



## Washoe County School District

# Sparks Middle School

### School Performance Plan: A Roadmap to Success

*Sparks 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:** Sarah Peterson

**School Website:** [Sparks MS / Home \(washoeschools.net\)](#)

**Email:**

**Phone:** 775-353-5770

**School Designations:** X Title I  CSI  TSI X ATSI

*Our SPP was last updated September 2023.*



# 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
Sarah Peterson	<b>Principal(s)</b> <i>(required)</i>
Sara Timmons, Bryan Arciniega	<b>Other School Administrator(s)</b> <i>(required)</i>
Ruth Oxborrow, Dino Moler, Theresa Shirley, Dave Clark, Linda Evans, Janice Chan, John Cardoza, Patrick Rossi, Maria Yoder, Kara Amestoy, Heide Kerr	<b>Teacher(s)</b> <i>(required)</i>
Maribel Moran	<b>Paraprofessional(s)</b> <i>(required)</i>
Evelin Chaparro, Vanessa De Penate	<b>Parent(s)</b> <i>(required)</i>
Nataly Millan, Daniela Penate Monroy, Abbie Garcia Quintero, Estefany Vazquez Alonzo.	<b>Student(s)</b> <i>(required for secondary schools)</i>
	<b>Tribes/Tribal Orgs</b> <i>(if present in community)</i>
	<b>Specialized Instructional Support Personnel</b> <i>(if appropriate)</i>

# 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/sparks\\_middle\\_school/2023](http://nevadareportcard.nv.gov/DI/nv/washoe/sparks_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
<p>Student Access growth scores indicate that students on track to exit ELD program is higher than the district average.</p> <p>Students show the ability to apply research strategies.</p> <p>With a big push on writing, students showed growth in writing.</p> <p>Students entitled to IEPs did show growth in ELA.</p>	<p>Alignment of “write like a champion rubric with SBAC”</p> <p>Push the grade level rigor in all classes</p> <p>Students struggle with the application of listening skills.</p> <p>Attendance</p>
<p><b>Problem Statement:</b></p> <p>Students struggle with application and analysis in writing, reading and listening.</p> <p>Students struggle with concepts and applications in math, and the application and analysis of mathematical problems due to lack of foundational number sense.</p> <p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>• <i>Lack of training on SBAC rubric</i></li> <li>• <i>Lack of calibration in Grading</i></li> <li>• <i>Lack of school wide training on differentiation</i></li> <li>• <i>Chronic Absenteeism, with lack of strategies to assist.</i></li> <li>• <i>Lack of elevation strategies for English learners</i></li> </ul>	



- *Lack of common vocabulary, and writing strategies shared among all core content areas.*

### Student Success

**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.*

**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: I-Ready Level 3**

**Evidence Level: 3**

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

- *I Ready Diagnostic*
- *Work in class 45 min/week- individualized lessons*
- *Strategic grouping based on needs.*

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

- *Class sets of computers*
- *IT assistance with Repairs*

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

- *Implementation Challenge: I Ready is a new program, and will require staff to be trained, and practice with the program.*
- *Potential Solution: PD days and utilizing district experts to train staff.*

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

- *Not receiving specific school funding for IReady- District Funding.*

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

*Peterson (Principal)*

**Resource Equity Supports<sup>1</sup>:** *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*

<sup>1</sup> “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)



*these challenges?*

**English Learners**

- Challenge: *Language barriers in native language*
- Support: *EL support personnel in classrooms where I-Ready is accessed. (EL Aides, EL co-taught)*

**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: *n/a*
- Support: *n/a*

**Students with IEPs:**

- Challenge: *Individualized lessons based on student baseline may not push grade level rigor.*
- Support: *training for staff members on how to use I-Ready to drive instruction, and how to reset the program when lessons are not mastered.*



## Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>• <i>Teachers were willing to step into support students outside of content.</i></li> <li>• <i>Active participation in PLC's allowed for the identification of essential standards and will push into question 2 of PLC this year.</i></li> <li>• <i>Write like a champion was uniform throughout all grade level classes.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Math concepts and procedures.</li> <li>• Students struggle with mathematical number sense.</li> <li>• Lack of classroom rigor/solid tier one instruction in Math and ELA.</li> <li>• Need common assessments to drive growth.</li> <li>• Need common planning times for Content area PLC</li> <li>• Need Common planning time for teams.</li> <li>• Lack of training in EL best practices for English Language Learners.</li> </ul>
<p><b>Problem Statement:</b> Adult learners in the building did not have the opportunity to implement best practices in supporting students in EL, and students who struggled with mathematical skills. Teachers did not drive grade level instruction through common assessment data or reteach methodology due to lack of training, and time allotted to accomplish the task.</p> <p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>• <i>Not fully Staffed in Math caused issues with delivery of high-quality Content in mathematics.</i></li> <li>• <i>Non-uniform Rubric for writing- lack of calibration in grading tools</i></li> <li>• <i>Teachers do not have training in data analysis. (PLC process- lack of high-quality uniform assessments).</i></li> <li>• <i>Teacher lack of training in differentiation strategies and language building strategies.</i></li> </ul>	
Adult Learning Culture	



