



District Name

West Wendover Middle School

2021-2022 School Performance Plan: A Roadmap to Success

West Wendover Middle School has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Principal, Brenda Carter for more information.

Principal: Brenda Carter

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School Designations: Title I CSI TSI ATSI Zoom Victory



School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	153	-	-	74.5%	-	22.87%	-	-	6.5%	12.4%	54.2%
District	10,247	5.85%	77%	31.39%	.85%	58.5%	.35%	2.29%	12.85%	9.93%	44.45%
State	496,938	.82%	5.44%	42.69%	11.45%	31.26%	1.46%	6.78%	12.68%	14.13%	65.8%

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	12.0%	62.5%	13.7%	20.2%	54.0%	19.8%	14.10%	9.8%	25.4%
	District	29.1%	48%	29%	41.3%	46%	41.6%	31.9%	11.27%	31.9%
2019	School	12.0%	62.5%	13.7%	20.2%	54.0%	19.8%	14.10%	8.6%	29%
	District	29.1%	48%	29%	41.3%	46%	41.6%	31.9%	11.27%	31.9%
2020	School	10%	67%	17.5%	26.7%	61%	32.5%	17.5%	0%	0.1%
	District	16.8%	60%	19.6%	39.6%	54%	43%	36.4%	TBD	TBD



4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School			
District			

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	373	353	341
District	380	361	347

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Brenda Carter	Principal(s) (required)
Blair Smith	Other School Leader(s)/Administrator(s) (required)
Megan Hernandez	Teacher(s) (required)
Lorena Rojas-Trujillo	Paraprofessional(s) (required)
Yasmin Sandoval	Parent(s) (required)
MacKenzie Hillaker	Student(s) (required for secondary schools)
	Tribes/Tribal Orgs (if present in community)
	Specialized Instructional Support Personnel (if appropriate)
<i>*Add rows as needed</i>	



School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partner.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Back to School Open House	Thursday, August 26 from 10:00-1:00	162	2/3 of our WWMS are new to the school this year. There were many concerns with lockers, passing, schedules etc.
Fall and Spring Parent Teacher Conferences	Nov 3-4 March 29-30	Goal 75% of Parents	We need to increase the percentage of students passing their core classes
Student Success Celebrations	Quarterly	TBD	Students are recognized for excellence in academics and behavior
Event 2 – Parent Outreach Survey	Sept 20-23	38	Parents overall are happy but would like to see more electives for students.
Event 2 – Student Outreach Survey	Sept 20-23	130	Students would like to see kindness, respect from peers during passing and in class and better lunches.
Event 2 – Staff Outreach Survey	Sept 20-23	13	Teachers want more time to teach, more feedback and PD for resources already in place.



School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.



Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	MAP Test data SBAC Data	Student Outreach Survey Data	Implementing enVisions Math this year Continuing with Achieve 3000, My Perspectives by Pearson
Problem Statement	We have a low % of students who are proficient Math and ELA		
Critical Root Causes	We have been out of school or hybrid because of COVID. It was difficult to hold kids accountable for their learning. Also, our students didn't have a consistent math curriculum. While virtual students have suffered from lack of effective instruction and individualized help. Many of our students also lack motivation.		

Part B

Student Success	
School Goal: By the next MAP math administration, increase the number of students at or above grade level Mean RIT from 26% to 30% and ELA from 24% to 28%	Aligned to Nevada's STIP Goal: Goal 3 All student experience continued academic growth
Improvement Strategy: Implement a common curriculum (enVisionMath) 6-8 to meet the needs of each student. Ensure every student has a specially designed reading block including the Achieve 3000. Teachers will receive PD on Envisions and Achieve.	
Evidence Level What Works Clearinghouse puts enVisions and Achieve 3000 as level 3 promising	
Intended Outcomes: All students will become more proficient in math and ELA as they master grade level standards presented through effective instruction using a common curriculum that supports state standards.	

