Kari Michael	**Principal(s)** *(required)*
Jennifer Jango-Cohen, IMS Counselor (no other IMS admin)	**Other School Leader(s)/Administrator(s)** *(required)*
Sabrina Gentner (EL, ELA depts)**, Kristin Flynn** (Soc Studies, ELA depts)**, Sherwin Walker** (GT dept)	**Teacher(s)** *(required)*
none available	**Paraprofessional(s)** *(required)*
Sabrina Dukes	**Parent(s)** *(required)*
Jayden Mendoza (7th grade), **Sage Titus** (8th grade)	**Student(s)** *(required for secondary schools)*
n/a	**Tribes/Tribal Orgs** *(if present in community)*
n/a	**Specialized Instructional Support Personnel** *(if appropriate)*
Mary Danahey, *Incline Education Fund*	**Community Partner**

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
Back to School Night	9/16/21, 5:30pm	~100	Parents asked to complete a QR code survey during BTS night. The code was posted on the back of their student's schedule with general information for the event. Only 6 families completed the survey.

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	LACK OF DATA – small *n* size due to small school. In addition, many families opted their student out of *SBAC* testing (Spring 2021) which lowed the *n* size even more. Of the students who did test, many rushed through the online platform making their results less accurate. IMS students are performing lower than the ELA standard at the district level (SBAC 2021) ELA decrease from 2018 to 2019 (SBAC) <u>% at or above standard</u> **2017 IMS 45%** (district 51%) **2018 IMS 46%** (district 50%) **2019 IMS 40%** (district 50%) **2021 IMS 30%** (district 43%) 7th & 8th grade Math & Science scores decreased over the past 2 years, potentially due to low reading levels (SBAC 2021).	lack of data… *Infinite Campus* Minor Behavior Entries, first 2 months of school. 2021-22 = 73 entries. 2020-21 = 5 entries. *At the start of the 2020 school year, there were less students on campus (hybrid, every other day) and many students were full distance.	Student engagement has been below average post- COVID. Participation in after school extracurricular activities was below average in Spring 2021 for athletic opportunities but above average for *Lego Robotics.* Enrollment in honors classes (2021-22) 6th grade enrollment 25%, 7th grade 43%, 8th grade 35%. - Gender balance (Male/Female), 6th grade 8/5, 7th grade 11/11, 8th grade 11/6. - Number of Hispanic students is not in alignment with overall Hispanic representation (54% schoolwide) - 6th grade 4% of class in honors, 7th grade 6%, 8th grade 10%.

	Decrease in ACCESS scores from previous year for 7th and 8th grade (January 2021). **GT students exceeding or meeting standard for all subtests.**		
Problem Statement	The % of students performing at or above standard in ELA has been decreasing at IMS since 2017, and scores are consistently lower than the WCSD district average.		
Critical Root Causes	**Lack of focus on test taking strategies / guidance / value & purpose of assessments**		

Part B

Student Success
School Goal: 2022 SBAC Scores – ELA % at or above standard will increase from 30% (2021) to 46% which was the IMS average in 2018. **Aligned to Nevada's STIP Goal:** Goal 3
Improvement Strategy: Clear expectations and schoolwide structure for practice tests (SBAC) – 1 question a week, short writes, SBAC exemplars, test taking strategies **Evidence Level** 3-Promising
Intended Outcomes: Students will feel more prepared for SBAC testing and have a clear understanding of test resources, test taking strategies and overall purpose of the assessment.
Action Steps: ● Establish an SBAC committee of teacher leaders to guide teachers in school-wide program for test prep throughout the school year ● Committee will create a pacing guide with specific expectations for each week related to practice test problems, reviewing exemplars, and test taking strategies ● Educate students on the purpose, value, and goal of assessments

