



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

Sparks 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 Stacey Ting for more information.

Principal: Stacey Ting
School Website: <https://www.washoeschools.net/sparksms>
Email: sting@washoeschools.net
Phone: 775-353-5770

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	742	1.26%	4.2%	75.2%	2.56%	12.26%	2.43%	3.77%	14%	27%	100%
District	61,599	1.26%	4.2%	41.77%	2.55%	42.59%	1.4%	6%	15%	11%	48%
State	496,938	.8%	5.4%	42.7%	11.5%	31.4%	1.5%	6.8%	12.7%	14.1%	65.8%

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	22%	49%	22.6%	32.5%	41%	32.9%	22.4%	13.1%	56.5%
	District	40%	52	40	49.3	51	51	46%	12	41.9
2019	School	21%	47%	21.3%	38.4%	52%	39.3%	25.5%	17.6%	37.1%
	District	40.8%	50	39	49.3	51	52	43%	10.7	36.2
2020	School	-	-	-	-	-	-	-	7%	38%
	District	-	-	-	-	-	-	-	10%	32%

4 Year ACGR

Grad Rate 2017- Grad Rate 2018- Grad Rate 2019-

School Climate Data

Cultural & Linguistic Relationships Emotional Safety



	2018	2019	2020
School	-	-	-
District	84.4%	86%	85.1%

	Competence		
School	363	349	333
District	359	349	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
Stacey Ting, Principal; Lindsay Kendrick, Assistant Principal	Principal(s) <i>(required)</i>
Sue Dufva, Instructional/Behavior Interventionist, Bryan Arciniega, Dean	Other School Leader(s)/Administrator(s) <i>(required)</i>
Rebecca Lopez, Dave Clark, Jared Cartinella, Ryan Finnegan, Theresa Shirley, Patrick Rossi, Dino Moler, KaraSue Amestoy, Christa Brown, Charles Targett, Alysse Ploussard	Teacher(s) <i>(required)</i>
Analisa Allen, Maribel Moran	Paraprofessional(s) <i>(required)</i>
Mayra Martinez	Parent(s) <i>(required)</i>
	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
Tanya Harrill, Counselor, Rachel Mazariego, CIS	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
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Event 2 Family Open House	8/4/2021	351	Parent informational session
2 nd Cup of Coffee	11/17/2021 11/19/2021	11	Families love 2 nd Cup of Coffee because it keeps them informed of activities and supports. Families stated they are happy with all the programs we offer to help our students (IEP, SSTs, Dean's Future Scholars). Families think we need more supervision in the restrooms to keep them from being vandalized.
<i>Data Chats</i>	10/25, 26, 27	259	Student led conferences student level data shared with families



School Goals



Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	<p>1. How are our students performing relative to the rest of the district?</p> <p>School-wide SBAC SBAC ELA Proficiency: 18/19 30%, 19/20 36%, and 2021 24%. SBAC MATH Proficiency: 18/19 20%, 19/20 19% and 2021 10%. SMS remains below the district's overall proficiency level in ELA, although out of 10 like schools is 5th in the ranking of overall proficiency, 4th in FRL status. All district middle schools that are like continue to struggle with proficiency for our identified students as EL and IEP's SMS remains below the district's overall proficiency level in math, although out of 10 like schools is 4th in overall percent at or above, and is 3rd in students identified as FRL. Our students continue to struggle with meeting proficiency in both reading and math. This is a major focus for our teachers in providing consistent viable Tier 1 instruction as well as using SBAC vocabulary and practice daily.</p>	<p>1. How are students performing across SEAD Competencies?</p> <p><i>Based on Student Climate Survey Data</i></p> <ul style="list-style-type: none"> ▪ 69% of students report favorably their overall SEL competency as compared to district at 69% ▪ 70% of students report favorably in Relational skills 4 points from last year as compared to district at 70% ▪ 52% of students report favorably in confidence to learn as compared to 59% as a district- this is an area of concern for teachers and will be addressed during SEL lessons throughout the year. ▪ 54% of students report favorably in Self-Management of Schoolwork (down 1 point) as compared to district 56%. ▪ 60% of students report favorably in Self-Management 	<p><i>Observational data, teacher small group forums, and individual teachers reported the following:</i></p> <p>1. What percentage of assignments given to students are grade appropriate?</p> <p><i>Observational data trends support at least 75% of all teachers provide assignments that are grade appropriate.</i></p> <p>2. What percentage of observed lessons showed the majority of students on task?</p> <p><i>Teachers report a small majority (less than 10% of students are struggling to demonstrate engagement-Teachers believe this is a result of some students experiencing family issues or traumatic events currently or in the past.</i></p> <p>3. Do our teachers believe our students can meet grade level standards?</p>



