



District Name

Clayton Pre-AP Academy

School Performance Plan: A Roadmap to Success

Clayton 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.

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School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on 10-10-2023



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
Michael Martindale, Principal	Principal(s) (required)
Deseree Courneya, Assistant Principal Ryan Ludwig, Dean	Other School Administrator(s) (required)
Michelle Habdas Grace Griffin Mari Copeman Janet Roberts	Teacher(s) (required)
Jody Wagner	Paraprofessional(s) (required)
Kathy Patterson	Parent(s) (required)
	Student(s) (required for secondary schools)
	Tribes/Tribal Orgs (if present in community)
Tunde Csepelyi, ELD Facilitator	Specialized Instructional Support Personnel
Temoca Dixon, Counselor	Other Certified Staff

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/archie_clayton_pre-a.p._academy/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
<ul style="list-style-type: none"> ● The percentage of students in the top three quartiles in both SBAC English Language Arts (ELA) and Math closely matches overall WCDSD percentages. ● The percentage of students in the top three quartiles exceeds percentages both SBAC ELA and Math compared to similar schools in WCDSD. ● Median Growth Percentile improved in ELA for our school overall (+3% to 47%). ● Median Growth Percentile in ELA improved for students on an IEP (+8 to 47) and students identified as English language learners (+2 to 43%). ● Median Growth Percentile improved in Math for our school overall (+1% to 42%). ● Median Growth Percentile in ELA improved for students on an IEP (+6 to 41%). ● Overall proficiency in Math for 6th (+2 to 23%) and 7th (+4 to 23%) ● Clayton's Gifted and Talented cohort continues to be high achieving 98% at or above standard in ELA and 92% at or above grade level in Math. 	<ul style="list-style-type: none"> ● Overall proficiency rates in ELA (-5 to 40%) and Math (+1 to 25%) are low. ● Overall "Catch Up" rates are low in ELA (-11 to 13%) and Math (-1 to 8%) are low. ● Overall "Catch Up/Keep Up" rates in Math (-7 to 38%) and Math (no change, 23%) are low. ● There is a persistent opportunity gap in ELA proficiency rates for students identifying as <ul style="list-style-type: none"> ○ Asian (79% at or above), ○ White (51% at or above), ○ Hispanic (30% at or above), ○ African American (23% at or above), ○ Multiracial (41% at or above) ● There is a persistent opportunity gap in ELA proficiency rates for students identifying as <ul style="list-style-type: none"> ○ Asian (63% at or above), ○ White (34% at or above), ○ Hispanic (16% at or above), ○ African American (3% at or above), ○ Multiracial (24% at or above)
<p>Problem Statement:</p> <ul style="list-style-type: none"> ● No. 1: There have been inconsistent results with student proficiency in ELA and Math and student proficiency and growth percentile numbers are down based on a three-year trend. 	



- No. 2: There have been inconsistent results with student proficiency in Math and student proficiency flat and growth percentile own based on a three-year trend.

Critical Root Causes of the Problem:

- *Inconsistent intervention program (Multi-Tiered Systems of Support – MTSS) to address gaps in learning.*
- *Misalignment of standards-based grading practices and assessments.*
- *Lack of student goal setting or awareness of grade level expectations.*
- *Lack of assessment for ongoing monitoring of student progress.*
- *Limited/inconsistent data discussions as part of our PLC.*

Student Success

School Goal:

- By SBAC administration, student proficiency will increase ELA proficiency by 5% points for 2024. All sub-populations will meet or exceed the student school student growth percentile target of 51%. For 2024, this equates to an increase of 4% overall, 4% points for IEP students, and 5% points for EL students.
- By SBAC administration, student proficiency will increase math proficiency by 5% points for 2024. All sub-populations will meet or exceed the student school student growth percentile target of 46%. For 2024, this equates to an increase of 4% overall, 5% points for IEP students, 9% points for EL students and 4% points for FRL students.

Formative Measures:

- *Common assessments reviewed through collaborative team process.*
- *Student work analysis reviewed through the collaborative team process.*
- *iReady Diagnostic Assessments (Fall, Winter, Spring)*

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: iReady implementation.

Evidence Level: *iReady = Tier 3 Promising*

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

- Change schedule to accommodate iReady intervention delivery during regular and intervention periods.
- Develop plan to administer diagnostic assessment three times a year.
- Provide professional development to understand data reports and lesson differentiation.
- Provide professional development and support to connect data to iReady student learning path and extra support.

