



District Name

West Wendover Middle School

School Performance Plan: A Roadmap to Success

West Wendover 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: xTitle I CSI TSI TSI/ATSI

Our SPP was last updated on November 30, 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
Gregory Smith	Principal(s) (required)
Blair Smith	Other School Administrator(s) (required)
Megan Hernandez	Teacher(s) (required)
Lorena Rojas-Trujillo	Paraprofessional(s) (required)
April Prieto	Parent(s) (required)
Eli Prieto	Student(s) (required for secondary schools)
	Tribes/Tribal Orgs (if present in community)
	Specialized Instructional Support Personnel (if appropriate)
<i>Add additional members/roles as necessary</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/elko/west_wendover_middle_school/2022)



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"> Higher levels of proficiency among incoming 6th graders. 	<ul style="list-style-type: none"> Lower levels of proficiency among 7th graders. Lowest levels of proficiency among 8th graders.
<p>Problem Statement: How do we increase all grade level proficiencies as measured by MAP?</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> Dropping rates of on-grade level proficiency as measured by MAP (higher proficiencies with 6th and lower with 7th and 8th grades). Based on 2022 Fall MAP scores, 66% of our student were below the 41st percentile in math. Based on 2022 Fall MAP scores, 55% of our student were below the 41st percentile in reading. As a site, we need to increase students' proficiencies 	

Student Success	
<p>School Goal: West Wendover Middle School will get 50% of the student population to the 41st percentile as measured by the MAP Reading and Math assessments by the end of year Spring 2023 MAP test</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> Fall, Winter, and Spring MAP assessments 	<p>Aligned to Nevada's STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2</p> <p><input checked="" 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: *Teachers will data to focus on teaching the concepts and developing students' understanding of the material by monitoring formative assessments. We have set an intermediate goal in math to get 40% of the population to the 41st percentile as measured on Winter 2023 MAP assessments. That represents an increase of 6%. This will give students and teachers alike encouragement. Additionally, we have set an intermediate goal in reading to get 48% of the population to the 41st percentile as measured on Winter 2023 MAP assessments. That represents an increase of 3%.*

Evidence Level: 1-strong

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

- *Teachers will use previous MAP data to inform their decisions on what to teach.*
- *Teachers will rigorously present concepts to increase student understanding.*
- *Use Winter 2023 math assessments to increase proficiency 6%.*
- *Use Winter 2023 reading assessments to increase proficiency 3%.*

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

- *Budget to support paraprofessionals for interventions.*

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

- *Implementation Challenge: Low and high performing students may get lost during teacher instruction.*
- *Potential Solution: Teachers will need to differentiate their instruction to deliver pertinent material to all students, be they low or high performers*

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

- *Title I Funding*
- *ELL Funding*
- *At-Risk Funding*

Lead: *Who is responsible for implementing this strategy? Administration, regular education teachers, special education teachers, English language learner teachers, and paraprofessionals.*

Resource Equity Supports¹: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following*

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)



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: *Understanding instructions from teachers, having things be lost in translation.*
- Support: *Having EL para support in the classroom and sending important information home in Spanish.*

Foster/Homeless:

- Challenge: *Not having correct email or cell-phone to communicate with parent.*
- Support: *Infinite Campus may need to be updated.*

Free and Reduced Lunch:

- Challenge: *Possible financial issues at home that may mean parent and/or student sensitivity to educational wants/needs.*
- Support: *Teacher understanding of financial needs that may require school assistance.*

Migrant:

- Challenge: *Not having email or cell-phone to communicate with parent.*
- Support: *Teacher understanding that communication may need to be sent home via hard copy.*

Racial/Ethnic Groups:

- Challenge: *Cultural differences among groups, placing different priorities on educational goals.*
- Support: *Increasingly staff understanding of cultural differences.*

Students with IEPs:

- Challenge: *Challenges to mandating education requirements that may conflict with legal requirements of an IEP.*
- Support: *Educating teachers on the legal requirement to follow the IEP above all.*

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● <i>Our staff has a strong sense of connectedness, of helping and supporting each other.</i> 	<ul style="list-style-type: none"> ● <i>80% of our regular education teachers are novice teachers.</i>
<p>Problem Statement: <i>8 of 10 of our regular education teachers have either zero or one year of teaching experience. Four of those are in the ARL program. These teachers need training to increase their knowledge, understanding, and confidence levels that many teachers take for granted.</i></p> <p>Critical Root Causes of the Problem:</p>	



- *Novice teachers lack experience and many have not had formal teacher training on issues like classroom management or differentiated instruction.*

Adult Learning Culture

School Goal: *Regular, monthly professional development opportunities will be given to teachers at West Wendover Middle School, allowing them to grow and succeed as educators. Additionally, 7 of 10 regular education teachers will attend either a multi-day Kagan conference or Title I conference to learn additional strategies in the classroom. These PD opportunities will focus on classroom management, student engagement, and connecting with each individual student to chart their own learning. These opportunities will increase equity and inclusion by helping the teachers focus on each student individually.*

Formative Measures:

- *Increase in teacher confidence and quality of teaching, as measured by observations.*
- *Increase in student MAP scores*
- *Increase in student satisfaction surveys.*

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: *Send as many teachers as possible on PD opportunities and then have those teachers train the rest of the staff on learned ideas and principles.*

Evidence Level: 3-Promising.