	<p>ACCESS: The results of our ACCESS scores over the past three years are a strength. Our students continue to show improvement and growth as a result of a consistent system of support for our identified EL students. SMS outperforms the district and state in exiting the percentage of students.</p> <p>2. How does performance vary across student groups?</p> <p>REVIEW OF 2021 SBAC DATA</p> <p>ELA Sub-Populations</p> <ul style="list-style-type: none">▪ Asian=37% (district 66%)▪ Hispanic=21% (district 29%)▪ African American=14% (district 19%)▪ White =40% (district 55%)▪ Multiracial= 47% (district 51%) <p>MATH Sub-Populations</p> <ul style="list-style-type: none">▪ Asian=33% (district 49%)▪ Hispanic=8% (district 13%)▪ African American=0% (district 8%)▪ White=15% (district 35%)▪ Multiracial=31% (district 29%) <p>Science Sub-Populations</p> <ul style="list-style-type: none">▪ Hispanic=18% (district 23%)▪ White=26% (district 50%) <p>ACCESS 2021</p> <ul style="list-style-type: none">▪ Listening=386 (district 393)▪ Speaking=316 (district 319)▪ Reading=344 district 346)	<p><i>of Emotion (up 8 points) as compared to district 53%</i></p> <ul style="list-style-type: none">▪ <i>75% of students report favorably in Self-Awareness Self-Concept (up 6 points) as compared to district 70%</i>▪ <i>71% of students report favorably in Self-Awareness of emotions (up 3 points) as compared to district 71%</i>	<p><i>A small percentage of teachers 10% report they struggle with the low academic levels of students and catching students up as a result of 18 months of various school models due to the pandemic.</i></p> <p><i>Observational data of administrators and Leadership Team support a trend that suggests there is a variation of grading practices. For example, when reviewing the grading variations of classroom teachers there is an inconsistent trend of grades given to students. In addition, there is a variation of the number of failing grades.</i></p>
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	<ul style="list-style-type: none">▪ Writing=319 (district 325)▪ Oral Language=351 (district 356)▪ Literacy=332 (district 335)▪ Comprehension=357 (district 360)▪ Overall=337 (district 341) <p>3. How does progress monitoring assessment results compare with state/national results?</p> <p>AIMESWeb+ Data Analysis-88% of 6th grade student's reading fluency is below average with 71% being well below average. However, with given comprehension assessments, 6th grade students show 78.6% at grade level with 17.1% well above grade level. This coupled with almost 50% of 6th grade vocabulary being below average suggests students will struggle to perform at or above average on reading tasks which demand endurance.</p> <p>A composite application of these scores can be used to describe the likelihood that student will achieve year-end performance goals based on their current scores. It has been determined that 51.6% of 6th graders have a moderate to high risk of NOT meeting year-end performance goals.</p> <p>Interventions and instruction should increase opportunities for language acquisition and development along with</p>		
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	<p>more time to read and reread academic texts.</p> <p>These trends are seen in 7th and 8th grades.</p> <p>Based on Fall Benchmark Distribution for Reading using composite scores (utilizing: Oral Reading Fluency, Reading Comprehension, Silent Reading Fluency and Vocabulary measures) and comparing these data to that of National and District Norm groups, applying median and target projections, the following observations can be made:</p> <p>National Norms: Students at SMS are generally performing below that of national averages, however median scores are within the same standard deviation. Generally we have less students performing below or well below grade level than that of national norms.</p> <p>When referencing school wide data against that of district norm groups, we see median scores higher than that of district norm groups with generally more students performing at or above grade level.</p> <p>4. How has school-wide performance on key measures changed over time?</p> <p>SBAC DATA TRENDS 2017-18 MATH PROFICIENCY=20%</p> <ul style="list-style-type: none">▪ SGP 48		
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	<ul style="list-style-type: none">▪ AGP 8 <p>2017-18 ELA PROFICIENCY=30%</p> <ul style="list-style-type: none">▪ SGP 42▪ AGP 14 <p>2018-19 MATH PROFICIENCY=19%</p> <ul style="list-style-type: none">▪ SGP 46▪ AGP 7 <p>2018-19 ELA PROFICIENCY=36%</p> <ul style="list-style-type: none">▪ SGP 50▪ AGP 20 <p>2020-21 MATH PROFICIENCY=10%</p> <ul style="list-style-type: none">▪ SGP 41▪ AGP 4 <p>2020-21 ELA PROFICIENCY=24%</p> <ul style="list-style-type: none">▪ SGP 56▪ AGP 25 <p>ACCESS DATA TRENDS</p> <p>Exit vs District MS Exit</p> <p>2015/16: SMS EXIT RATES- 3% District 3%</p> <p>2016/17: SMS 12% District 8%</p> <p>AGP: SMS 22% District 20%</p> <p>2017/18: EXIT RATES-SMS 12% District 7%</p> <p>AGP SMS 54% District 38%</p> <p>2018/19: EXIT RATES-SMS 15% District 7%</p> <p>AGP: SMS 37% District 22%</p> <p>2020 EXIT RATES-SMS 7% District 4%</p> <p>AGP: SMS 38% District 18%</p> <p>2021 EXIT RATES SMS 5% District 2%</p> <p>AGP SMS 26%</p>		
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Problem Statement	<i>The level of overall student proficiency in math has declined consistently since 2018 from 20% proficiency to 10% proficiency in 2021 (No SBAC was administered in 2020 due to Covid).</i>		
Critical Root Causes	<ul style="list-style-type: none"> • <i>Expected math pacing does not allow for students to become proficient or achieve mastery in basic skills</i> • <i>The level of rigor is not consistent throughout the school</i> • <i>Academic language development is not consistent school-wide</i> • <i>Increased absences have created achievement gaps</i> 		

