

**Washoe County School District**  
**Kendyl Depoali Middle School**  
**2024-2025 School Performance Plan**

**Classification: 3 Star School**

**Distinction Designations:**  
TSI

# Mission Statement

It is our mission at Depoali Middle School to produce students who are personally responsible, accountable, and productive while fostering their spirit of inquiry; as a community of learners they will become collaborators, creators and communicators. As a staff, we are committed to providing a rigorous and relevant curriculum while integrating character education, so students understand the importance of stretching themselves personally in order to contribute positively to their family.

## Vision

Our mission is to create an equitable learning environment where all students can learn, grow, and contribute.

## 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: [https://nevadareportcard.nv.gov/DI/nv/washoe/kendyl\\_depoali\\_middle\\_school/2024](https://nevadareportcard.nv.gov/DI/nv/washoe/kendyl_depoali_middle_school/2024)

Table of Contents

Comprehensive Needs Assessment ..... 4

    Student Success ..... 4

    Adult Learning Culture ..... 5

    Connectedness ..... 6

Priority Problem Statements ..... 7

Comprehensive Needs Assessment Data Documentation ..... 8

Goals ..... 11

    Goal 1: Student Success ..... 11

    Goal 2: Adult Learning Culture ..... 13

    Goal 3: Connectedness ..... 14

# Comprehensive Needs Assessment

## Student Success

### Student Success Summary

Last year's plan was similar in that we were striving to increase the number of students that score proficient or above on the SBAC. Now that we have seen growth, we want to continue to make academic gains, as we still have a lot of growth to make. Therefore, we will build time into our master schedule so that all students are able to participate in the iReady diagnostics and lessons.

### Student Success Strengths

Our strengths are building in opportunities at the Tier 1, Tier 2, and Tier 3 levels in our master schedule to support all students with academic gains. We have 100% of students working on iReady this year as well

### Problem Statements Identifying Student Success Needs

**Problem Statement 1 (Prioritized):** Student proficiency scores have not exceeded 65% in the past three years in the areas of Math, ELA, and Science. **Critical Root Cause:** Many students lack the foundational skills needed in order to master grade level standards.

# Adult Learning Culture

## Adult Learning Culture Summary

Last year we pushed to have all PLCs using the TACA form created by Solution Tree to analyze assessment data twice per month. Unfortunately, with new curriculum in most departments, a large amount of PLC time went toward planning units and assessments.

## Adult Learning Culture Strengths

Our strengths are committing time to meet with PLCs and developing common assessments. We have also done a great deal of work analyzing and agreeing on essential standards. PLCs are committed to a backward design for planning. Now that we have had a year to dig into new curriculum, we are in a better position to focus on the structure of PLCs and make better use of the TACA form to analyze data twice per month.

## Problem Statements Identifying Adult Learning Culture Needs

**Problem Statement 1 (Prioritized):** Not all PLCs have a defined structure for their meetings. **Critical Root Cause:** Not every PLC is using a guiding document to structure the PLC meeting.

# Connectedness

## Connectedness Summary

Last year, we implemented a new system for attendance. We put all students that were chronically absent the year prior on proactive monitors which helped them track their days at school and goal set. We also sent attendance letters home frequently and made regular attendance calls. We raffled off over \$10,000 of donated items for things like perfect attendance and for students who met their attendance goals.

## Connectedness Strengths

Our strengths are that we have a very intentional system in place around attendance. We have added in "Stop, Drop, and Call" this year, which is dedicated time for teachers to call parents/guardians and have a conversation about each student in the school. This is a strategy we are using to build stronger relationships with students and their families.

## Problem Statements Identifying Connectedness Needs

**Problem Statement 1 (Prioritized):** Our chronic absenteeism is 13%. **Critical Root Cause:** Student and family buy in and feeling like an important part of the school.

# Priority Problem Statements

**Problem Statement 1:** Student proficiency scores have not exceeded 65% in the past three years in the areas of Math, ELA, and Science.

