

Washoe County School District
Sky Ranch Middle School
2024-2025 School Performance Plan

Classification: 3 Star School

Distinction Designations:
TSI

Value Statement

Nevada Report Card

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/sky_ranch_middle_school/2024

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Comprehensive Needs Assessment

Student Success

Student Success Summary

Data Dive:

Compared to the district SRMS is 15% above the district average in ELA and math..

Compared to the district our FRL score is above the district 12% in ELA 13% in math.

Compared to the district our IEP score is above the district 4% in ELA 6% in math.

Compared to the district our ELL score is above the district 6% in ELA 3% in math.

We gained 2% in ELA and 4% in math IEP overall proficiency.

Chronic Absenteeism is at 13% down from 15%.

We improved in our ELA catch up category by 4% and in math we improved this category by 2%.

Student Success Strengths

Our relative strengths include:

- Our goal was to make 5% growth in overall proficiency in math and ELA and while we did not make that goal, we did improve by 2% in ELA and 4% in Math.
- We are stronger in the catch-up category for both ELA and math. This means we are closing some gaps for students in these areas.
- Our chronic absenteeism category has steadily improved each year. We are down to just 13% from 15% the previous year and 17% the year prior to that.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): ELA proficiency has dropped by 4%. Data shows that while our overall proficiency in ELA is above the district average, our students are not catching up quickly enough to be proficient by the end of 8th grade. However, our ELA keep up category has decreased by 4%. Our overall math proficiency rate held at 43%. However, our math keep up category has decreased by 6%. **Critical Root Cause:** Tier 1 instruction -- accessibility to all students Inconsistent implementation of new curriculums in ELA, Social Studies, and Science Inconsistent implementation of Tier 2 and Tier 3 supports Rigor and mastery on school common assessments Lack of teacher instructional mastery for ELL

Adult Learning Culture

Adult Learning Culture Summary

The adult learning culture at Sky Ranch has been predominantly focused on the first two questions of the PLC process

- What is it we want our students to know and be able to do?
- How will we know if each student has learned it?

However teachers are not framing the instruction for the strongest teacher clarity possible. The concepts of learning intentions, criteria for success still need to be improved.

We have not been getting to the questions

- How will we respond when some students do not learn it?
- How will we extend learning for students how have demonstrated proficiency?

There is more of a culture of we have taught it and assessed it and we have to move forward with the content and follow the pacing guide because there is not time to go back and reteach. The ability for our teachers to go deeper with their data discussions and talk about what to do next to ensure students learn is where our opportunity for growth lies.

Adult Learning Culture Strengths

PLC alignment of curriculum and common formative and summative assessments.

Common preps to allow for PLC structures and common planning.

The majority of our teachers post some type of learning intention but most of them have not included a criteria for success.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Our PLC structures need to be utilized to focus on teacher clarity around (clarity of organization, clarity of explanation, clarity of examples and guided practice, and clarity of assessment of student learning.) **Critical Root Cause:** While teachers post a learning intention on the board, they have done so out of compliance versus a true understanding of the purpose behind learning intentions. Many have done this in the past but have not been purposeful in the execution. Criteria for success is something fairly new to the majority of the staff.

Problem Statement 2: Our PLC structures need to be improved to make sure that all four questions in the PLC process are answered on a regular cycle. **Critical Root Cause:** We are currently focusing on the first two questions in the PLC process and we need to get a focus on the second two questions. Teachers have been focused on the first two questions because three out of four core areas got new curriculum last year and are working on adopting it into their daily routines.

Connectedness

Connectedness Summary

The attendance rate shows that less than 12% of students are chronically or severely absent. The school implements activities aimed at fostering connectedness, ensuring that every student has a supportive adult. It uses an academic teaming approach, allowing small groups of teachers to address students' individual needs through regular meetings. However, there is currently no established system for incorporating student feedback on various issues. While efforts were made last year to engage parent stakeholders, this year the focus will shift to amplifying student voices.