Part B

Student Success	
<p>School Goal: <i>By the end of the 2021-22 school-year, the percentage of students meeting proficiency in math, according to Smarter Balance, will increase from 10% to 15%</i></p>	<p>Aligned to Nevada’s STIP Goal: <i>Goal 2 and 3</i></p>
<p>Improvement Strategy: <i>Math intervention classes provided by core teachers, intervention specialists, and intervention subs</i></p>	
<p>Evidence Level : <i>Level 4 - The rationale is that intervention provided on a consistent basis increases opportunities for student growth.</i></p>	
<p>Intended Outcomes: <i>Students will receive the needed skills during math intervention for 30 minutes a minimum of two times per week. As students make progress toward improving proficiency, new skills will be pre-taught and prior skills will be re-taught</i></p>	
<p>Action Steps: <i>€ Determine method for delivery of intervention instruction, computer program, centers, packets, etc.</i></p>	



- € *Provide common curriculum to be used school-wide during Intervention the majority of which should be SBAC-like focused and use common academic vocabulary/language*
- € *Develop a means of data collection through pre and post assessments*
- € *Continuous Team and Department collaboration to review student progress toward growth and possible strategies in the event students do not make adequate progress*
- € *Continue to collect and analyze data through the PLC process*

Resources Needed:

- € *Team/Department planning time*
- € *Access to laptops*
- € *Common basic skills curriculum*

Challenges to Tackle:

- € *Lack of math content knowledge from other content area teachers*
- € *Staff absences*
- € *Not enough laptops*
- € *Lack of buy in from staff*
- € *Student absences/exclusions*

Improvement Strategy:

Co-teaching model

Evidence Level *Level 4 – The rationale is that using the co-teaching model allows for more direct instruction and more opportunities for reinforcement of skills to smaller groups of students.*

Intended Outcomes:

Within each team, SPED and math teachers collaborate, plan and deliver curriculum that is differentiated as needed, rigorous, and pertinent to the Essential Standards.

Action Steps:

- € *Designate a regular and consistent day and time each week for co-teaching collaboration and planning*



€ Determine roles and goals of each teacher

Resources Needed:

€ Time for collaboration and planning of co-teachers

Challenges to Tackle:

€ Master Schedule conducive to allow for co-teaching

€ Staff buy in

€ Time for collaboration and planning for co-teachers

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

English Learners: Establish necessary school-wide academic language to be used across all curriculum, ACCESS practice school-wide, ALD classes provided as determined by WIDA levels and progress monitoring, After-school program for additional academic support.

