

## 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:** Stacey Ting

**School Website:** <https://www.washoeschools.net/sparksms>

**Email:** [Sting@washoeschools.net](mailto:Sting@washoeschools.net)

**Phone:** 775-353-5770

**School Designations:** ✓ Title I  CSI ✓ TSI ✓ TSI/ATSI

*Our SPP was last updated on September 20, 2022*

## 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
Stacey Ting	<b>Principal(s)</b> <i>(required)</i>
Lindsay Kendrick (AP), Bryan Arciniega (AP), Sue Dufva (Dean)	<b>Other School Administrator(s)</b> <i>(required)</i>
Rebecca Lopez, Dave Clark, Charles Targett, Ryan Finnegan, Theresa Shirley, Christa Brown, Patrick Rossi, Linda Evans, Dino Moler, Marissa Tipton	<b>Teacher(s)</b> <i>(required)</i>
Maribel Moran	<b>Paraprofessional(s)</b> <i>(required)</i>
Nicole Reel	<b>Parent(s)</b> <i>(required)</i>
Click here to enter text.	<b>Student(s)</b> <i>(required for secondary schools)</i>
Click here to enter text.	<b>Tribes/Tribal Orgs</b> <i>(if present in community)</i>
Click here to enter text.	<b>Specialized Instructional Support Personnel</b> <i>(if appropriate)</i>
Click here to add additional members.	Click here to add their role.

## 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 <https://www.washoeschools.net/sparksms#calendar48342/20221110/month>



# 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>AIMESWeb+ Data Analysis-When Looking at year over year data we found 88% of 6<sup>th</sup> grade student’s reading fluency is below average with 71% being well below average. As current year 7<sup>th</sup> graders we find 18.6% of the student’s reading fluency is below average with 7% reading well below average. This represents an increase of 69.4% to grade level reading fluency attainment. Current year comprehension assessments for this 6<sup>th</sup> grade cadre, now 7<sup>th</sup> graders, show a 3.4% improvement in the above and well above average with 78.6% at grade level with 20.5% well above grade level. Additionally, Current year 7<sup>th</sup> graders have seen an 18% reduction in below grade level vocabulary knowledge. All this data show students have benefited from increased text based instruction and language acquisition instruction.</p> <p>A composite application of these scores can be used to describe the likelihood that student will achieve year-end performance goals based on their current scores. It was determined that 51.6% of 6<sup>th</sup> graders had a moderate to high risk of NOT meeting year-end performance goals. However, these same measurements for the same group of students, now in 7<sup>th</sup> grade, have been reduced to 28.2% at risk of NOT meeting year-end performance goals. Interventions and instruction should continue to increase opportunities for language acquisition and development along with more time to read and reread academic texts with specific</p>	<p>SBAC performance:            ELA 21% schoolwide proficiency.            Math 8% schoolwide proficiency</p>



instruction targeted to identifying and citing relevant information.

Based on Fall Benchmark Distribution for Reading using composite scores (utilizing: Oral Reading Fluency, Reading Comprehension, Silent Reading Fluency and Vocabulary measures) and comparing these data to that of National and District Norm groups, applying median and target projections, the following observations can be made:

National Norms: Students at SMS are generally performing below that of national averages, however median scores are within the same standard deviation. Generally we have less students performing below or well below grade level than that of national norms.

When referencing school wide data against that of district norm groups, we see median scores higher than that of district norm groups with generally more students performing at or above grade level.

