# Washoe County School District

Incline Middle School

School Performance Plan: A Roadmap to Success

Incline Middle School 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:** Dan Lediard

**School Website:** [**https://www.washoeschools.net/inclinems**](https://www.washoeschools.net/inclinems) **Email:** dlediard@washoeschools.net

**Phone:** 775-832-4220

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

*Our SPP was last updated on* September 15, 2023

This template was last updated by NDE on September 30, 2022. 1

# 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.

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| **Name** | **Role** |
| Dan Lediard | **Principal** |
| Christine Huerta (Counselor) | **Other School Administrator** |
| Entire Teaching Staff | **Teacher** |
| Veva Morales | **Paraprofessional** |
| Sherwin Walker | **Parent** |
| Sarah Christensen | **Student** |
| 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 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/incline_middle_school/2023>

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# School Goals and Improvement Plan

**Student Success**

**Aligned to Nevada’s STIP**

**Goal:**

**School Goal:** The priority goal of IMS is to increase the number of students in the Hispanic population to proficient (Level 3 or 4) by at least 10%.

**Formative Measures:**

* SBAC scores – ELA percentage at or above standard
* iReady assessment data

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

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| **Student Success** |
| **Areas of Strength** | **Areas for Growth** |
| * Increase in 7th grade SBAC ELA/FRL scores from 31% to 33%
* Increase in 8th grade SBAC ELA/Hispanic scores from 39% to 46%
* Increase in overall 7th grade Math SBAC scores
 | * Hispanic ELA scores
 |
| **Problem Statement:** While the 7th and 8th grade ELA scores for FRL and Hispanic subgroups increased, the Hispanic ELA scores did not meet our goal from last year (44%).**Critical Root Causes of the Problem:**Lack of cross-curricular literacy strategies. Lack of focus on test taking strategies, test taking practice, student value and purpose of assessments. |

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| * STIP Goal 1
 | * STIP Goal 2
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| XSTIP Goal 3 | * STIP Goal 4
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| * STIP Goal 5
 | * STIP Goal 6
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| **Improvement Strategy:** Target ELA improvement school-wide, utilizing MTSS data to identify students **Lead:** *Who is responsible for*who need more intensive supports. *implementing this strategy?***Evidence Level:** Tier 3 Dan Lediard (Principal)**Action Steps:** *What steps do you need to take to implement this improvement strategy?** Promote daily leveled reading groups, reading in core content areas, and reading intervention classes.
* Practice test-taking skills through SBAC practice tests.
* Provide counseling/SEL support for students with test anxiety.
* Increase student test-taking motivation through school-wide incentives, activities, family engagement.

**Resources Needed:** *What resources do you need to implement this improvement strategy?** Literacy across the curriculum strategies through our C&I department.
* Allocated professional development time for collaboration.

**Challenges to Tackle:** *What implementation challenges do you anticipate? What are the potential solutions?** *Implementation Challenge:* Lack of professional development funding, time, and substitutes.
* *Potential Solution:* Promote community funding/partnerships to allocate additional prep periods for teachers.

**Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?** Community donations/Incline Education Fund
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| **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?* |

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)

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| **English Learners*** Challenge: Knowledge of SBAC test functions (Highlighting text, zoom/magnify, etc.)
* Support: More opportunities to take SBAC practice tests with a focus on test features and functions.

**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: Language comprehension and below average reading levels impact learners across all content areas.
* Support: Monitor iReady assessment data across racial groups. Provide additional support in Wellness Zone, Tier 2 and 3 instruction, homework club after school.

**Students with IEPs:*** Challenge: Language comprehension, time on task, and below average reading levels impact learners across all content areas.
* Support: More opportunities to take SBAC practice tests with a focus on test features and functions. Monitor iReady assessment data across racial groups. Provide additional supports in Wellness Zone, Tier 2 and 3 instruction, homework club after school.
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## Inquiry Area 2 - Adult Learning Culture

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| **Adult Learning Culture** |
| **Areas of Strength** | **Areas for Growth** |
| * Staff collaboration focuses on a data driven need to implement effective, researched-based strategies for struggling readers.
 | Professional Development is needed to support the implementation of effective, research-based strategies to include:* A bank of effective reading strategies to support consistency throughout each book group, and across core curriculum.
* Professional development focused on reading strategies in specific content areas.
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|  | * Modeling of effective reading strategies in specific content areas.
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| **Problem Statement:** IMS has a lack of concrete cross-curricular literacy strategies.**Critical Root Causes of the Problem:**Lack of consistency in implementing literacy strategies across all disciplines. Lack of SBAC practice tests. |

**Adult Learning Culture**

**Aligned to Nevada’s STIP**

**Goal:**

**Formative Measures:**

* iReady assessment scores to show growth in ELA (reading) scores for all students.

