



Washoe County School District

Darrel Swope Middle School

School Performance Plan: A Roadmap to Success

Darrel Swope 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 ☒ TSI/ATSI

Our SPP was last updated on August 10, 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
Michael Nakashima	Principal(s) <i>(required)</i>
Eian Gilbert, Beth Martin	Other School Administrator(s) <i>(required)</i>
Anne Marie Hoppe, Kirk Wessel, Ashley West, Krissi Hadley, Tammie Nissen, Natalie Dejan, Sarah Gregovich, Kelly Hilliard, Jenny Hoy	Teacher(s) <i>(required)</i>
Susie Olano, Lonna Neil, Michelle Oxborrow	Paraprofessional(s) <i>(required)</i>
Erika Stites	Parent(s) <i>(required)</i>
	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
	Specialized Instructional Support Personnel <i>(if appropriate)</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 [DARREL SWOPE MIDDLE SCHOOL - Nevada Accountability Portal \(nv.gov\)](#)



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">Science scores saw an increase of 9% and 13% in Special Program populations of IEP and EL students respectively.Percent of 8th graders at or above standard in IEP and EL Populations were highest at Swope MS in comparison to the rest of the district. This was an identified area of growth during the 2022-2023 school year.Math Percent at or above standard by school groups was 48% and demonstrate continued growth with IEP group at 15%.	<ul style="list-style-type: none">ELA student median growth percentile dropped by 17% in Catch up/Keep Up AGP Target.All populations are an area of growth in median growth percentile for math in all student populations.Chronic Absenteeism is still not at pre-pandemic levels. Identified as single-most critical factor for declines in achievement levels.47% Percent of students designated FRL and IEP were chronically absent and 10% of the school population was severely chronically absent.
<p>Problem Statement: Student achievement, as measured by SBAC, must improve dramatically from the 2022-2023 School Year so students can meet their catch-up/keep up percentages to meet standard in ELA, Math, and Science by their 8th grade year.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none">Math interventions and learning need to continue to improve at the Tier 1 and Tier 2 level. Student access to Dreambox and implementation with fidelity did not take place across all student grade-levels. Professional development in math took place last year and teachers are getting access to tools needed, including more vertical work spaces.ELA use of Lexia intervention was not as consistent as previous year during the school week, and iReady will need to work to be consistent.Math, science, and ELD classes saw changes in 6th-8th grade teachers at semester due to loss of three teachers at winter break.Majority of student population, 67%, was new to Swope Middle School, with the introduction of 6th and 7th grade classes (676 students	



out total enrollment of 1005), with 17 new teachers to Swope.

- School Calendar did not align with feeder schools as well as the high school. Major attendance concerns during Fall Break and the second week of Spring Break.
- An increase in mental health absences associated with the changes that took place during COVID and continued increase of absences when students have symptoms with a lower threshold than prior to COVID.

Student Success

School Goal:

- Students will improve their math levels as measured by iReady diagnostic by decreasing the lowest quintile by 2 percent. Fall 2023 scores include the following in 6th (13%), 7th (24%), and 8th grade (30%).
- Students will improve their reading scores as measured by iReady diagnostic by reducing the percentage of students in the 4th and 5th quintile by 2%. Fall 2023 percentage for the 4th and 5th quintile are 31% (6th grade), 36% (7th grade), and 38% (8th grade).

Formative Measures:

- iReady reports will be accessed by math teachers weekly to consider cohorts in need of remediation during math class.
- ELA classes will implement iReady with fidelity at least once each full week in class and assess usage quarterly to ensure students are accessing at least 45 minutes a week.
- ELD Teacher will support use of ELlevation strategies in the regular classroom.

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: Implementation of iReady during the school day to support improvement of ELA and Math achievement levels.