Foster/Homeless: District level support from CIT, transportation, building level support food, clothing, SEL support from counseling TEAM and Communities in School.

Free and Reduced Lunch: 100% Free reduced school-wide: This is our entire student population as such they receive the same supports school-wide. Breakfast, lunch, dinner offered at no cost, clothing if needed, food bags provided by food bank, food pantry, all supplies provided by school.

Migrant: N/A

Racial/Ethnic Minorities: academic and SEL supports through our Advisory, Enrichment, EL classes SPED Support Classes and co-teaching in math and ELA, District level support small group for our African American Females, Civil Rights and Me Lessons, and Second. Step administrators are using Restorative Practices, more training necessary for all staff in Restorative Practices. Behavior intervention specialist, GT supports and provided as necessary.

Students with IEPs: Establish necessary school-wide academic language to be used across all curriculum, Concepts pre-taught and re-taught through SSTs and Intervention, co-teaching in Math and ELA

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture



	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	<i>Small forums with teachers ADMIN observational data</i>	<i>Input from School Leadership Team</i>	<i>Progress Monitoring using AimsWEB and common assessments Team/Department PLC and meeting notes.</i>
Problem Statement	<i>The lack of consistency in expectations for school-wide rigor and student behavior as well as decreased time for collaborative planning, is impeding opportunities for student growth academically and in the area of Social Emotional Learning.</i>		
Critical Root Causes	<i>Due to frequent staff absences/exclusions, teachers are having to cover other classes on their prep periods thereby all but eliminating planning and collaboration time with teams and departments and causing a limited amount of time for teachers to focus on academic curriculum and Social Emotional Learning (SEL) curriculum.</i>		

Part B

Adult Learning Culture	
<p>School Goal: <i>By the end of the 2021-22 school-year, teams will develop intervention strategies for maintaining and reinforcing school-wide expectations for academic rigor and student behavior. The Second Step SEL program will be used to at least 80% completion.</i></p>	<p>STIP Connection: 3 and 6</p>
<p>Improvement Strategy: <i>SEL will continue to be a focus of morning Advisory, teams will continually assess student behavior and ability levels for reinforcement and intervention.</i></p> <p>Evidence Level <i>Level 1– Strong evidence on the importance of SEL curriculum in addition to collaborative academic curriculum to increase student rigor and engagement</i></p>	
<p>Intended Outcomes: <i>Teams will develop common expectations for academic rigor and student behavior that support school policy.</i></p>	



Action Steps: <ul style="list-style-type: none">☞ <i>Teams routinely collaborate and identify the need for reinforcement and intervention</i>☞ <i>Teams reinforce team and school-wide expectations</i>☞ <i>Teams conference with students both individually and collectively</i>☞ <i>Teams reinforce positive behavior strategies</i>
Resources Needed: <ul style="list-style-type: none">☞ <i>Time for planning and collaboration</i>☞ <i>Access to student academic and behavior data</i>
Challenges to Tackle: <ul style="list-style-type: none">☞ <i>Staff absences/exclusions</i>☞ <i>Teacher buy in</i>
Improvement Strategy: N/A
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):
Intended Outcomes: <i>Insert after Event 4</i>
Action Steps: <ul style="list-style-type: none">☞ <i>Insert during Event 5</i>
Resources Needed: <ul style="list-style-type: none">☞ <i>Insert during Event 5</i>
Challenges to Tackle: <ul style="list-style-type: none">☞ <i>Insert during Event 5</i>
Equity Supports. What, specifically, will we do to support the following student groups around this goal?
English Learners: <i>Intervention and reinforcement supports for SEL will be the same for all of the listed student groups, ACCESS practice school-wide, ALD classes provided as determined by WIDA levels and progress monitoring, After-school program for additional academic support.</i> Foster/Homeless: <i>District level support from CIT, transportation, building level support food, clothing, SEL support from counseling TEAM and Communities in School.</i> Free and Reduced Lunch: 100% Free reduced school-wide: <i>This is our entire student population as such they receive the same supports</i>



school-wide. Breakfast, lunch, dinner offered at no cost, clothing if needed, food bags provided by food bank, food pantry, all supplies provided by school.

