WASHOE COUNTY SCHOOL DISTRICT

Yvonne Shaw Middle School

School Performance Plan: A Roadmap to Success

Yvonne Shaw 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 X TSI/ATSI

Our SPP was last updated on 9/4/2023

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
Kim Crowley	**Principal(s)** *(required)*
Joe Vanderpool	**Other School Administrator(s)** *Assistant Principal*
Chris Horntvedt	**Other School Administrator(s)** *Dean of Students*
Andrea Petre, ELA	**Teacher(s)** *(required)*
Jennifer Tallberg, Math	**Teacher(s)** *(required)*
Kristi Donohue, Science	**Teacher(s)** *(required)*
Goldie Romero, SS	**Teacher(s)** *(required)*
Mark Dorman, Electives	**Teacher(s)** *(required)*
Jacie Osborne, SpEd	**Teacher(s)** *(required)*
Meredith Berlau	**Paraprofessional(s)** *(required)*
Georgia Vanderville	**Parent(s)** *(required)*
Julia Whellams, 7th grade	**Student(s)** *(required for secondary schools)*
Lizette Ariaga, RSIC	**Tribes/Tribal Orgs** *(if present in community)*
Tiffiny Robinson, Counselor	**Specialized Instructional Support Personnel** *(if appropriate)*
Add additional members/roles as necessary	

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/yvonne_shaw_middle_school/2023/nspf/

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**
- In ELA, Shaw students have performed at or above overall district and like-schools proficiency and growth levels over the past two years. While overall proficiency fell, Shaw's median proficiency was the same as like-schools. In addition, Shaw saw some positive proficiency growth in special populations: our American Indian population increased in both proficiency and SGP and our Student with IEP population stayed at 11% proficient but the media SGP for that population grew by 6 percentile points to 53. - In Math, Shaw is above district and like schools' proficiency and growth levels. However, SGP decreased in almost all subpopulations for Shaw students.	- In ELA, Shaw students' proficiency levels are comparable to like schools and above district levels and our SGP is growing overall; however, our growth data indicates that certain subgroups are not growing enough to catch up (an overall decrease in catch-up by 16 percentage points). Every Shaw subgroup decreased in catch up percentage except our Native American population which grew slightly by 2 percentage points. An area of growth, therefore, is to better outcomes for students who are not at or above standard to assure these students are catching up to standards. - In Math, Shaw students' proficiency levels were slightly higher than like schools within the district. However, a concerning trend is the decrease in SGP across all subgroups except students on IEPs which remained the same as last year. In addition, Shaw students who are catching up to standard in Math decreased by 9 percentage points. An area of growth then, is to improve student growth in Math, especially for those students below standards level.

Problem Statement: In both Math and ELA, students are mostly maintaining their proficiency levels and are performing comparably to like schools across our district; however, our students are not growing enough or consistently. Both our median growth percentile scores and our catch-up data indicate that overall (outside of a few subgroup populations), students are not growing adequately. While this is more evident in Math, but the data indicates that student growth is a concern across both Math and ELA.

Critical Root Causes of the Problem:
- Need to increase Tier 2 and Tier 3 supports for students in need.
- Need to strengthen Tier 1 instruction for all students.

- Lack of consistency between incoming (6th) and outcoming (8th) student data suggests we may need more years of data following the pandemic. We saw a spike last year, but we may consider that we are now seeing a leveling out following the pandemic. Need more data.
- We see what seems to be more student apathy than in prior years (pre-pandemic).
- Behavior data is higher than previous years, but we do not know if this is a function of increased behaviors or of more consistent discipline approach.
- Attendance levels have decreased, which directly impacts student learning and outcomes.
- Learning ends after the school day. Need more connection with home and family to support learning.
- Our EL population is small (#20 in 2022/23), but this population is seemingly "hidden." These students are not building capacity in the "language of schooling;" this subgroup declined across all growth areas including SGP, AGP, and catch up/keep up.

Student Success

School Goal: 2023/24 SBAC data will evidence an increase of 5% overall in ELA SGP and 8% overall in Math SGP. Our EL population will increase by 10% in ELA SGP. **Formative Measures:** ● I-Ready benchmark assessments 3x/year ● I- Ready instructional assessment data from weekly I-Ready instruction. ● Common formative assessments across grade level content areas	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ☐ STIP Goal 2 X STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5 ☐ STIP Goal 6

Improvement Strategy #1: Multi-Tiered System of Support	Lead: *Who is responsible for implementing this strategy?* Principal, Administrative Team, Gen Ed Teachers, SpEd/EL specialists.