Connectedness Strengths

- Our attendance is under less than 12% of our students are chronically or severely chronically absent.
- Our engages in connectedness activities throughout the year designed to ensure that all students have a connected adult.
- Our school is set up for academic teaming which allows students a small group of teachers who can focus on their needs. Team teachers meet regularly to discuss students and identify challenges and needs to ensure students thrive.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): We do not have an identified system for getting the voice of our student population involved on a variety of issues. **Critical Root Cause:** Last year we focused on getting the voice of parent stakeholders going and this year we need to work on getting the voice of student stakeholders.

Stakeholder Engagement

Stakeholder Engagement Summary

Prompt	Response
In 2-3 sentences, describe how the district engages required stakeholder groups in the needs assessment and decision making processes including: Parents and families, students at risk of failure and dropping out, educators and school leaders, community groups, historically underrepresented groups (ELs and MLs, racially & ethnically diverse stakeholders, indigenous populations, economically disadvantaged, transient populations), private and charter schools, and other hard-to-reach groups.	Our school district engages required stakeholders in the needs of the school by having parents and students fill out a climate survey every year. At the school level we started a Parent Panel that meets four times a year. We have also increased our parent and student surveys to get more information from stakeholders.
What lessons did you learn from your stakeholder groups that are informing your improvement priorities for the upcoming school year?	My parent panel at Sky Ranch is very excited about the opportunities that the iReady platform is giving our students to improve academically so this continued focus is imperative. Our parent and student climate surveys have shown there is a need to get students involved in solving some of the social issues we face on campus.
What has worked well in your previous engagement efforts? What might you do differently to increase or improve engagement moving forward?	The parent panel has improved our engagement in school issues.

Stakeholder Engagement Strengths

- We have a parent panel that meets 4 times a year to discuss various topics of concern.
- We have a leadership team comprised of one teacher from each department who represents the department in conversations around academic data, professional learning needs and focuses on PLC structures.
- We have a team lead committee comprised of one teacher from each team who represents their team in conversations around climate, culture and connectedness.

Problem Statements Identifying Stakeholder Engagement Needs

Problem Statement 1: We have trouble getting authentic engagement from multiple stakeholders. **Critical Root Cause:** When we try to survey staff, students and parents, the participation for the size of our community is minimal.

Priority Problem Statements

Problem Statement 1: ELA proficiency has dropped by 4%. Data shows that while our overall proficiency in ELA is above the district average, our students are not catching up quickly enough to be proficient by the end of 8th grade. However, our ELA keep up category has decreased by 4%. Our overall math proficiency rate held at 43%. However, our math keep up category has decreased by 6%.

Critical Root Cause 1: Tier 1 instruction -- accessibility to all students Inconsistent implementation of new curriculums in ELA, Social Studies, and Science Inconsistent implementation of Tier 2 and Tier 3 supports Rigor and mastery on school common assessments Lack of teacher instructional mastery for ELL

Problem Statement 1 Areas: Student Success

Problem Statement 2: We do not have an identified system for getting the voice of our student population involved on a variety of issues.

Critical Root Cause 2: Last year we focused on getting the voice of parent stakeholders going and this year we need to work on getting the voice of student stakeholders.

Problem Statement 2 Areas: Connectedness

Problem Statement 3: Our PLC structures need to be utilized to focus on teacher clarity around (clarity of organization, clarity of explanation, clarity of examples and guided practice, and clarity of assessment of student learning.)

Critical Root Cause 3: While teachers post a learning intention on the board, they have done so out of compliance versus a true understanding of the purpose behind learning intentions. Many have done this in the past but have not been purposeful in the execution. Criteria for success is something fairly new to the majority of the staff.

Problem Statement 3 Areas: Adult Learning Culture

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- School goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Formative and summative reviews

Accountability Data

- State assessment performance report

Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Special programs
- Special education
- EL
- Gifted and talented data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Attendance data
- Social Emotional Learning
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data

- Teacher/Student Ratio
- School leadership data
- School department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Family/Community Data

- Parent/family engagement, opportunities, attendance, and participation

Support Systems and Other Data

- Organizational structure data
- Master schedule
- Course offerings
- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: Student Success
Aligns with District Priority

Annual Performance Objective 1: One hundred percent of students in grade 6-8 will meet their typical growth target in reading on the third iReady Diagnostic. 50% of students, who are two or more grade levels below on the first reading iReady Diagnostic will meet their stretch growth target on the third Diagnostic.