Migrant: N/A

Racial/Ethnic Minorities: *academic and SEL supports through our Advisory, Enrichment, EL classes SPED Support Classes and co-teaching in math and ELA, District level support small group for our African American Females, Civil Rights and Me Lessons, and Second. Step administrators are using Restorative Practices, more training necessary for all staff in Restorative Practices. Behavior intervention specialist, GT supports and provided as necessary.*

Students with IEPs: *Establish necessary school-wide academic language to be used across all curriculum, Concepts pre-taught and re-taught through SSTS and Intervention, co-teaching in Math and ELA*

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>School Climate Survey</i>	<i>Interviews with staff</i>	<i>Interviews with families</i>
Problem Statement	<i>Students and parents are finding connectedness to the school community difficult resulting in an adverse effect on student attendance and school participation.</i>		
Critical Root Causes	<i>Due to Hybrid and distance learning , students and families were isolated from the school community and therefore lost motivation in attendance and academics.</i>		

Part B

Connectedness	
School Goal: <i>By the end of the 2021-22 school-year, student attendance will be monitored by the our attendance committee as measured by our chronic absentee rate 28% (current Nov 2021) to 20% by the end of June of 2022.</i>	STIP Connection: 3

**Improvement Strategy:**

On-going organized Team and school activities, relationship building intervention for excessive student absences.

Tardy contest by team

Families attending second cup of coffee

Evidence Level: *Level 4 – Demonstrates the rationale that if students are engaged in team and school activities, the feeling of connectedness as well as student motivation and engagement will increase and, absences will subsequently decrease.*

Intended Outcomes:

Through assemblies, and other whole group activities and clubs, students will become more engaged and feel more connected to teachers, staff, and other students.

Action Steps:

- ☒ Regular team and whole school activities*
- ☒ Monitor excessive student absences*
- ☒ Positive rewards for improved attendance*

Resources Needed:

- Funds for positive rewards*
- Time for activity planning*

Challenges to Tackle:

- ☒ Staff absences/exclusions*
- ☒ Chronic student absences*
- ☒ Teacher/student empathy*

Improvement Strategy:

Provide families with opportunities to participate within the school community.

Evidence Level *Level 4 - Demonstrates the rationale that when parents feel connected to the school community, student attendance and engagement increase.*

Intended Outcomes:

Parent engagement within the school community increases

Action Steps:

- ☒ Continue to hold monthly parent meetings (2nd cup of coffee)*



- € Provide resources through the school food pantry and Communities in Schools (CIS)
- € Continue home visits

Resources Needed:

- € Support through CIS
- € Food donations for the food pantry

Challenges to Tackle:

- € Providing information about school/parent activities in a timely and effective manner

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

English Learners: *Intervention and reinforcement supports for SEL will be the same for all of the listed student groups, ACCESS practice school-wide, ALD classes provided as determined by WIDA levels and progress monitoring, After-school program for additional academic support.*

Foster/Homeless: *District level support from CIT, transportation, building level support food, clothing, SEL support from counseling TEAM and Communities in School.*

Free and Reduced Lunch: *100% Free reduced school-wide: This is our entire student population as such they receive the same supports school-wide. Breakfast, lunch, dinner offered at no cost, clothing if needed, food bags provided by food bank, food pantry, all supplies provided by school.*

Migrant: *N/A*

Racial/Ethnic Minorities: *academic and SEL supports through our Advisory, Enrichment, EL classes SPED Support Classes and co-teaching in math and ELA, District level support small group for our African American Females, Civil Rights and Me Lessons, and Second. Step administrators are using Restorative Practices, more training necessary for all staff in Restorative Practices. Behavior intervention specialist, GT supports and provided as necessary.*

Students with IEPs: *Students with IEPs: Establish necessary school-wide academic language to be used across all curriculum, Concepts pre-taught and re-taught through SSTs and Intervention, co-teaching in Math and ELA*

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)
Title I	\$355,520.00	Instructional sub days for	Goals: 2,3, 5,6



		<i>interventions, FACE to support increased family engagement, Instructional/behavior support coach to support behavior and instructional interventions, professional development hours to support Professional Learning Community outcomes</i>	
Home-Visits	\$15,000.00	Staff visits families at home to share successes and dreams for students- staff is paid for each visit	Goals: 5, 6
21 st Century Team Up Program	\$151,127.55	Site Coordinator, teacher's assistants, certified staff, materials and supplies, enrichment contracts for after school enrichment and tutoring	Goals: 2, 3, 5