Evidence Level: Tier 3 - Promising

Action Steps: *What steps do you need to take to implement this improvement strategy?*
- Assure sufficient data to identify student in need of T2 and T3 instructional support: diagnostic and monitoring data from I-Ready (quarterly diagnostic and weekly practice).
- Assure effective T1 instruction for all students before assigning T2 and T3 supports via MTSS process.
- Enough Tier 2 and Tier 3 Support classes in grades 7/8. Create Master schedule to allow Math and ELA 7/8 teachers to teach one section each of ELA, Math, or Academic Support.
- Enough Tier 1, 2, 3 interventions for 6th graders. Create Master schedule to allow every 6th grade student to receive ELA or Math instruction (highest need content area) at his or her level. For those students above grade level, provide enrichment instruction.
- Specific departmental T1 instructional commitments:
  - **ELA**
  - Provide consistent and regular (daily if feasible) practice opportunities in both reading and writing within ELA, SS, and Science classes.
  - In ELA, provide direct instruction in compre4hension strategies as well as coaching through writing setup, idea development, and elaboration. Focus on elaboration strategies specific to each quarter's writing modality
  - Encourage remediation and fundamental skills by endorsing and encouraging I-Ready lessons completion
  - **SCIENCE**
  - With our new WCSD district curriculum, hands-on labs and discussion will be a focus. To encourage engagement and participation from students, we will implement these hands-on opportunities, and connect the phenomena observed to the world around students.
  - We will have rewards and competitions for students who evidence growth both individually and class wide.
  - **MATH**
  - Reward students for completion of Math homework packets by giving Coyote Cash for on-time completion. Offer weekly rewards to buy with CC
  - Math classes will give students who have completed packets monthly a donut reward.
  - **SOCIAL STUDIES**
  - Provide consistent academic vocabulary instruction including pre and posttests to assure

student growth.
- o Have students do written reflections on the SS lessons to understand the relevance of the content to their world today and their role as a citizen.

Resources Needed: *What resources do you need to implement this improvement strategy?*
- Master Schedule revision to move to 7 period schedule
- Time for teachers to analyze I-Ready data as year begins to assure proper placement and evidence of growth
- Consistent Support class model across all Support teachers
- Curriculum resources as identified by model and specific ELA/Math strategies chosen
- Additional planning time for teachers to evaluate effect or instructional strategies and to analyze data. Sub out days throughout the year.
- Regular walk-through data regarding strategies and patterns across the school

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*
- *Implementation Challenge:* Time to assess and practice using I-Ready is a challenge.
- Potential Solution: Share the diagnostic assessment across all content areas. Share the weekly I-Ready practice across all content areas. Engage parents to increase time students [practice on I-Ready at home.
- Implementation Challenge: Time for planning. Challenge to pay for subs for each teacher and/or finding a sufficient number of subs
- Potential Solution: Use Color-Run funds to support sub out planning days. Schedule sub out days for departments on different days so that prep coverage is available if needed. Provide choice to teachers regarding use of sub out days

Funding: What funding *sources can you use to pay for this improvement strategy(ies) associated with this goal?*
- WCSD support for I-Ready; General Budget; Booster Club support; intervention and ESSER grants.
- Color Run fundraising money

Resource Equity Supports[1]: *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: EL students need more intensive direct instruction to build academic language. EL students need more supports in daily instruction.
- Support: engage ELD Facilitator to plan with teachers for academic language/academic vocabulary instruction. Use ELD Facilitator to provide T2/T3 instruction for EL students in need.

Foster/Homeless:
- Challenge: Disrupted attendance and social-emotional needs impact ability to learn
- Support: Counselor working with each team of teacher to communicate and facilitate supports for these students

Free and Reduced Lunch:
- Challenge: Possible disrupted attendance, decrease in chances to use academic language and the language of schooling at home
- Support: Counselor working with each team of teachers to communicate and facilitate supports for these students. Increase the focus and opportunities for student use of academic language and discussion within instruction.

Migrant:
- Challenge: N/A
- Support: N/A.

Racial/Ethnic Groups:
- Challenge: Specifically, Hispanic and Native American populations. Possible disrupted attendance, decrease in chances to use academic language and the language of schooling at home
- Support: Regular collaboration with Lizette Arriaga, RISC Coordinator in service to partnership with families and providing for student need such as transportation to Hungry Valley reservation from After-school tutoring. Drilling down to subgroup level when evaluating I-Ready and other monitoring data throughout the year.