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

- iReady program
- Computers and printers
- Professional development (Vendor Provided)
- General and Title I funds for technology.

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

- *Implementation Challenge: Technology to implement the program and assessments.*
- *Potential Solution: Establish cohorts to share technology to implement testing.*

- *Implementation Challenge: Student motivation factors to engage in the intervention.*
- *Potential Solution: implement student data trackers and conferencing to motivate and identify incremental progress.*

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

- *WCSD funds.*
- *General funds.*
- *Title I funds.*

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

- *Teachers: Classroom and Intervention*
- *Administration: Testing Coordinator*



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?*

English Learners

- *Challenge: Plan for language acquisition supports and scaffolds for students in all classrooms (ELLevations).*
- *Support: Provide language acquisition supports and scaffolds for students in all classrooms (ELLevations).*

Foster/Homeless:

- *Challenge: Provide resources to support success in school (attendance support; transportation, wrap-around services).*
- *Support: High-yield teaching techniques and engagement strategies will support healing-centered practices to support student learning at school.*

Racial/Ethnic Groups:

- *Challenge: Provide information, communication and outreach in families L¹.*
- *Support: Plan for language acquisition supports and scaffolds for students in all classrooms (ELLevations).*
- *Support: Provide language acquisition supports and scaffolds for students in all classrooms (ELLevations).*

Students with IEPs:

- *Challenge: Ensure responsive scheduling to limit additional learning gaps by ensuring access to Tier I instruction.*
- *Support: Provide programs that support individualized learning and skill building (Leveled Literacy Intervention Kits; Wilson Reading)*

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)



Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● <i>Based on the annual WCSD Staff Climate Survey, Clayton's staff rated these topics the highest (favorable rating percentage):</i> <ul style="list-style-type: none"> ○ <i>Expectation of Success = 97%</i> ○ <i>Social Emotional Learning = 84%</i> ○ <i>Staff-Student Relationships = 76%</i> 	<ul style="list-style-type: none"> ● <i>Based on the annual WCSD Staff Climate Survey, Clayton's staff rated these topics as areas of need (favorable rating percentage):</i> <ul style="list-style-type: none"> ○ <i>PLC Implementation = 57%</i> ○ <i>Staff Collaboration = 51%</i>
<p>Problem Statement: PLC planning and data discussion processes have been inconsistently implemented.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> ● <i>There have been changes in administration and PLC expectations over the past four years.</i> ● <i>Staff levels are low and impact ability to provide time for collaborative team and professional development processes.</i> ● <i>Expectations, support and professional development on instructional planning process are inconsistent and often mis-construed.</i> ● <i>Teachers are still in the learning process for new curriculum they are implementing.</i> 	

Adult Learning Culture	
<p>School Goal: By the end of the 2023-2024 school year, the majority of lessons, assignments and activities at Tier I will be aligned to grade level standards, with WCSD curriculum guidance documents and essential standards. Student work samples will show a 10% increase in the number of students meeting or exceeding standards with common criteria.</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> ● <i>Collaborative Team meeting notetaker and student work samples (monthly).</i> 	<p>Aligned to Nevada's STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input checked="" type="checkbox"/> STIP Goal 2</p> <p><input type="checkbox"/> STIP Goal 3 <input type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5 <input type="checkbox"/> STIP Goal 6</p>



Improvement Strategy: Professional Learning Community Continuous Improvement Process.

Evidence Level: PLCs = Tier 2-3 Moderate-Strong

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

- Calendar consistent PLC meetings that support academic and social-emotional goals.
- Develop and adapt a PLC notetaker to increase fidelity to the process.
- Provide common department planning time to create common criteria.
- Give feedback to departments on the process.

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

- PLC facilitators.
- Title I funds for extended planning.