**Critical Root Cause 1:** Many students lack the foundational skills needed in order to master grade level standards.

**Problem Statement 1 Areas:** Student Success

**Problem Statement 2:** Not all PLCs have a defined structure for their meetings.

**Critical Root Cause 2:** Not every PLC is using a guiding document to structure the PLC meeting.

**Problem Statement 2 Areas:** Adult Learning Culture

**Problem Statement 3:** Our chronic absenteeism is 13%.

**Critical Root Cause 3:** Student and family buy in and feeling like an important part of the school.

**Problem Statement 3 Areas:** Connectedness

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- School goals
- College and career readiness 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 - Expenditures
- Prior year improvement plans - Formative and summative reviews
- Planning and decision-making committee minutes
- State and federal planning requirements
- Covid-19 factors, and/or waivers

## Accountability Data

- State assessment performance report
- Comprehensive, Targeted, and/or Additional Targeted Support data
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- Current and longitudinal results, End-of-Course current and longitudinal results, Retest questions
- English Language Proficiency Assessment System results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- At-risk
- EL
- Career and Technical Education (CTE)
- STEM/STEAM
- Section 504 data



- Homeless data
- Foster
- Gifted and talented data
- Dyslexia 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
- Enrollment trends
- School safety data

#### **Employee Data**

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- School leadership data
- School department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- Teacher retention
- Teacher evaluation
- Administrator evaluation

#### **Parent/Family/Community Data**

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation
- Volunteer 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
- Communications data
- Capacity building resources data
- Budgets/entitlements and expenditures data
- Study of best practices

- Action research results

# Goals

## **Goal 1: Student Success**

**Aligns with District Priority**

**Annual Performance Objective 1:** Overall math proficiency scores were 39% in 2019-20, 44% in 2021-22, 43% in 2022-23, and 45% in 2023-24. For the 2024-25 school year, our goal will be that 54% of all students demonstrate proficiency in math on the SBAC. Overall Science proficiency scores were 52% in 2019-20, 60% in 2021-22, 58% in 2022-23, and 60% in 2023-24. Our goal for this year is to have 65% of all students in the 8th grade reach proficiency on the Science test. Overall ELA proficiency scores were 59% in 2019-20, 63% in 2021-22, 55% in 2022-23, and 55% in 2023-24. Our goal for this year is to have 65% of all students demonstrate proficiency on the ELA SBAC.

**Evaluation Data Sources:** iReady data, assessment data analysis, classroom observations, attendance data, behavior data

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1:</b> Improvement Strategy: iReady Evidence Level: 3 Action Steps: What steps do you need to take to implement this improvement strategy? * Create a master schedule that allows for all students who are not performing at grade level in iReady to be placed in a class in which they can work in iReady for 45 minutes in the subjects of both Math and ELA each week. Resources Needed: What resources do you need to implement this improvement strategy? * Student laptops and headphones for all students in all classes. Challenges to Tackle: What implementation challenges do you anticipate? What are the potential solutions? * Implementation Challenge: Being that we want all students to be engaging in iReady lessons in both Math and ELA weekly, we will be using Advisory time on Wednesdays to complete iReady lessons. We will need to adjust our bell schedule a number of times throughout the year for various reasons, which will eliminate the Advisory block on a number of Wednesdays. * Potential Solution: We will increase the number of Academic Success classes we can offer with a newly acquired teaching allocation in order to schedule kids based on need for iReady and utilize this class period to complete iReady minutes. 6th grade will complete iReady minutes during Enrichment class all year, so they will be able to provide time for iReady regardless of the bell schedule we utilize. Funding: What funding sources can you use to pay for this improvement strategy(ies) associated with this goal? * The district has purchased iReady. We will ask our PTA to purchase additional student laptops and headphones needed. Lead: Who is responsible for implementing this strategy? Academic Success, Enrichment, and Special Education Teachers <b>Formative Measures:</b> tools to measure throughout the year <b>Position Responsible:</b> Principal  <b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - <b>Evidence Level:</b> Promising <b>Problem Statements/Critical Root Causes:</b> Student Success 1	Status Check		
	Jan	Apr	June

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Annual Performance Objective 1 Problem Statements:

Student Success
<b>Problem Statement 1:</b> Student proficiency scores have not exceeded 65% in the past three years in the areas of Math, ELA, and Science. <b>Critical Root Cause:</b> Many students lack the foundational skills needed in order to master grade level standards.