Students with IEPs:
- Challenge: These students are often below grade level and often require more time to learn the content material.
- Support: Assure consistency across all SSTS and Small Group Math/ELA classes and consistent use of Case Manager in supporting in the co-taught classroom. Use of I-Ready data to evaluate effectiveness of instruction.

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[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**
- Shaw staff evidence high expectations for students - Per parent climate surveys, parents feel connected to staff with clear lines of communication - Per staff climate survey, staff feel supported and safe at Shaw	- Per climate survey, staff collaboration is perceived to have declined from the year prior - PLCs are inconsistent across the school - Time for data analysis at a deep level was minimal, especially last year with a decreased (every other vs every Wednesday) early release PLC time - There has been minimal time to focus on vertical and horizontal alignment

Problem Statement:

Across departments, varying levels of staff experience and knowledge have caused inconsistent levels of effectiveness within the PLC process. An effective PLC process is defined here as one in which teachers regularly consider applicable student data reflecting achievement of essential standards and then use such data to drive instruction for students who have not yet mastered and for those who have mastered standards.

Critical Root Causes of the Problem:

1. Lack of PLC time 2. Lack of schoolwide expectations for PLC implementation 3. Variability in staff experience/training with DuFour's PLC process 4. Lack of staff training 5. Lack of common data to evaluate

Adult Learning Culture

School Goal: By the end of the 2023/24 school year, all Shaw PLCs will evidence a consistent process including consistent consideration and analysis of student data and resultant strategies to address identified needs for remediation and enrichment. Monthly staff survey regarding PLC process, self-efficacy related to the PLC process, and perception regarding application of PLC work to classroom instruction. **Formative Measures:** Administrator walk throughs for PLCs When possible, Lauren Ford walk-throughs and coaching for Principal re effectiveness of PLCs Staff surveys PLC recording form for data analysis	Aligned to Nevada's STIP Goal: ☐ STIP Goal 1 X STIP Goal 2 ☐ STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5 ☐ STIP Goal 6

Improvement Strategy: Provide training on PLC implementation

Evidence Level: Tier 2 - Moderate Evidence

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

- **Identify time to provide training; consider "mini-lessons" before PLCs**
- **Identify and acquire training materials such as Global PD**
- **Identify facilitators**
- **Identify desired outcomes for training and how teachers will use the learning in application. Assure use of I-Ready data and common formative assessments used as data sources.**

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

- **Training resources**
- **Any expected application tools or expectations following training**
- **Plans to continue to support teachers as needed**

Lead: *Who is responsible for implementing this strategy?*
Administrators, Associate Chief, District specialists, teachers, site specialists

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: inconsistency in supporting this population**
- **Support: Ask ELD specialist to join PLC discussions and trainings**

Foster/Homeless:
- **Challenge: inconsistency in supporting this population**
- **Support: Counselors to participate with departments during trainings**

Free and Reduced Lunch:
- **Challenge: inconsistency in supporting this population**
- **Support: Data analysis during PLCs will identify if students growing**

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

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	**Areas for Growth**
- Students receive weekly SEL lessons using Second Step. - All areas of Staff, Student, and Parent surveys are above middle schools district averages.	- Staff and Family data decreased across multiple components. - Student data decreased in most areas from the 22/23 survey. Data indicates disengagement for parents and students.

Problem Statement: Following the pandemic and the disruption in schools and societally, there is some student disengagement from school. Many students appear to not feel they can successfully manage and thrive at school.

Critical Root Causes of the Problem:
- Pandemic years and most recent 20% attendance (less than 90%) prevent connection with some students and families.
- Students may not see the relevance to Middle School in their life trajectory.
- Students in Middle School are in a dynamic time in their life which can be challenging.
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Connectedness