Evidence Level: Tier 3 – Promising

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

- At the beginning of the 1st quarter, Swope will implement additional math instruction during Advisory for the remainder of 2023-24 SY using iReady.
- Swope will implement iReady as ELA Intervention in the classroom as well as continue a reading program for students at or above grade-level.
- Development of Tier 1 instruction with a focus on new curriculum in science, social studies, and ELA.
- Continue to implement strategies from professional development for math teachers last year: Building Thinking Classrooms in Mathematics. Including: 1. Provide students with thinking tasks that are non-curricular 2. Support random grouping of students. 3. Students work on vertical non-permanent surfaces. 4. Ask questions that require the students to keep working, trying, and thinking. 5. Ensure students are engaged in a task in the first 5 minutes of class.
- Determine what financial resources are available. [ESSER and CEIS]
- Identify specific students needing support [Student Monitoring Tool and MTSS Committee]
- Implement Tier 2 school-wide Interventions in ELA and Math.
- Work with teachers of record to set up weekly supports with EL Facilitator.
- Focus on implementation of Tier 2 practices for mental health, behavior, academics, and attendance..
- Tutoring opportunities after school.

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

- Budget for Tutoring [ESSER III and General Budget support]
- Continued access to PLC time to support interventions.
- Continued access to Lexia to support growth in reading.
- No changes to the master schedule due to lost allocations.
- Differentiated math curriculum materials, common prep with math, pacing guide.

Implementation Challenge:

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

Teachers, Administration



- Training for iReady.
- New Curriculum
- Implementation of curriculum and supports with fidelity.
- Development of new staff with a focus on the priorities that challenge time management in class.

Potential Solution:

- Time dedicated to staff based on experience and need.
- Collaboration.

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

- General Budget
- ESSER III Swope Tutoring Grant Application (\$15,000.00)
- MS Engagement Budget- Private Grant \$20,000 (August 2023-June 2024)

Resource Equity Supports¹: *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: Classroom instruction may not always include strategies and interventions to support English Learners.
- Support: Focus on monthly strategies from ELlevation sent out to teachers to be observed during walk-throughs and observations. Access of English Learners to a highly qualified instructor in Beginning and Intermediate ELA and reading classes. Communicate with parents/guardians in home language and invite into the building for informational supports. Provide access to classes to support students and how to navigate educational supports like Infinite Campus, Parent University, etc.

Foster/Homeless:

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)



- Challenge: Access to transportation, reliable meals, school uniform, and academic supports.
- Support: School counselors work to break barriers, bridge communication with teachers and families, while working to identify students who need access to resources.
- This population is identified and serviced by our counselors and school social worker. Additional supports are provided regardless of this designation unless the information can increase the level of support and guardians are in agreement to share this information

Free and Reduced Lunch:

- Challenge: Daily Attendance is major roadblock identified for students in this cohort in comparison to school population.
- Support: Daily transportation now available. Intervention Preventionist works to provide incentives for attendance. Assistant Principal works to meet on a weekly basis with Truancy Officer and Re-engagement Specialist to address circumstances. Counselors and social worker support to eliminate barriers connected.
- This population is identified and serviced by our counselors and school social worker. Additional supports are provided regardless of this designation unless the information can increase the level of support and guardians are in agreement to share this information

Migrant:

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

Racial/Ethnic Groups:

- Challenge: Primary challenge recognized in majority of Racial/Ethnic groups related to attendance with a secondary challenge for some racial/ethnic groups in math compared to school population.
- Support: Development of attendance supports to include communication, dedicated staff, and Intervention Preventionist with a focus to support access of all groups to intervention, tutoring, and understanding of supports.
- Track participation data across racial groups to measure if any disparities exist during intervention

Students with IEPs:

- Challenge: Students are not meeting median growth percentile and AGP in math and ELA, not meeting proficiency in math, or ELA Opportunity Gap.
- Support: Improve goal-setting with Goalbook to align with standards and assessment, continue to implement IEP with fidelity, address students not on track to meet their IEP goals as measured through progress reports by meeting with the IEP team to consider revisions and modifications to the plan.
- Students with IEPs receive specialized instruction according to their individualized education plans as well as those supports provided in co-taught classes served by the tutoring interventionist.



Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none">• Staff identified the most helpful times for Wednesday PLC's were when departments met according to Staff Climate Survey. Departments also have access to common preps.• Staff request with administration was to increase the number of grade-level meetings to support teachers with a time to problem-solve and gain a better understanding of how students were doing across the other disciplines since teams do not have similar preps.• Staff work hard to motivate students to stay engaged in school.	<ul style="list-style-type: none">• Data analysis from common assessments in timely manner to drive instruction.• Using resources to give quick data.• Staff and parents identified that teachers continue to communicate how to best support their child's learning.• Continue to develop relationships with students and be able to identify a strength, story, or connection to each student in class.• Continue to develop PLC's to improve use of common assessments to drive intervention so all students have access to catching up to grade-level performance in ELA and math.
<p>Problem Statement: Student learning at Swope Middle School is not meeting the needs of all students to catch up or keep up during the school year as interventions and enrichment opportunities based on assessments of standards are not part of planning.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none">• New curriculum, new intervention program, and student-teacher communication tools will be beneficial moving forward but are a challenge now.• Still need to focus on Essential Standards as we take a dive into the new curriculum. Focus of the new year is to start with a review of the process for PLCs before moving to steps #3 and #4. Creating common assessments now to identify growth and need additional time to plan. Need to move on and focus on data and ways to improve student access to learn.• Finding the time in the day to increase student access to researched practices like iReady for our students while also providing students access to SEL understandings through Advisory.	

Adult Learning Culture



School Goal: Teachers will participate in PLC time at least three times every two weeks during prep and early-release Wednesdays to create common assessments based on standards as measured by PLC artifacts and common assessments, analyze common assessments, and identify how to support students with intervention and enrichment actions based on assessment data over the course of the 2023-2024 SY.

Formative Measures:

- Norms set by the PLC teams to days they will meet and expectations.
- Artifacts from PLC include common assessments and action plan for each step of the process to include analysis of common assessments, student interventions, enrichment plan, etc, based on assessment data.
- iReady data and PLC fidelity checks.

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: Teachers will actively engage in the PLC Model to focus on learning, collaboration, and results. Teachers will work at the school site and with Instructional Leads to identify Essential Standards and Nevada Academic Standards, develop common assessments, utilize those assessments to answer the 4 essential questions, and then provide intervention and enrichment opportunities for students. Collective teacher efficacy, according to John Hattie's meta-analyses work, has the desired effect of increasing student learning growth to the point of helping students catch-up to grade-level standards.

Evidence Level: Tier 3 - Promising Evidence

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

- Determine what financial resources are available to support PLC time and Interventionists in math/ELA classes. [ESSER III and CEIS]
- Identify time for PLC meetings during prep periods and early-release Wednesdays.
- Utilize Learning by Doing as a guidebook.
- Professional development for iReady and PLC's structured around iReady diagnostic and student growth.
- Review teacher analysis of common assessment in math.
- Identify the focus of the process to answer 4 questions. (Standards, Assessment, Intervention, Enrichment)
- Support math teachers with time and resources to conduct school-wide implementation of tier 1 math instruction in Advisory.
- Utilizing Plan, Do, Study, Act (PDSA) process to support the PLC process, making necessary changes.

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

- Time for PLC's
- Knowledge and training for content-level leads.
- Supports for intervention and identifying assessments to support entrance/exit into MTSS Tiered interventions.

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

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

Teachers, Instructional Leaders and Administration.



- *Implementation Challenge:* Creating a schedule for lesson planning at the content level to provide intervention and enrichment opportunities. Addressing lost instruction due to attendance concerns. Teacher working relationship - Creating a belief system regarding the importance of collective efficacy and positive impact on student learning across the campus.
- *Potential Solution:* Common preps, focus on attendance goal to increase student engagement, focus on short-term outcome-based goals.

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

- ESSER III Grant
- General Budget

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:** Classroom instruction may not always include strategies and interventions to support English Learners.
- **Support:** Focus on monthly strategies from ELlevation sent out to teachers to be observed during walk-throughs and observations. Access of English Learners to a highly qualified instructor in Beginning and Intermediate ELA and reading classes. Communicate with parents/guardians in home language and invite into the building for informational supports. Provide access to classes to support students and how to navigate educational supports like Infinite Campus, Parent University, etc.