Resources Needed:
- *Allocated professional development time for collaboration*
- *Possible substitute teacher coverage to provide common planning / preparation time for teacher collaboration*
- *SBAC* site access for practice tests
- Each and every student is impacted in various ways. Our EL students are impacted, as are our general education students. The School Performance Plan is designed to analyze data that is relevant to all student achievement, including our EL students. Root causes were determined based on this data in order to drive school improvement and shrink the achievement gap for our special populations with special attention to AB 219 and the EL population. Please refer to Inquiry Area 1 (Student Success), Inquiry Area 2 (Adult Learning), and Inquiry Area 3 (Connectedness, when applicable) in the School Performance Plan for root causes that impact learning and achievement.
- Appropriately offer and place Long Term or Short Term EL students in EL courses designed to meet the needs of each English learner. A collaborative effort between school counseling/teaching staff and the Department of ELD to appropriately place students in the English Language Development courses is essential so that students show adequate progress in both language proficiency, as well as more equitable opportunities to achieve in each content area.
- School wide focus on cultural responsive teaching, having high expectations for ELs, as well as scaffolds and structures in place in classrooms for ELs to meet those expectations.
- Build all teacher capacity through professional learning opportunities that enhance teacher understanding of language development through WiDA framework, GLAD or ELLevation training.
- Appropriately provide purposeful planning for language in content subjects and scaffold using language rich strategies to provide ELs with access to content standards and grade level materials.
- Build teacher capacity for language development during Professional Learning Communities that allow for analysis of data and planning for language opportunities in content classrooms

Challenges to Tackle:
- *Substitute shortage*
- *Other initiatives and expectations for professional development time*

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

English Learners: explicit instruction, reinforcement, and practice in a small group setting

Foster/Homeless: n/a

Free and Reduced Lunch: same supports as all students

Migrant: n/a

Racial/Ethnic Minorities: Track formative data across racial groups to measure if any disparities exist

Students with IEPs: explicit instruction, reinforcement, and practice with the identified test taking strategies in sped setting

Inquiry Area 2 - Adult Learning Culture

Part A

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

	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	See SBAC info (Inquiry Area 1) **IMS teachers are all singleton teachers. Instructional practice varies across depts and grade levels.** **There are currently no communicated instructional strategies used across depts or grade levels for reading instruction.** **ELA dept uses the *Springboard* Curriculum (pre AP) for tier 1 instruction and the *Lexia* program for reading intervention (tiers 1 & 2)** **Math dept uses *Dreambox* for math intervention (tiers 1 & 2)**	**Principal is working with WCSD mentors to help facilitate effective PLC outcomes at IMS *(WCSD Academy)*.** **IMS does not have consistent dept. leaders as there is no compensation at the middle school level for dept leads. This also impacts dept. participation in district meetings which are usually held in person, an hour away from IMS.** **Staff Read (Summer 2021) = *Hacking Assessment – 10 ways to go gradeless in a traditional school.* PD held to focus on learning as opposed to grades.** **IMS staff participating in *21st Century Learning* professional development throughout the 2021-22 school year.**	**Lack of common prep time & singleton classes are barriers to consistent PLC data review and common assessment creation.** **Lack of time devoted to PLC meetings due to other mandatory staff development throughout the year.** **Students identified for support through the MTSS process receive math or ELA support classes.** **Small community, geographic isolation.** **Silent Sustained Reading (SSR) embedded into Enrichment period at least 2/ week.**
Problem Statement	**Lack of concrete / common / consistent learning strategies for teaching reading across all classes.**		
Critical Root	**Lack of focus on vocabulary development for students to understand what is being asked**		

Causes	Lack of focus on vocabulary development for students to understand what is being asked

Part B

Adult Learning Culture	
School Goal: By the end of the 2021-22 school year, each teacher will select and commit to 1 new reading strategy to introduce for the 2022-23 school year. PD this year will focus on purposeful / intentional guided reading strategies.	**STIP Connection:** Goals 2 & 3

Improvement Strategy:
Explicit instruction and direction needed for teachers in the areas of annotating & summarizing texts across various setting.
Consistent use and availability of graphic organizers to support reading instruction

Evidence Level 3-Promising

Intended Outcomes:
Students will apply learned strategies to assist with reading growth and development.

Action Steps:
- Survey teachers to see what strategies are already taught
- Survey students to see what strategies are already used
- Teachers to collaborate to share preferred strategies
- Teachers to identify clear strategies to teach and reinforce with students on a consistent basis

Resources Needed:
- *Allocated professional development time for collaboration*
- *Possible substitute teacher coverage to provide common planning / preparation time for teacher collaboration*

Challenges to Tackle:
- *Substitute shortage*
- *Other initiatives and expectations for professional development time*

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

English Learners: explicit instruction, reinforcement, and practice with the identified reading strategies, connect to the *Elevation* program

Foster/Homeless: n/a

Free and Reduced Lunch: same supports as all students

Migrant: n/a

Racial/Ethnic Minorities: Track formative data across racial groups to measure if any disparities exist during intervention.