**Problem Statement:** *The level of overall student proficiency in math has declined consistently since 2018 from 20% proficiency to 8% proficiency in 2022.*

**Critical Root Causes of the Problem:**

- *Expected math pacing does not allow for students to become proficient or achieve mastery in basic skills*
- *The level of rigor is not consistent throughout the school*
- *Academic language development is not consistent school-wide*
- *Increased absences have created achievement gaps*

Student Success



**School Goal:** *By the end of the 2022-23 school-year, the percentage of students meeting proficiency in math, according to Smarter Balance, will increase from 8% to 15%*

**Formative Measures:**

- Aims Web
- Report card grades
- Common Assessment data review

**Aligned to Nevada's STIP**

**Goal:**

- STIP Goal 1     STIP Goal 2
- STIP Goal 3     STIP Goal 4
- STIP Goal 5

**Improvement Strategy:** *Math intervention classes provided by core teachers, intervention specialists, and intervention subs*

**Evidence Level:** Tier 3 - Promising Evidence

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

- *Determine method for delivery of intervention instruction, computer program, centers, packets, etc.*
- *Provide common curriculum to be used school-wide during Intervention the majority of which should be SBAC-like focused and use common academic vocabulary/language*
- *Develop a means of data collection through pre and post assessments*
- *Continuous Team and Department collaboration to review student progress toward growth and possible strategies in the event students do not make adequate progress*
- *Continue to collect and analyze data through the PLC process*

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

- *Team/Department planning time*
- *Access to laptops*
- *Common basic skills curriculum*

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

- *Implementation Challenge: Lack of math content knowledge from other content area teachers, Staff absences, Not enough laptops, Lack of buy in from staff, Student absences/exclusions*
- *Potential Solution: Find teachers to hire*

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

**Department Leads, Admin, Math teachers, EL teachers, SpEd teachers**



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

- *Title I: Instructional sub days for interventions, FACE to support increased family engagement, Instructional/behavior support coach to support behavior and instructional interventions, professional development hours to support Professional Learning Community outcomes*
- *21<sup>st</sup> Century Team Up Program: Site Coordinator, teacher’s assistants, certified staff, materials and supplies, enrichment contracts for after school enrichment and tutoring*

**Equity Supports:** *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

**English Learners**

- *Challenge:* Percentage of EL students exited dropped 1% from last year.
- *Support:* *Establish necessary school-wide academic language to be used across all curriculum, ACCESS practice school-wide, ALD classes provided as determined by WIDA levels and progress monitoring, After-school program for additional academic support.*

**Foster/Homeless:**

- *Challenge:* The majority of our CIT students are still not meeting standards in ELA and Math, although there was an increase from 2020 to 2022 in proficiency rates.
- *Support:* District level support from CIT, transportation, building level support food, clothing, SEL support from counseling TEAM and Communities in School.

**Free and Reduced Lunch:**

- *Challenge:* 82% of our students qualify for free and reduced lunch
- *Support:* The student body receives the same supports school-wide. Breakfast, lunch, dinner offered at no cost, clothing if needed,



food bags provided by food bank, food pantry, all supplies provided by school.

**Migrant:**

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

**Racial/Ethnic Groups:**

- *Challenge:* Currently 82 newcomers enrolled, overall population includes 76% identified as Hispanic, 56% are currently or previously identified as English Learners
- *Support:* *academic and SEL supports through our Advisory, Enrichment, EL classes SPED Support Classes and co-teaching in math and ELA, District level support small group for our African American Females, Civil Rights and Me Lessons, and Second. Step administrators are using Restorative Practices, more training necessary for all staff in Restorative Practices. Behavior intervention specialist, GT supports are provided as necessary.*

**Students with IEPs:**

- *Challenge:* Students perform significantly below their non-special education peers on SBAC
- *Support:* *Establish necessary school-wide academic language to be used across all curriculum, Concepts pre-taught and re-taught through SSTs and Intervention, co-teaching in Math and ELA*

Add other student groups as needed.