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

- *Implementation Challenge: Provide consistency and common practices within PLCs.*
- *Potential Solution: Provide note-taker to communicate the process and provide feedback/tracking.*
- *Potential Solution: Facilitation of the meeting and/or build capacity of the team to follow the process consistently.*

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

- *General funds for staffing (0.5 EL Teacher).*
- *Title I funds for extended planning and staffing (0.5 EL Teacher; 1.0 Interventionist).*

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

- *Teachers: Middle School Instructional Leads (MSIL)*
- *Teachers: Classroom*
- *Facilitators: Principal, Assistant Principal, Deans, Behavior Interventionist, ELD Facilitator*



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: *Lessons are not differentiated for language acquisition strategies and supports.*
- Support: *ELD Facilitator will provide specific professional development on language acquisition strategies and curricular supports.*

Foster/Homeless:

- Challenge: *There are limited processes/supports in place for students that fall behind due to attendance.*
- Support: *Paper Tutoring provides tutoring support for students that miss instruction due to attendance.*
- Support: *Tutoring and enrichment is available after school through Boys and Girls Club of Truckee Meadows.*

Racial/Ethnic Groups:

- Challenge: *Lessons are not differentiated for language acquisition strategies and supports.*
- Challenge: *Lessons only sometimes reflect student's background/experiences.*
- Support: *ELD Facilitator will provide specific professional development on language acquisition strategies and curricular supports.*
- Support: *ELD Facilitator will provide specific professional development differentiating lessons to include other cultural perspectives.*

Students with IEPs:

- Challenge: *Planning processes to support efficient delivery of Tier I content in support of responsive scheduling and access to Tier I instruction.*
- Support: *Planning processes support communication and alignment of Tier I/grade-level standard foci for case manager to support specially-designed instruction.*



Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● <i>Based on the annual WCSD Staff Climate Survey, Clayton's staff rated these topics the highest (favorable rating percentage):</i> <ul style="list-style-type: none"> ○ <i>Communication with School = 76%</i> ○ <i>Quality of Education = 72%</i> ○ <i>Relationships/Respect = 74%</i> 	<ul style="list-style-type: none"> ● <i>Based on the annual WCSD Staff Climate Survey, Clayton's staff rated these topics as areas of need (favorable rating percentage):</i> <ul style="list-style-type: none"> ○ <i>School Fit = 39%</i> ○ <i>Learning Behaviors = 42%</i>
<p>Problem Statement: Students, families and the community partners do not have a clear way to engage and participate in our school community.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> ● Limited school calendar of events. ● Lack of vision for community engagement. ● Limited campus activities. ● Limited parent council to assist in outreach 	

Connectedness	
<p>School Goal: By the end of 2023-2024 the school year, Clayton Middle School will have opportunities for students (monthly) families and community (quarterly) to participate meaningfully in our educational community in support of our educational and social-emotional goals as measured by:</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> ● <i>School calendar with meetings and events scheduled.</i> ● <i>Sign-in sheets for events and activities</i> 	<p>Aligned to Nevada's STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2</p> <p><input type="checkbox"/> STIP Goal 3 <input type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5 <input checked="" type="checkbox"/> STIP Goal 6</p>



Improvement Strategy: Extracurricular Activities

Evidence Level: *Extracurricular Activities = Tier 1 Strong*

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

- Recruit parents to participate in parent council.
- Develop a vision/mission for the parent council.
- Provide calendar with consistent meetings for the parent council.

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

- Community support of Student Activity Funds for parent engagement activities.
- Social Worker.
- Title I funds parent engagement.

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

- *Implementation Challenge: Building relationships with families.*
- *Potential Solution: Establish regularly scheduled meetings and agendas to create consistent and open lines of communication.*

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

- *Student Activity Funds.*
- *Title I funds.*

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

- *Certified Staff: Family Involvement Team*
- *Administration: Principal, Assistant Principal*
- *Parent Council*

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?*

Foster/Homeless:

- *Challenge: Provide resources to support success in school (attendance support; transportation, wrap-around services) at each event.*
- *Support: Communicate through multiple means, including newsletters, ConnectEd calls, Infinite Campus notifications, school calendar and website.*

Racial/Ethnic Minorities:



- *Provide information, communication and outreach in families' L¹.*
- *Communicate through multiple means, including newsletters, ConnectEd calls, Infinite Campus notifications, school calendar and website.*

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>Orientation Days</i>	<i>8/1/23- 8/3/23</i>	<ul style="list-style-type: none">● <i>Families need more communication/information on how students are scheduled. Families may need a better format for how the classes fit in with the schedule with the block days.</i>● <i>Digital resources describing school processes are great, but a paper copy would be helpful as well.</i>
<i>Back to School Fair</i>	<i>8/24/2023</i>	<ul style="list-style-type: none">● <i>Title I presentation needs its own forum. The event was well attended, but there were only a few families that opted to see the presentation.</i>● <i>Parents/staff enjoyed the more informal opportunity to get to know teachers/staff and about the school.</i>