Students with IEPs: explicit instruction, reinforcement, and practice with the identified reading strategies in sped setting

Inquiry Area 3 - Connectedness
Part A

Connectedness		
	Student	**Staff**	**Family & Community Engagement**
Data Reviewed	Support of EL students is not consistent across all classes. EL students seem to be struggling the most and may be the most afraid to seek help or ask for clarification. EL students also seem to be under-identified in GT. Increase in student discipline events (pre-COVID to post-COVID). Increase in Hispanic Population, 46% in 2014, 54% in 2021.	Lack of substitutes affects teachers in a negative way as they lose their prep period frequently to cover for their colleagues. Lack of affordable housing has had a negative impact on our teachers with many more staff members commuting this year from the Reno/ Carson area. Hard to fill, currently open special education aide position due to lack of potential applicants in Incline, especially for classified positions.	Community partners (*Incline Education Fund & Boosters*) led a successful tech drive (2020-21) to raise over $100,000 to purchase laptops for every IMS student! The goal was exceeded by nearly $20,000 with the help of the *Incline Board of Realtors*. IMS is supported by *IEF, Boosters, Rotary, and the Dave & Cheryl Duffield Foundation*. IMS is in partnership with *IVGID* to provide extracurricular opportunities for students. Sub pay is significantly lower than neighboring school district (6 miles away) making it a challenge to find subs in our geographically isolated location, especially when qualified individuals can go across the border for much higher daily pay.
Problem Statement	Students who do not feel safe or have a sense of belonging may not feel comfortable / confident enough to ask for support when needed. This may limit their engagement in class which therefore limits their academic growth.		
Critical Root Causes	**Space and time for teachers to connect with students in activities that aren't academic in order to build trust and engage in extracurricular activities**		

	Some learners afraid of being singled out as non-proficient, afraid of being called on to read aloud in class, afraid to ask for help when needed

Part B

Connectedness	
School Goal: IMS staff will work to improve the percentage of students that feel there is a sense of belonging for as measured by the *Student Climate Survey.*	**STIP Connection:** Goal 6

Improvement Strategy:
Embedded extracurricular and reward events scheduled through the year for different teachers to lead.
Various lunch programs offered to foster a sense of belonging and connection for students while building relationships with students (*Wellness Center, Inquiry Lab, Gaming Center, Lego Robotics, Pride Club, Chess Club)*

Evidence Level 2-Moderate

Intended Outcomes: Students will show increased academic growth when they feel more safe and connected to teachers and peers.

Action Steps:
- Establish financial incentives for teachers to work during lunch and after school.
- Survey students to see what activities they are interested in
- Community outreach to find adult volunteers with skills who align with student interest

Resources Needed:
- Grant funding for teacher stipends that are not directly linked to academic intervention or tutoring
- Community funding to stipend teachers for outside of contract hour work related to extracurricular options for students
- Spanish speaking volunteers to lead activities that are of interest to Hispanic students

Challenges to Tackle:
- Identifying grants that are not connected to academic intervention or tutoring
- Lack of staff available to invest time into apply for grant funding
- WCSD volunteer clearance process can be overwhelming and time consuming for potential community volunteers

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

English Learners: targeted outreach to identify areas of non-academic interest

Foster/Homeless: n/a

Free and Reduced Lunch: targeted outreach to identify areas of non-academic interest

Migrant: n/a

Racial/Ethnic Minorities: targeted outreach to identify areas of non-academic interest

Students with IEPs: targeted outreach to identify areas of non-academic interest

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)
ESSER Grant	$10,000	After school tutoring & Saturday School	Student Success
		School Counselor (for SEL work non- contract time)	Connectedness
		Substitute Teacher-Intervention	Adult Learning Culture
CEIS Grant	$ 2,996.00	Direct student support after school	Student Success
RALLY Grant	$110,000	Teacher Allocation for Intervention	Student Success
		Extra Period (prep buyout) 182 days	Student Success
VanSickle Grant	$10,000	Teacher stipends for planning & supervision of students during non-contract time	Adult Learning Culture
		Inquiry Lab materials	Connectedness