

# Sparks Middle School



# School Performance Plan

Sparks Middle School, where social justice and equity along with our core values, builds responsible character, provides a culture of high expectations and collaboration among staff, students, families, and community.

**Beliefs-** belief that a student’s failure to learn results from incorrect instruction not due to innate learning capacity of student; a proactive preventative approach, use of evidence based practices and data based decision making; instructional match between support and need; and a schoolwide culture of unity and support.

| Goal #1  | Goal #2  |
|--|--|
| <p>Sparks Middle School will utilize the Professional Learning Community Model of continuous improvement through ongoing collaborative work in recurring cycles of collective inquiry and action research to achieve increased student achievement with our identified English Learners and students with Individualized Education Plans.</p> <p><u>Measurable objective:</u> By the end of the 2020/21 school year, Sparks Middle School expects to see all students (with special attention to our EL and IEP student populations) increase their proficiency levels. In Smarter Balanced testing, MAP assessments, Aimsweb monitoring, and observational data, our entire student population will reach proficiency by showing an increase of five to seven percent.</p>  | <p>Increase student achievement for English Language Arts and math of all students by focusing on core instructional practices in implementing varied grouping through effective differentiation, instructional strategies, social emotional learning, 21st Century (technology) in the classroom, and culturally responsive practices.</p> <p><u>Measurable objective-</u> By the end of the 2020/21 school year, the percentage of students meeting proficiency in reading, according to Smarter Balance will increase from 38% to 45% and the percentage of students meeting proficiency in math will increase from 19% to 24% proficient.</p> <p>By the end of the 2020/21 school year, Sparks Middle School will increase the percentage of students identified as EL on a trajectory to exit out within 5 years, as measured by ACCESS AGP (16% to 20%).</p> |
| ACTION PLAN  |  |
| 1. Professional Learning: Whole staff development, PLCs, and individualized support  |  |
| <ul style="list-style-type: none"> <li>➤ Solution Tree onsite coach collaborative professional learning</li> <li>➤ Continue with new teacher seminar</li> <li>➤ Professional Development steps include: Monthly Content Area Collaborative Team meetings that collaborate through authentic dialogue around student work to make data driven decisions to decrease the opportunity gap (catch-up, keep up, and growth).</li> <li>➤ All Content Collaborative Teams will implement the PLC model of maintaining a common guaranteed and viable curriculum. Content Collaborative Teams will determine priority standards, ascertain when students will be proficient with standards throughout the year, create a sequence of units with pacing criteria, establish what students will have to know and be able to do as a result of learning the standards in each unit, document unit plans and identify district/school resources teachers can use for their instruction of the identified standards.</li> </ul> | <ul style="list-style-type: none"> <li>➤ <b>3 times per year onsite</b></li> <li>➤ <b>10 Zoom (Coaching calls)</b></li> <li>➤ <b>Bi-monthly (all staff invited)</b></li> </ul>   |



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| <b>2. Family Engagement: Bilingual support for parent advocacy and academic understanding</b>                             |   |
|   | <ul style="list-style-type: none"><li>➤ School-wide events</li><li>➤ Community Partnership events</li><li>➤ Data Chats (Schoolwide student led conferences) (ON HOLD DUE TO COVID-19)</li><li>➤ Home School Visits (ON HOLD DUE TO COVID-19)</li><li>➤ Communities in Schools</li><li>➤ Food Bank of Northern Nevada (onsite food pantry)</li><li>➤ Family &amp; student achievement nights (where families learn about student performance trends) (VIRTUAL DUE TO COVID-19)</li><li>➤ Rotational outreach events at our elementary feeder schools focused on transitions (ON HOLD DUE TO COVID-19)</li></ul>  |
| <b>3. Curriculum/Instruction/Assessment: Correlated with the Teacher Performance Standards and 21st Century Learning.</b> |   |
|   | <ul style="list-style-type: none"><li>➤ All SEL/Leadership competencies will be taught during Advisory.</li><li>➤ Continued opportunities for varied ways to increase academic language through accountable talk, Socratic seminars while maintaining social distancing and wearing masks.</li><li>➤ Students are targeted for the 21st CCLC program using the school site’s MTSS process. The program’s academic hour is considered a Tier 2 intervention for English Language Arts and Math. The enrichment hour also provides additional support in STEM education, Civics education, Anti-bullying, Social Emotional Learning, Nutrition/Physical Fitness, Drug/Alcohol Prevention, Character Education, and Arts education.</li><li>➤ Both EL and Sped teachers are supporting hybrid, in person, and full distance learners with Lexia Literacy Program as a tool to increase students vocabulary, comprehension, grammar accuracy, and word study.</li><li>➤ All students identified as EL learners using ACCESS as reference receive scaffolded sheltered instruction in all content areas.</li><li>➤ All identified newcomer students receive direct language support and instruction and attend school in our “in person” model.</li><li>➤ Students that are identified (using ACCESS) as needing additional academic language support receive direct language instruction.</li></ul> |