Increase our overall proficiency on SBAC in math and ELA by 5% with an increase of 3% in our ELL and IEP sub-populations.

Evaluation Data Sources: iReady Diagnostic Data
 My Path Minutes
 iReady Typical Growth and Stretch Growth Reports.

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: i-Ready Students are expected to complete 40 minutes of iReady Reading instruction in their MyPath each week.</p> <p>Formative Measures: Weekly personalized instruction minutes. Position Responsible: Classroom teachers</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Promising Problem Statements/Critical Root Causes: Student Success 1</p>	Status Check		
	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Annual Performance Objective 1 Problem Statements:

Student Success

Problem Statement 1: ELA proficiency has dropped by 4%. Data shows that while our overall proficiency in ELA is above the district average, our students are not catching up quickly enough to be proficient by the end of 8th grade. However, our ELA keep up category has decreased by 4%. Our overall math proficiency rate held at 43%. However, our math keep up category has decreased by 6%. **Critical Root Cause:** Tier 1 instruction -- accessibility to all students Inconsistent implementation of new curriculums in ELA, Social Studies, and Science Inconsistent implementation of Tier 2 and Tier 3 supports Rigor and mastery on school common assessments Lack of teacher instructional mastery for ELL

Goal 2: Connectedness

Aligns with District Priority

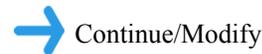
Annual Performance Objective 1: We will hold a minimum of 3 student voice council meetings per semester.

We will start a Student Voice Council at our school that includes a quality representation of the demographics here at Sky Ranch.

Evaluation Data Sources: Meeting minutes from planning
 Agendas and meeting minutes from our student meetings
 List of students involved in the council

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: Student Voice</p> <p>Sky Ranch will create a Student Voice council Student voice council will meet three times per semester</p> <p>Formative Measures: Meeting minutes from planning Agendas and meeting minutes from our student meetings List of students involved in the council</p> <p>Position Responsible: Dean of Students, Principal</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Has Rationale</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p>	Status Check		
	Jan	Apr	June






Annual Performance Objective 1 Problem Statements:

Connectedness
<p>Problem Statement 1: We do not have an identified system for getting the voice of our student population involved on a variety of issues. Critical Root Cause: Last year we focused on getting the voice of parent stakeholders going and this year we need to work on getting the voice of student stakeholders.</p>

Goal 3: Adult Learning Goal:
Aligns with District Priority

Annual Performance Objective 1: Classroom walk-throughs will indicate at least 75% of teachers consistently implement several components of teacher clarity (learning intentions and criteria for success) in daily instruction by the end of the school year. Strengthen our PLC processes with a focus on Teacher Clarity (Clarity of organization, clarity of explanation, clarity of examples and guided practice, clarity of assessments of student learning.)

Evaluation Data Sources: Walkthrough data collected on FORMS we created here at Sky Ranch

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Professional Learning Communities Use of Teacher clarity to explore: Organization Explanation Guided Practice Assessments Formative Measures: Leadership Notes Clarity Walk Through For Position Responsible: Principal, Assistant Principals, Dean Evidence Level: Moderate Problem Statements/Critical Root Causes: Adult Learning Culture 1	Status Check		
	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture
<p>Problem Statement 1: Our PLC structures need to be utilized to focus on teacher clarity around (clarity of organization, clarity of explanation, clarity of examples and guided practice, and clarity of assessment of student learning.) Critical Root Cause: While teachers post a learning intention on the board, they have done so out of compliance versus a true understanding of the purpose behind learning intentions. Many have done this in the past but have not been purposeful in the execution. Criteria for success is something fairly new to the majority of the staff.</p>