Goal 2: Adult Learning Culture  
Aligns with District Priority

Annual Performance Objective 1: Within all PLCs, teachers will use a method to analyze student data every ten days or twice per month based on the PLC meeting schedule as measured by Administrative Observational data.

Evaluation Data Sources: Student assessment data. Guiding document such as the TACA form created by Solution Tree.

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1:</b> Improvement Strategy: PLC Process utilizing guiding document. Evidence Level: 3 Action Steps: What steps do you need to take to implement this improvement strategy? * Require all PLCs to be using a guiding document such as the TACA form for every PLC meeting. Resources Needed: What resources do you need to implement this improvement strategy? * Guiding document Challenges to Tackle: What implementation challenges do you anticipate What are the potential solutions? * Implementation Challenge: Getting buy-in from all PLCs. * Potential Solution: Have PLCs that are already using a guiding document share their data and experience with using the document. Funding: What funding sources can you use to pay for this improvement strategy(ies) associated with this goal? * N/A  <b>Formative Measures:</b> Walkthrough observations PLC agendas <b>Position Responsible:</b> Principal  <b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - <b>Evidence Level:</b> Moderate <b>Problem Statements/Critical Root Causes:</b> Adult Learning Culture 1	Status Check		
	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>			

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture
<b>Problem Statement 1:</b> Not all PLCs have a defined structure for their meetings. <b>Critical Root Cause:</b> Not every PLC is using a guiding document to structure the PLC meeting.

### Goal 3: Connectedness

Aligns with District Priority

**Annual Performance Objective 1:** In 2020-21, 33% of students attended less than 90% of the time. In 2021-22, 16% of students attended less than 90% of the time, in 2022-23, 17% of students attended less than 90% of the time, and in 2-23-24 13% of students attended less than 90% of the time. Our School Performance Goal will be to have 9% or less of students attending less than 90% or considered chronically absent.

**Evaluation Data Sources:** \* BIG Data

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1:</b> Improvement Strategy: SEL Evidence Level: 2 Action Steps: What steps do you need to take to implement this improvement strategy? * Hold monthly attendance meetings and analyze data. * Place students with teachers they feel connected to during Advisory, utilize attendance monitors and letters, work closely with truancy * Advisory teachers will engage in a discussion with each student's parent or guardian within the first quarter to establish a relationship and learn more about each student. * Home visits for our most severely absent students Resources Needed: What resources do you need to implement this improvement strategy? * Safe schools professional, monitoring tool, BIG, attendance letters Challenges to Tackle: What implementation challenges do you anticipate What are the potential solutions? * Implementation Challenge: Remaining consistent with our process * Potential Solution: Hold monthly attendance meetings and utilize Campus Supervisor to check in with students on a monitor and make attendance phone call daily Funding: What funding sources can you use to pay for this improvement strategy(ies) associated with this goal? * The district funds the Campus Supervisor Lead: Who is responsible for implementing this strategy? Attendance administrator, Truancy, and Advisory Teachers  <b>Formative Measures:</b> IC and BIG attendance reports Home visit data <b>Position Responsible:</b> Principal  <b>Student Groups This Strategy Targets:</b> Chronically Absent - <b>Evidence Level:</b> Moderate <b>Problem Statements/Critical Root Causes:</b> Connectedness 1	Status Check		
	Jan	Apr	June

0%

No Progress

100%

Accomplished

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Continue/Modify

✗

Discontinue

Annual Performance Objective 1 Problem Statements:

Connectedness
<b>Problem Statement 1:</b> Our chronic absenteeism is 13%. <b>Critical Root Cause:</b> Student and family buy in and feeling like an important part of the school.