Foster/Homeless:

- **Challenge:** Access to transportation, reliable meals, school uniform, and academic supports.
- **Support:** This is the focus of the PLC process. To support the growth of all students.



Free and Reduced Lunch:

- Challenge: Daily Attendance is major roadblock identified for students in this cohort in comparison to school population.
- Support: Daily transportation now available. Intervention Preventionist works to provide incentives for attendance. Assistant Principal works to meet on a weekly basis with Truancy Officer and Re-engagement. Focus of the PLC process is to support the growth of all students.

Migrant:

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

Racial/Ethnic Groups:

- Challenge: Student engagement as measured by student attendance with challenges to access school due to transportation, and demonstrate growth in math particularly with one sub-population.
- Support: All teachers will work to take responsibility of all student growth in ELA and mathematics. Teachers will incorporate academic and content vocabulary as part of their lesson planning and individual teacher goals. This is the focus of the PLC process. To support the growth of all students.

Students with IEPs:

- Challenge: Students are not meeting median growth percentile and AGP in math and ELA, not meeting proficiency in math, or ELA Opportunity Gap.
- Support: Improve goal-setting with Goalbook to align with standards and assessment, continue to implement IEP with fidelity, address students not on track to meet their IEP goals as measured through progress reports by meeting with the IEP team to consider revisions and modifications to the plan. All teachers will work to take responsibility for all student growth in ELA and mathematics. Teachers will incorporate academic and content vocabulary as part of their lesson planning and individual teacher goals. This is the focus of the PLC process. To support the growth of all students.

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth



- Communication with families identified as a strength with school in Parent Climate Survey at 92%. Up 6%.
- Physical safety in Parent Climate Survey considered a strength with 94% response and up 3% from previous year.
- Quality education up 18% from previous year as reported by parents in Parent Climate Survey
- Respect up 8% according to Parent Climate Survey to 91%.
- The Student Climate Survey found students get along with their classmates and teachers know their strengths, and students felt they could understand others' emotions.
- The majority of students felt they were safe on the way to and in school according to the Student Climate Survey.
- Majority of students felt different races, cultures, and ethnicities get along at Swope Middle School.

- Chronic Absenteeism increased by 9% from the previous school year when significant gains were made in ELA achievement.
- Severely Chronic Absenteeism increased by 3% from the previous school year with CIT and IEP student populations near pandemic levels.
- Student learning Behaviors and Family Efficacy to support student learning behaviors.
- 47% Percent of students designated FRL and IEP were chronically absent and 10% of the school population was severely chronically absent.
- Students identified in the Student Climate Survey that their peers don't try to stop bullying.
- Students identified in the Student Climate Survey that they need support with:
 - Self-Awareness of Emotions
 - Responsible Decision-Making
 - Self-Concept
 - Self-Management of Goals
 - Self-Management of Homework

Problem Statement: Student engagement, as measured by student attendance, must improve dramatically from the 2022-2023 SY to provide students access to Tier 1, 2, 3, and special education services needed to improve student performance.

Critical Root Causes of the Problem:

- Construction calendar: Determined that chronic absenteeism could have dropped by at least 5% and severely chronic absenteeism by 2% if on the balanced calendar shared with our vertical elementary and high school.
- Positive student behaviors to include daily attendance declined during the 3rd and 4th quarter last year as did test scores for our 8th grade class that was significantly lower than their 7th grade year, linked to student engagement/motivation in comparison to previous years.
- Years of low social educational interactions with peers and teachers for students, and difficulty working to engage students with mental health concerns. Missing School Social Worker as well as difficulty connecting families to mental health supports.



- Transition with attendance support staff in the office, truancy, and re-engagement staff created challenges with maintaining consistency. There is a definitive need to improve attendance messaging, warning system, and ensure students are moving through the tiered attendance process as necessary.

