Washoe County School District

Sparks Middle School

2024-2025 School Performance Plan

Classification: 1 Star School

Title I
TSI

Demographics & Performance Information

Nevada Report Card

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:

Sparks Middle School - Nevada Accountability Portal (nv.gov)

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Comprehensive Needs Assessment

Student Success

Student Success Summary

School Goal: We will increase the number of proficient students on the ELA SBAC by 4% overall. Moving our percentage of students performing at or above grade level from 16% to 20% by the end of the 2023-24 school year. We will decrease the number of students who score a level one on the Math SBAC by 4% overall. Moving our percentage of students performing at a level one from 80% to 76% by the end of the 2023-24 school year.

Formative Measures: ● ELA Data Monitor: SBAC rubric in writing will be linked to Social Studies, ELA and Science.

 ● SLO Data from Teachers in all core subject areas: Science, Math, ELA, Social Studies.

● Common assessments used for district benchmarks in Math on School City.

● Data Chats- alignment with write like a champion grading across SS and ELA.

Student Success Strengths

IReady testing and training.

Testing Environment- Systems in Place to support formative and summative measures

More consistent staff in the math department- less turnover additional tier one teaching support

Pushed grade level rigor through TNTP support

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Students have low performance scores on ELA and Math SBAC tests. Students in the newcomer program are not exiting on the WIDA/ACCESS Test
Critical Root Cause: Focus in ELA writing was on a solid one paragraph response, not to grade level standards in 6, 7, 8th grade essay format. Misplacement of students in ELL programming led to lack of growth. Math-first year with full staff in the math department showed growth, but still needs to continue to grow in PLC process.

Adult Learning Culture

Adult Learning Culture Summary

School Goal: Complete steps one and two of PLC process in all core content areas.

What are the essential Standards and the development of common assessments to determine if students are learning the essential skills.

 1. What do we want all students to know and be able to do? (Essential standards)

 2. How will we know if they learn it? (Common Assessments)

Adult Learning Culture Strengths

Most teacher departments worked with purpose intention in the PLC Process.

Unpacking the standards

Development of common assessments.

Initial steps of analysis for student needs- walk to learn/Intervention/MTSS and reteach methodology

Accountability through bi-weekly meeting minutes and norms established at SMS.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Only getting to step one and two of the PLC process during content level planning time was the implementation of only essential standards and development of common assessments. Without the accurate analysis of data, we were unable to accurately determine mastery of standards.
Critical Root Cause: Lack of Common Assessments did not allow for accurate data collection or comparison of student mastery of standards. Implementation of new curriculum in Social Studies, ELA and Science made implementation of common assessments an additional challenge. Teacher lack of understanding of the essential standards, and the implementation of grade level rigor was inconsistent across content areas.

Connectedness

Connectedness Summary

School Goal: Last year we had 21 families complete our school climate survey- this year we would like to have at least 100 families complete this year's survey.

We did not meet this goal, but did more than double our parent surveys.

Bi-Weekly communication to all parents.

Data chats to open up to community on student led conferences.

Connectedness Strengths

Increased communication

More than doubled our number of parent climate surveys for more accurate data

Updated website with more fidelity for readily accessible information to parents.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Students and parents who are not connected with school are shown in the chronic absenteeism data as non-attenders. 37% of Sparks Middle School Students are considered chronically absent.
Critical Root Cause: Students are not connected with school in both academics (tier one instruction) and extracurricular activities. Lack of elective options and opportunities. Lack extra curricular activities outside of sport. Stakeholder communication needs to be improved through phone contact, email, and parent meetings.

Priority Problem Statements

Problem Statement 1: Students have low performance scores on ELA and Math SBAC tests. Students in the newcomer program are not exiting on the WIDA/ACCESS Test

Critical Root Cause 1: Focus in ELA writing was on a solid one paragraph response, not to grade level standards in 6, 7, 8th grade essay format. Misplacement of students in ELL programming led to lack of growth. Math-first year with full staff in the math department showed growth, but still needs to continue to grow in PLC process.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Only getting to step one and two of the PLC process during content level planning time was the implementation of only essential standards and development of common assessments. Without the accurate analysis of data, we were unable to accurately determine mastery of standards.