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

- *Teachers returning from PD opportunities will conduct PD sessions for those unable to attend*
- *Administration will every month highlight principles for teachers to implement and focus on those qualities and concepts during walkthroughs.*
- *Half of our regular education teachers will attend Kagan conference in February on student engagement strategies.*
- *All teachers in the building will receive a copy of 'Teaching with Love and Logic.' This will be the basis for monthly PD to discuss current struggles/issues/strategies/successes for teachers*
- *Two of our regular education teachers will attend the Title I conference in February on student engagement strategies.*
- *Newer teachers will be encouraged to visit veteran classroom teachers for exemplar teaching practices.*

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

- *Time for teachers to receive this training.*
- *Sufficient funding needed to send teachers to off-site training opportunities.*

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

- *Implementation Challenge: Sending multiple numbers of teachers away at a small-staffed school requires funding and substitutes.*
- *Potential Solution: Sending teachers away during non-school days.*

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

- *Title I Funding*
- *ELL Funding*
- *At-Risk Funding*

Lead: *Who is responsible for implementing this strategy?
Administrators, Special Ed Teachers, Regular Ed Teachers, Paraprofessionals*

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: *Understanding instructions from teachers, having things be lost in translation.*
- Support: *Having EL para support in the classroom and sending important information home in Spanish.*

Foster/Homeless:

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- Challenge: *Cultural differences among groups, placing different priorities on educational goals.*
- Support: *Increasingly staff understanding of cultural differences.*

Students with IEPs:

- Challenge: *Challenges to mandating education requirements that may conflict with legal requirements of an IEP.*
- Support: *Educating teachers on the legal requirement to follow the IEP above all.*

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● <i>We have new, committed teachers who desire to partner with parents.</i> 	<ul style="list-style-type: none"> ● <i>Need to establish regular channels of communication with parents regarding their student.</i>
<p>Problem Statement: WWMS has a small percentage of parent involvement. We have not had a PTO since before the pandemic. How can we best reach out and communicate with parents, in order to help them feel connected to and participate in their student’s education.</p>	
<p>Critical Root Causes of the Problem:</p>	



- *We have language and cultural barriers to overcome. Our parents have varying shift work.*

Connectedness

School Goal: *We will continue to increase parental connectedness by implementing Talking Points, a platform which enables two-way communication between staff and parents. Our goal is to have 100% of parents signed up and regular communication occurring by the end of the first semester (12/15/22). We expect the regular, weekly communication to continue through the rest of the year.*

Formative Measures:

- *Parent surveys.*
- *Teacher reports.*
- *Informal admin communication, asking if they are on Talking Points.*

Aligned to Nevada’s STIP Goal:

- | | |
|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> STIP Goal 1 | <input type="checkbox"/> STIP Goal 2 |
| X STIP Goal 3 | <input type="checkbox"/> STIP Goal 4 |
| <input type="checkbox"/> STIP Goal 5 | <input type="checkbox"/> STIP Goal 6 |

Improvement Strategy: *Increase communication between parents and teachers, with a focus on positive interaction.*

Evidence Level: 3-Promising.

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

- *All teachers will install Talking Points*
- *Parents will be contacted to ensure they have Talking Points*
- *Encourage regular communication with teachers through Talking Points*
- *Teachers will send out regular classroom, including concepts being covered as well as student behavior and performance.*
- *Teachers will send out weekly updates through Talking Points, focusing on the positive things happening in the classroom and with the student’s growth and learning.*

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

- *Talking Points accounts set up for parents and teachers.*
- *Time set aside for student success assemblies.*

Lead: *Who is responsible for implementing this strategy?*
Regular Ed Teachers,
Administration, Parents



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

- *Implementation Challenge: Getting all parents signed up for Talking Points, as well as the time needed for teachers to send and read those communications.*
- *Potential Solution: Take time during parent teacher conferences to make sure the parents are signed up for Talking Points.*

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

- *Title I Funding*
- *ELL Funding*
- *At-Risk Funding*

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: Understanding instructions from teachers, having things be lost in translation.*
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Foster/Homeless:

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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>Open House.</i>	<i>August 25, 2022</i>	<ul style="list-style-type: none"> ● <i>Spoke to the students and parents during this event about the importance of implementing a no cell-phone policy. We need the parents understanding and support for this to be successful. Often it is parents texting their student that makes it difficult to enforce. Emphasized that communication is available through office phones.</i>