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

## Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>• PLCs in math and English are very strong, with teachers focusing continually on the four questions of a PLC: What do we need students to know and be able to do? How will know if they know it and can do it? What will we do if students don't know it and can't do it? What will we do to extend the learning of those who know it and can do it?</li> <li>• 83% of staff believe there is a sense of teamwork among all school staff</li> <li>• Increase of 24 percentage points from pervious year</li> </ul>	<ul style="list-style-type: none"> <li>• Not all PLCs are focusing on these questions. Without being comfortable sharing data, they can have meaningful discussions around three of the four questions.</li> <li>• 46% of teachers reported feeling burned out.</li> </ul>



regarding staff proud to work at SMS

**Problem Statement:** *PLCs are not being maximized to meet the needs of all students*

**Critical Root Causes of the Problem:**

- *Staff hesitant to share students work/data*
- *Not fully staffed in Math and EL*

**Adult Learning Culture**

**School Goal:** *By the end of the 2022-23 school-year, 90% of staff agree that there is student data is being reviewed and discussed within their PLC*

**Formative Measures:**

- *PLC reflection form*
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**Aligned to Nevada’s STIP**

**Goal:**

- STIP Goal 1     STIP Goal 2
- STIP Goal 3     STIP Goal 4
- STIP Goal 5

**Improvement Strategy:** *Use inquiry cycles in PLCs to improve instructional practices related to student engagement, data review and next steps.*

**Evidence Level:** *Tier 2 - Moderate Evidence*

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

- *Develop common formative and summative assessments*
- *Develop data protocols to analyze student data within the PLC*

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

- *Time for planning and collaboration*
- *Access to student academic data*

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

- *Implementation Challenge:* *Reluctance of some staff members to share data*
- *Potential Solution:* *Data protocols can guide disucssion and increase level of comfort*

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

**All staff**





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

- *None needed*

**Equity Supports:** *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

**English Learners**

- *Challenge:* Percentage of EL students exited dropped 1% from last year.
- *Support:* *Intervention and reinforcement supports for SEL will be the same for all of the listed student groups, ACCESS practice school-wide, ALD classes provided as determined by WIDA levels and progress monitoring, After-school program for additional academic support.*

**Foster/Homeless:**

- *Challenge:* The majority of our CIT students are still not meeting standards in ELA and Math, although there was an increase from 2020 to 2022 in proficiency rates.
- *Support:* District level support from CIT, transportation, building level support food, clothing, SEL support from counseling TEAM and Communities in School.

**Free and Reduced Lunch:**

- *Challenge:* 82% of our students qualify for free and reduced lunch



- *Support:* The student body receives the same supports school-wide. Breakfast, lunch, dinner offered at no cost, clothing if needed, food bags provided by food bank, food pantry, all supplies provided by school.

**Migrant:**

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

**Racial/Ethnic Groups:**

- *Challenge:* Currently 82 newcomers enrolled, overall population includes 76% identified as Hispanic, 56% are currently or previously identified as English Learners
- *Support:* *academic and SEL supports through our Advisory, Enrichment, EL classes SPED Support Classes and co-teaching in math and ELA, District level support small group for our African American Females, Civil Rights and Me Lessons, and Second. Step administrators are using Restorative Practices, more training necessary for all staff in Restorative Practices. Behavior intervention specialist, GT supports and provided as necessary.*

**Students with IEPs:**

- *Challenge:* Students perform significantly below their non-special education peers on SBAC
- *Support:* *Establish necessary school-wide academic language to be used across all curriculum, Concepts pre-taught and re-taught through SSTs and Intervention, co-teaching in Math and ELA*

Add other student groups as needed.

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

### Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>• 90% of students say that their teachers believe they can get high grades in their classes</li> <li>• 83% of students say that if they are absent, an adult at school with notice their absence</li> </ul>	<ul style="list-style-type: none"> <li>• Only 49% of students respond favorably to questions about their ability to manage their emotions.</li> <li>• Only 42% of students feel tht it is difficult getting through something when they are frustrated.</li> </ul>
<p><b>Problem Statement:</b> <i>Students are struggling to feel connected to school; they are struggling to manage their emotions and schoolwork.</i></p>	



**Critical Root Causes of the Problem:**

- *SEL practices are not evenly implemented in all classrooms Connectedness*

**Connectedness**

**School Goal:** *By the end of the 2022-23 school-year, the percentage of students able to manage emotions and frustrations will increase to 75%*