Connectedness

School Goal: By the end of each quarter of the 2023-2024 School Year, Swope Middle School will reduce the combination of chronic absenteeism and severely chronic absenteeism to less than 10 percent. Swope will implement class meetings with fidelity in Advisory class introducing restorative circles.

Formative Measures:

- Weekly meetings to address MTSS plan for Attendance concerning students not meeting attendance expectations.
- Review of BIG Attendance on a basis to determine measures and communicate to parents.
- Review usage of PBIS points in the classroom and analyze comparison of PBIS to Behavior Minors in the classroom.

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: Administration and Staff will enforce with fidelity and consistency PBIS expectations by implementing PBIS and progressive discipline plan as outlined in our August Professional Development meeting.

Evidence Level: Tier 3 – Promising evidence.

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

- Identify students with 2 or more risk factors on the District Early Warning System and utilize to create cohort to improve communication with families as it relates to attendance and behavior risk factors.
- Provide training for PBIS usage in the classroom, set up calendar for usage, support purchase of rewards for student and staff usage.
- Provide access to Second Step and Restorative Circles to include use of Restorative Circles in Staff Training.
- Implement SEL (Second Step or Class Meetings) on a weekly basis during Advisory.
- Implement with fidelity, usage of PBIS expectations.
- Work with Family School Partnerships to identify Parent University sessions for parents around the topics of middle school-aged students to include cell-phone usage, PBIS, working through behaviors, supporting academic achievement with knowledge of Infinite Campus.
- Each month data reported to staff (# of PBIS awards given and # of Behavior Minors reported in IC)

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

- Purchase of PBIS system
- Second Step
- Training for staff.

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

- *Implementation Challenges:* Coordinating with Family School Partnerships and administration supporting Advisory classes with Fidelity.

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

Administration and Teachers



- *Potential Solution: Identify Advisory as sacred time and provide feedback to teachers implementing iReady and SEL.*

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

- District funding of Second Step
- General Budget purchase of PBIS.com

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: Communicating with parents with fidelity.
- Support: Family School Partnerships for major events. Communicate with parents/guardians in home language and invite into the building for informational supports. Provide access to classes to support students and how to navigate educational supports like Infinite Campus, Parent University, etc

Foster/Homeless:

- Challenge: Access to transportation, reliable meals, school uniform, quality instruction, and academic supports to meet their needs.
- Support: This is population is identified and serviced by our counselors and school social worker. Additional supports are provided regardless of this designation unless the information can increase the level of support and guardians agree to share this information.

Free and Reduced Lunch:



- Challenge: Daily attendance to school and participation in both school activities and academic supports.
- Support: This population is identified and serviced by counselors, nutrition services, CIT, and school social worker. Additional supports are provided regardless of this designation unless the information can increase the level of support and guardians agree to share this information.

Migrant:

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

Racial/Ethnic Groups:

- Challenge: Primary challenge recognized in majority of Racial/Ethnic groups related to attendance with a secondary challenge for some racial/ethnic groups in math compared to school population.
- Support: Track participation data across racial groups to measure if any disparities exist during intervention. Implement improvement strategy with fidelity. Focus of ELlevation training, after school transportation for tutoring, and FGA support many of our Racial/Ethnic groups challenged.

Students with IEPs:

- Challenge: Students are not meeting median growth percentile and AGP in math and ELA, not meeting proficiency in math, or ELA Opportunity Gap.
- Support: Students with IEPs receive specialized instruction according to their individualized education plans as well as those supports provided in co-taught classes served by the tutoring interventionist. In addition, students with IEPs receive supports from their own case-manager with regards to communication about school expectations and supports understanding the IEP process.

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
Panther Day	8/10/23	<ul style="list-style-type: none">• Working to support increased attendance for all our families.• Preparing to recruit and engage parents through communication to support school needs.
PFA Meeting	8/21/23	



PFA and Modernization Planning Meeting	9/14/23	<ul style="list-style-type: none">• First membership meeting of the year for Parent and Faculty to discuss Panther PROWL fundraiser, teacher needs, and upcoming events• Meet with community to discuss needs for elementary and high school modernization in the Reno vertical.
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