Critical Root Cause 2: Lack of Common Assessments did not allow for accurate data collection or comparison of student mastery of standards. Implementation of new curriculum in Social Studies, ELA and Science made implementation of common assessments an additional challenge. Teacher lack of understanding of the essential standards, and the implementation of grade level rigor was inconsistent across content areas.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Students and parents who are not connected with school are shown in the chronic absenteeism data as non-attenders. 37% of Sparks Middle School Students are considered chronically absent.

Critical Root Cause 3: Students are not connected with school in both academics (tier one instruction) and extracurricular activities. Lack of elective options and opportunities. Lack extra curricular activities outside of sport. Stakeholder communication needs to be improved through phone contact, email, and parent meetings.

Problem Statement 3 Areas: Connectedness

Problem Statement 4: Lack of family engagement activities offered to parents affected the ability to parents to feel connected to their children's academics and school needs.

Critical Root Cause 4: Lack of activities for parents offered. Parent data was not collected Didn't advantage of parents that were in our building (sporting events, concerts,etc) and obtaining feedback.

Problem Statement 4 Areas: Stakeholder Engagement

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- School goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Formative and summative reviews
- Planning and decision-making committee minutes

Accountability Data

- State assessment performance report
  - SBAC, WIDA/ACCESS

Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Special education
- EL
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Attendance data
- Social Emotional Learning
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- School department and/or faculty meeting discussions and data
- Teacher retention

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation

Support Systems and Other Data

- Master schedule
- Course offerings
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Goal 1: Student Success
>   **Aligns with District Priority**

Annual Performance Objective 1: Student Success: We will increase the number of proficient students on the ELA SBAC 3% overall. Moving our percentage of students performing at or above grade level from 17% to 20% by the end of the 2024-25 school year.

We will decrease the number of students who score a level one on the Math SBAC by 4% overall. Moving our percentage of students performing at a level one from 71% to 67% by the end of the 2024-25 school year.

Evaluation Data Sources: IReady diagnostics

Summative Evaluation: Continue

>   **Next Year's Recommendation:** Goal Setting, Alternate Schedule necessary.

Improvement Strategy 1 Details			Status Checks		
Improvement Strategy 1: IReady			**Status Check**		
Common Formative and Summative Assessment			**Feb**	**Apr**	**June**
Formative Measures: IReady Pathway and Benchmark Common Unit Tests Common quizzes Data analysis through PLC process will drive purposeful intervention tier 2 supports. **Position Responsible:** Administration (Principal, Assistant Principal, Department Leads) **Student Groups This Strategy Targets:** FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - **Evidence Level:** Promising **Problem Statements/Critical Root Causes:** Student Success 1			40%	40%	

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue	

Annual Performance Objective 1 Problem Statements:

Student Success
Problem Statement 1: Students have low performance scores on ELA and Math SBAC tests. Students in the newcomer program are not exiting on the WIDA/ACCESS Test **Critical Root Cause**: Focus in ELA writing was on a solid one paragraph response, not to grade level standards in 6, 7, 8th grade essay format. Misplacement of students in ELL programming led to lack of growth. Math-first year with full staff in the math department showed growth, but still needs to continue to grow in PLC process.

Goal 2: Adult Learning Culture
Aligns with District Priority

Annual Performance Objective 1: Adult Learning Culture: All students will access Tier I curriculum through high quality and rigorous instruction enriched with language strategies and improve student achievement. High Quality PLC's will include collaboration, regular data analysis, data-driven decision for targeted student populations and intervention, and a focus on high yield learning strategies to maximize student growth.
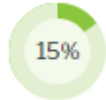
Evaluation Data Sources: PLC Agendas
PLC model
Common Assessments

Summative Evaluation: Continue/Modify

Next Year's Recommendation: Targeted ongoing Data analysis and modified In School Intervention

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: PLC Process	**Status Check**		
All departments work around identifying standards, pacing and planning, unwrapping standards, creating assessments, and reviewing data to drive instruction and interventions will be based on the first three main questions from PLC model and student needs.	**Feb**	**Apr**	**June**
	15%	50%	

What do we want all students to know and be able to do? (Essential standards)

How will we know if they learn it? (Common Assessments)

What do we do if students don't learn them? (data analysis, intervention/reteach, purposeful reteach) in reading/ELA, mathematics, and science by two percent in each content as measured by student achievement and growth in alignment with SBAC results. Targeted subgroups will include FRL, EL, and IEP.