School Goal: Shaw will increase Student Climate results by an average of 3 percentage points on each survey component. **Formative Measures:** ● Monthly student surveys ● Student Advisory Council data.	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 X STIP Goal 2 X STIP Goal 3 X STIP Goal 4 ☐ STIP Goal 5 XSTIP Goal 6
Improvement Strategy: Student Voice **Evidence Level:** Tier 4 – Strong Research **Action Steps:** What steps do you need to take to implement this improvement strategy? ● Create a format for student Advisory Council ● Seek guidance from WCSD materials offered at Leadership meetings. ● Select students, reflecting the makeup of Shaw's student population. ● Develop a structure for the monthly meetings and data to share with students. ● Develop a feedback mechanism to the Shaw population. **Resources Needed:** What resources do you need to implement this improvement strategy? ● Time to meet without disrupting instruction too much. ● Guidance on format. ● Snacks for students. **Challenges to Tackle:** What implementation challenges do you anticipate What are the potential solutions? ● Implementation Challenge: Time for consistent meetings. Creating a collaborative group of students, ● Potential Solution: Calendar all meetings for the year. Seek feedback from staff on student selection as well as seeking volunteer students.	**Lead:** Who is responsible for implementing this strategy? Principal. Leadership teacher.

Funding: What funding sources can you use to pay for this improvement strategy(ies) associated with this goal? ● Principal directed SAF account	
Improvement Strategy (ELECTIVES): SEL (Elective classes will focus on helping create a safe and engaging school community. This is especially important and powerful as students get to select their elective classes) **Evidence Level:** Tier 1 - Strong **Action Steps:** What steps do you need to take to implement this improvement strategy? ● Incorporate Team activities into Electives. ● Elective teachers will greet students at their door daily. Let students know the teacher is happy to have them in their class and that they are cared about. ● Elective teachers will build in collaborative activities so that students build their capacity to work and communicate with their peers. ● All students receive an SEL lesson weekly in their Advisory classes **Resources Needed:** What resources do you need to implement this improvement strategy? ● Time to meet as a department to align SEL focus in electives. ● Time for counselors to develop and distribute SEL Advisory lessons **Challenges to Tackle:** What implementation challenges do you anticipate What are the potential	**Lead:** Who is responsible for implementing this strategy? Elective teachers. Principal

solutions?
- Implementation Challenge: Maintaining student behavior in collaborative activities.
- Potential Solution: During PLCs, discuss strategies to positively engage students, rewarding positive behavior and work.

Funding: What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?
- General, Elective SAF funds

Additional Strategic Support: Shaw counselors will help students connect the here and now tasks of their schooling to their future aspirations. **Action Steps:** What steps do you need to take to implement this improvement strategy? ● Provide opportunities for small group counseling focused on career interests and exploration, Career Café Conversations ● Integrate PAPER Co, ASCA Career Café Conversations, and Nevada Career website resources into weekly SEL lessons during Advisory. ● Coordinate the Shaw Career Fair in Spring 2024 **Resources Needed:** What resources do you need to implement this improvement strategy? ● Time to meet as a department to align career exploration within the daily counseling tasks. **Challenges to Tackle:** What implementation challenges do you anticipate What are the potential solutions? ● Implementation Challenge: Time to develop and integrate these activities. Monitoring for effectiveness	**Lead:** Who is responsible for implementing this strategy? Counselors. Principal

- Potential Solution: Use student survey questions to assess effectiveness.

Funding: What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?
- General, SAF 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: The Student Advisory Council should reflect this population within Shaw
- Support: Identify the percent of this population at Shaw and then seek volunteers or suggestions from staff on participants.

Foster/Homeless:
- Challenge: The Student Advisory Council should reflect this population within Shaw
- Support: Identify the percent of this population at Shaw and then seek volunteers or suggestions from staff on participants.

Free and Reduced Lunch:
- Challenge: The Student Advisory Council should reflect this population within Shaw
- Support: Identify the percent of this population at Shaw and then seek volunteers or suggestions from staff on participants.

Migrant:
- Challenge: N/A
- Support: N/A

Racial/Ethnic Groups:
- Challenge: The Student Advisory Council should reflect this population within Shaw
- Support: Identify the percent of this population at Shaw and then seek volunteers or suggestions from staff on participants.

Students with IEPs:
- Challenge: The Student Advisory Council should reflect this population within Shaw
- Support: Identify the percent of this population at Shaw and then seek volunteers or suggestions from staff on participants.

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
Soon to be a Coyote	Spring 2023	• Families would like regular communication for incoming 6th graders including Connect Eds, teacher IC emails, social media.
Ice Cream Social for New Students	August 2023	• Families would like regular communication for incoming 6th graders including Connect Eds, teacher IC emails, social media. • Some parents would like students to have lockers
Back to School Night	August 2023	• Parents appreciated the presentations • Need to schedule on nights other than feeder school events
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