**Formative Measures:**

- Student Climate Survey
- Discipline data

**Aligned to Nevada’s STIP Goal:**

STIP Goal 1     STIP Goal 2  
 STIP Goal 3     STIP Goal 4  
 STIP Goal 5

**Improvement Strategy:** *On-going organized Team and school activities, relationship building intervention. Data chats and Math info nights. SMS Tea Podcast. SEL addressed with Second Step curriculum.*

**Evidence Level:** Tier 1 - Strong Evidence

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

- *Identify and share with teachers SEL practices that can be embedded in classroom instruction and environment.*
- *Teach SEL lessons during Advisory to improve students’ interpersonal skills, such as problem-solving, conflict resolution, self-control, communication, negotiation, sharing, and good manners. Other skills that could be taught include listening, stress management, and decision-making.*
- *Utilize circles in Advisory and enrichment classes. Train additional staff in Restorative Practices to be used when dealing with student conflict.*

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

- *Funds for positive rewards*
- *Time for activity planning*

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

- *Implementation Challenge: Time for teams to discuss student behaviors and compare SEL lesson*

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



*learnings and roadblocks.*

- *Potential Solution:* Use early release time and get student input throughout the year to identify areas for improvement

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

- *Title I : Instructional sub days for interventions, FACE to support increased family engagement, Instructional/behavior support coach to support behavior and instructional interventions, professional development hours to support Professional Learning Community outcomes*
- *Home-Visits: Staff visits families at home to share successes and dreams for students- staff is paid for each visit*

**Equity Supports:** *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

**English Learners**

- *Challenge:* Percentage of EL students exited dropped 1% from last year.
- *Support:* *Conversations facilitated in native language using interpretor and/or translation device to prevent additional frustrations. Intervention and reinforcement supports for SEL will be the same for all of the listed student groups, ACCESS practice school-wide, ALD classes provided as determined by WIDA levels and progress monitoring, After-school program for additional academic support.*

**Foster/Homeless:**

- *Challenge:* The majority of our CIT students are still not meeting standards in ELA and Math, although there was an increase from 2020 to 2022 in proficiency rates.
- *Support:* Counselors meet with students and commuite with familes to ensure physical and emotional needs are met so that students can focus on academics when in the building. District level support from CIT, transportation, building level support food, clothing, SEL support from counseling TEAM and Communities in School.



**Free and Reduced Lunch:**

- *Challenge:* 82% of our students qualify for free and reduced lunch
- *Support:* 100% Free reduced school-wide: This is our entire student population as such they receive the same supports school-wide. Breakfast, lunch, dinner offered at no cost, clothing if needed, food bags provided by food bank, food pantry, all supplies provided by school.

**Migrant:**

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

**Racial/Ethnic Groups:**

- *Challenge:* Currently 82 newcomers enrolled, overall population includes 76% identified as Hispanic, 56% are currently or previously identified as English Learners
- *Support:* *Monitoring African American females through Queens in the Making facilitated by our district Equity specialist. African American males are supported through contact with African American mentors from on campus and off. Academic and SEL supports through our Advisory, Enrichment, EL classes SPED Support Classes and co-teaching in math and ELA, Civil Rights and Me Lessons, and Second Step administrators are using Restorative Practices, more training necessary for all staff in Restorative Practices. Behavior intervention specialist, GT supports and provided as necessary.*

**Students with IEPs:**

- *Challenge:* Students perform significantly below their non-special education peers on SBAC
- *Support:* Students with IEPs: Establish necessary school-wide academic language to be used across all curriculum, Concepts pre-taught and re-taught through SSTs and Intervention, co-teaching in Math and ELA

**LGBTQ+**

- *Challenge:* Students not feeling supported or a part of the community
- *Support:* Lavendar club – create community, discuss issues, end of year festival. Outside volunteers come to build empowerment and share personal experiences.

## 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
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Schoolwide Family, student, staff barbque	8/11/202 2	<ul style="list-style-type: none"><li>• Need to email out invites for increased participation. Survey completion rates are low; possibly opening lab so families can complete survey.</li></ul>
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