**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)**

**Formative Measures:**

- *PLC Agenda notes*
- *Observation notes for PLC*

**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: PLC PROCESS**

**Evidence Level: 2-3**

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

- *SCHEDULED TIME BI-WEEKLY*
- *AGENDA*
- *DATA ANALYSIS- iReady*
- *COMMON ASSESSMENTS in all core classes.*
- *Data Calibration on Write like a champion rubric to SBAC.*
- *IREADY TRAINING- Professional learning opportunities*

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

*Peterson (Principal)*



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

- *Training in EL strategies school wide.*
- *Training in scaffolding strategies school wide.*
- *Training in the use of I-Ready data to drive student achievement.*

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

- *Implementation Challenge: District and outside support needed for proper training. With other requirements as a TNTP school- professional development is impacted.*
- *Potential Solution: Work with Title Office to ensure that time is allotted during PD days for this training.*

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

- *No outside funding sources necessary. District and outside support.*

**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: ADDRESSING LANGUAGE BARRIERS IN STUDENT LEARNING AND HOW TEACHERS CAN SUPPORT THOSE STUDENTS IN THE CLASSROOM WITH CONTENT.*
- *Support: ELEVATION TRAINING OCTOBER PD*

**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: *N/A*
- Support: *N/A*

**Students with IEPs:**

- Challenge: *Larger numbers of students entitled to IEP's in general education classroom.*
- Support: *co-teacher supports*

### Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>• <i>Parents enjoy community events BBQ-400 showed.</i></li> <li>• <i>Data Chats with parents 40% turn out last year.</i></li> <li>• <i>Positive parent attendance at athletic events.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Regular Communication Methods</i></li> <li>• <i>Positive and opportunities for growth communication necessary.</i></li> <li>• <i>Multi-modal communication- phone, text, email, postcard</i></li> </ul>



**Problem Statement:** Lack of parent participation in school climate survey gives us little knowledge on how the parents reflect on their child's attendance, participation, and Safety at Sparks Middle School.

**Critical Root Causes of the Problem:**

- *Lack of communication with parents through connectED, Infinite Campus, Phone Calls, texts etc.*
- *Teacher intimidation of language barrier, lack of knowledge of resources to communicate effectively with non-native English speakers.*
- *Lack of community events used to target data collection opportunities.*

**Connectedness**

**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.

**Formative Measures:**

- *ConnectEd Calls/emails- how many were successful*
- *Smaller Survey's set throughout the year, with translation.*

**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:** PBIS based connectedness strategy.

**Evidence Level:** 2-3

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

- *ConnectEd- successful deliveries*
- *Data Chats*
- *Bi-Weekly Staff Email from teams*
- *Sporting Events*
- *Attendance Raffles-Perfect attendance quarterly raffles*
- *Monthly teacher nominated- Student of the Month by team*

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

- *Donations from local community resources*
- *Big Data*
- *Staff participation*

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

- *Implementation Challenge: Donations*
- *Potential Solution: Utilize known community partners.*

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

- *Fundraisers*

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

*Peterson (Principal)*



- Student generated PBIS 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: *Language is a barrier due to nonnative speakers*
- Support: *bi-lingual clerk/bi-lingual face liaison.*

**Foster/Homeless:**

- Challenge: *Lack of internet connectivity*
- Support: *qr code for cell phone. Computer available in lobby.*

**Free and Reduced Lunch:**



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

**Migrant:**

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

**Racial/Ethnic Groups:**

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

**Students with IEPs:**

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

## 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
<i>BBQ</i>	<i>8/10/23</i>	<ul style="list-style-type: none"> <li>• <i>Great Turn out how do we decrease line times.</i></li> </ul>
<i>Home Cross Country Meet</i>	<i>9/7/23</i>	<ul style="list-style-type: none"> <li>• <i>Home Cross- Country Meet</i></li> </ul>
<i>Second Cup of Coffee</i>	<i>9/7/23</i>	<ul style="list-style-type: none"> <li>• <i>Face liaison met with families to discuss the Title One Status and have parents complete survey.</i></li> </ul>