Formative Measures: Bi-Weekly Meeting Notes
PLC meeting Templates
Data collection and analysis of formative and summative assessments

Position Responsible: Department Leaders
Administration

Student Groups This Strategy Targets:
FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk
 - **Evidence Level:**
Moderate

Problem Statements/Critical Root Causes: Adult Learning Culture 1

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Only getting to step one and two of the PLC process during content level planning time was the implementation of only essential standards and development of common assessments. Without the accurate analysis of data, we were unable to accurately determine mastery of standards.   **Critical Root Cause**: Lack of Common Assessments did not allow for accurate data collection or comparison of student mastery of standards. Implementation of new curriculum in Social Studies, ELA and Science made implementation of common assessments an additional challenge. Teacher lack of understanding of the essential standards, and the implementation of grade level rigor was inconsistent across content areas.

Goal 3: Connectedness:

    Aligns with District Priority

Annual Performance Objective 1: Sparks MS will host at least 8 separate family-centered events to increase parents' comfort level at our school

    Evaluation Data Sources: Attendance sheets for family events
    IC and BIG attendance reports
    Parent Climate survey

    Summative Evaluation: Continue

    Next Year's Recommendation: Target Subpopulations in Family Nights

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: MTSS/PBIS	**Status Check**		
	Feb	**Apr**	**June**

Two family events per quarter at the school site
    Formative Measures: Attendance QR codes
    MTSS Team identification of families
    PBIS incentives for attendance
    Position Responsible: Community Outreach committee
    Administration
    Counseling team
 	
    Student Groups This Strategy Targets:
    FRL, EL, Chronically Absent
    - **Evidence Level:**
    Moderate
    Problem Statements/Critical Root Causes: Stakeholder Engagement 1
	80%	100%	100%

0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Annual Performance Objective 1 Problem Statements:

Stakeholder Engagement
Problem Statement 1: Lack of family engagement activities offered to parents affected the ability to parents to feel connected to their children's academics and school needs. **Critical Root Cause**: Lack of activities for parents offered. Parent data was not collected Didn't advantage of parents that were in our building (sporting events, concerts,etc) and obtaining feedback.

Goal 4: Student Engagement Goal:

Aligns with District Priority

Annual Performance Objective 1: Student Engagement Goal: Our performance objective will be measured by reducing chronic absenteeism at Sparks Middle School from 37-32% in the 24-25 school year. Sparks Middle School will reduce absenteeism by five percent schoolwide.

Evaluation Data Sources: Attendance sheets at family events
IC and BIG attendance reports

Summative Evaluation: Continue

Next Year's Recommendation: Build attendance team to include grade level team leads

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: MTSS	**Status Check**		
PBIS	**Feb**	**Apr**	**June**
Events will focus on specific student groups and will focus on connecting families and providing them with information regarding their students' progress in school; academically, socially and attendance-wise. Sparks Middle School staff will regularly connect with families hosting two family events per quarter at the school site. Our goal will be to get a minimum of 100 parent participants through the doors of SMS per quarter. **Formative Measures:** Attendance Meeting and MTSS data Tracking PBIS Strategies Club sign-up sheets **Position Responsible:** Administration Counseling Team EL Department Community in Schools **Student Groups This Strategy Targets:** FRL, Chronically Absent, At Risk **- Evidence Level:** Moderate **Problem Statements/Critical Root Causes:** Connectedness 1	60%	65%	
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Annual Performance Objective 1 Problem Statements:

Connectedness
Problem Statement 1: Students and parents who are not connected with school are shown in the chronic absenteeism data as non-attenders. 37% of Sparks Middle School Students are considered chronically absent. **Critical Root Cause**: Students are not connected with school in both academics (tier one instruction) and extracurricular activities. Lack of elective options and opportunities. Lack extra curricular activities outside of sport. Stakeholder communication needs to be improved through phone contact, email, and parent meetings.

Site Based Decision Making Team

Team Role	Name	Position
Teacher	Nathan Youmans	EL Department Lead
Certified Lead	David Connor	Dean of Students
Certified Lead	Christine Schene	Dean of Students
Teacher	Janice Chan	Science Department Lead
Teacher	Dino Moler	Special Education Department Lead
Parent	Nicole Reel	Parent
ESP Lead	Sonya Markson	Administrative Secretary
Counseling	Destiny Wright	Counseling Department lead
Teacher	John Cardoz	Electives Department Lead
Teacher	Theresa Shirley	English Department Lead
Teacher	David Clark	Social Studies Department Lead
Teacher	Ruth Oxborrow	Math Coach/Department Lead
Administration	Sara Timmons	Assistant Principal