**School Goal:** Throughout the 2023-24 school year, each teacher will select and commit to new literacy

strategies to implement across all disciplines. Teachers will submit literacy strategies at the end of SY 2023-24 (as a form of measurement).

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 | * STIP Goal 2
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 | X STIP Goal 4 |
| * STIP Goal 5
 | * STIP Goal 6
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**Improvement Strategy:** Literacy across the curriculum

**Evidence Level:** Tier 4

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

* Professional development to model and train teachers on literacy implementation strategies.
* Classroom observations and walkthroughs.
* Teacher collaboration to share preferred strategies.
* iReady assessments to monitor student progress.

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

* Literacy strategies are needed to fill our back of instruction strategies.
* Modeling of instructional literacy strategies is needed for teachers.

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

* *Implementation Challenge:* Time, and professional development.
* *Potential Solution:* Requesting professional development from district ELA department.
* Scheduling time for professional development.

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

* Request funding from Incline Education Fund to pay for substitute teachers while teachers attend professional development.

**Lead:** Who is responsible for implementing this strategy?

Dan Lediard (Principal) Sarah Brown (Curriculum & Instruction)

**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

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| * Support: n/a

**Free and Reduced Lunch:*** Challenge: n/a
* Support: n/a

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

**Racial/Ethnic Groups:*** Challenge: Lack of literacy resources to support/model literacy instruction.
* Support: Explicit instruction, reinforcement, and practice with identified literacy strategies for staff.

**Students with IEPs:*** Challenge: Lack of literacy resources to support/model literacy instruction.
* Support: Explicit instruction, reinforcement, and practice in regular education and resource settings for staff.
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**Inquiry Area 3 - Connectedness**

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| **Connectedness** |
| **Areas of Strength** | **Areas for Growth** |
| * Students at IMS feel that their teachers care about them (72%)
 | * IMS staff will work to increase the number of students who feel comfortable talking to an adult when they have problems at school. (60% of students feel it’s difficult to talk to an adult

when they have problems). |
| **Problem Statement:** Students who find it difficult to talk to an adult when they have problems may not feel comfortable asking for support when needed.**Critical Root Causes of the Problem:*** Teachers and students need more time to connect and build positive relationships during activities that aren’t academic in nature.
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| **Connectedness** |

**Aligned to Nevada’s STIP**

**Goal:**

**School Goal:** IMS staff will work to increase the number of students who feel comfortable talking to an adult when they have problems at school to at least 75%.

**Formative Measures:**

* Student Climate Survey. Formal and informal classroom walk-throughs. Informal conversations with students.

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| * STIP Goal 3
 | * STIP Goal 4
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| X STIP Goal 5 | * STIP Goal 6
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| **Improvement Strategy:** Social Emotional Learning (Ripple Effects)**Action Steps:** *What steps do you need to take to implement this improvement strategy?** Survey students to determine which Exploratory activities they’re interested in.
* Community outreach to find adult volunteers with skills who align with student interest.
* Expand lunchtime programs for students.
* Encourage Ripple Effects for students to foster communication and relationship skills.

**Resources Needed:** *What resources do you need to implement this improvement strategy?** Student surveys.
* Community involvement.
* Incentives for adults to increase lunchtime activities.

**Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?** *Implementation Challenge:* Lack of financial/community resources to increase Exploratory activities.
* *Potential Solution:* Collaborate with Incline Education Fund and other community members to increase access to Exploratory options.

**Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?* | **Lead:** *Who is responsible for implementing this strategy?*Dan Lediard (Principal) |

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| * Identifying grant opportunities to fund extra-curricular and Exploratory activities.
* Collaborate with Incline Education Fund and other community members to increase access to Exploratory options.
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| **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: Opportunities to build trusting relationships with students.
* Support: Community support and funding sources through Incline Education Fund.

**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
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| **Racial/Ethnic Groups:*** Challenge: Opportunities to build trusting relationships with students.
* Support: Community support and funding sources through Incline Education Fund. Translation services for non-English speakers to overcome language barriers.

**Students with IEPs:*** Challenge: Opportunities to build trusting relationships with students.
* Support: Community support and funding sources through Incline Education Fund. Communication with parents of students with IEPs to ensure our students understand and have equitable access to SEL curriculum.
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# 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.

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| **Outreach Activity** | **Date** | **Lessons Learned from the School Community** |
| IMS Open House | 9/14/23 | * Positive Feedback to include food prepared by Culinary students, positive environment during event.
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