**Action Steps:**

- *Implement enVision Math and arrange for teachers to participate in program PD*
- *Implement Achieve 3000 during specially designed reading blocks with differentiated instruction*
- *We will provide our IEP students with a math lab*
- *Identify students who need extra academic support and provide after school and lunch tutoring in math for all students as needed.*
- *Schedule an enrichment math for course for high achieving students.*
- *Schedule the special education ESL staff to push into gen ed math and ELA classes and identify what success looks like for the students.*

Resources Needed:

- *enVision Math and Achieve 3000 subscription for students with teacher access*
- *PD for teachers*
- *Identify differentiated math curriculum materials and ELA support materials*

Challenges to Tackle:

- *Increasing student intrinsic motivation to excel in school*
- *Many student lack basic math skills and knowledge from lack of instruction during the pandemic*
- *Six of our nine gen ed teachers are new to our school this year (four are first year teachers and the other two are new to middle school)*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: *The ESL aide will monitor the students' math grades, communicate with parents and provide support to students. ESL student will attend a specially designed ELA block with targeted differentiated instruction.*

Foster/Homeless: N/A

Free and Reduced Lunch: WWMS

Migrant: N/A

Racial/Ethnic Minorities: Differentiated instruction with a prescribed curriculum will target all groups to raise test scores

Students with IEPs: Students will be scheduled into a math lab to give them extra instruction and support using grade level standards. After school tutoring will be provided. Achieve 3000 will be used in specially designed reading/writing blocks to support ESL and IEP students.



Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	<i>Staff Survey</i>	Needs to do more pop ins and give effective feedback. NNRPD focus will be on engagement strategies/NEPF standards and pacing.	<i>Concerns brought to the critical friends group. PD provided through NNRPDP. Walk-through data</i>
Problem Statement	Six of our nine certified staff members are new to our school. Four of those are first year teachers. Our staff feels they do not get enough informal feedback on instructional practice. They feel that NNRPDP support would be best served through informal feedback through walk-throughs focused on student engagement and NEPF standards. They would like pacing guides to help them plan out the year.		
Critical Root Causes	<i>Teachers lack of experience. Of our 9 certified gen ed teachers 6 of them are new WWMS and to Nevada NEPF standards (4 first year teachers, 3 of those are ARL)</i>		

Part B

Adult Learning Culture	
<p>School Goal: Each teacher will be given feedback regarding instructional practice NEPF standards by administration, mentors, and NNRPDP 3-4 times a month on our monthly focus (reading strategies, student conversation, questioning strategies etc.).</p>	<p>STIP Connection: Goal 2 All students have access to effective educators.</p>
<p>Improvement Strategy: Our 7 probationary teachers will receive regular feedback in regards to use best practice in the classroom which will be focused on the NEPF teaching standards and student engagement. NNRPDP will work with new teachers on instructional practice and pacing.</p>	
<p>Evidence Level: Opportunities to visit other classrooms, regular feedback on instructional practice and NEPF implementation will increase knowledge and implementation of best practice.</p>	



Intended Outcomes: Teachers will be more effective at delivering instruction and become more familiar with best practice for NEPF standards. They will develop a curriculum map to help guide them in planning and delivering instruction.

Action Steps:

- *Administration will do monthly walk-throughs and give new teachers feedback on best-practice during instruction.*
- *Teacher leaders/mentors will do monthly walk-throughs and giving coaching suggestions to probationary staff.*
- *NNRPDP will do bi-monthly walk-throughs and give probationary teachers and will support teachers in developing curriculum maps.*
- *New teachers will have the opportunity to attend Kagan Learning conferences to receive PD on student engagement strategies.*
- *New teachers will have the opportunity to visit other classrooms to observe evidence of NEPF standards and best practice.*

Resources Needed:

- *Monthly visits/support from NNRPDP*
- *Money to attend conference/PD to the Winter Kagan Academy in Vegas*
- *Time for mentors to visit classrooms and for new teachers to visit other classrooms*

Challenges to Tackle:

- *Scheduling time for mentors, NNRPDP to observe classes.*
- *Lack of classroom experience among the staff*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Teachers need to give opportunities for students to speak, listen, read, and write through increased engagement/discourse.

Foster/Homeless: N/A

Free and Reduced Lunch: Increase use of best practice will enhance all students learning.

Migrant: N/A

Racial/Ethnic Minorities: Increase use of best practice will enhance all students learning.

Students with IEPs: Increase use of best practice will enhance all students learning.



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Student Outreach Surveys</i>	<i>Staff Outreach Surveys</i>	<i>Parent Outreach Survey</i>
Problem Statement	<i>IWWMS has a small percentage of parent involvement. Our PTO dissolved before COVID. How best can we reach out to parents to help them feel connected to the school and participate in their child's education.</i>		
Critical Root Causes	<i>We have a language and cultural barriers to overcome. Our parents have varying shift work.</i>		

Part B

Connectedness	
<p>School Goal: <i>We will increase community connectedness by implementing Talking Points which will provide a two-way communication platform between school staff and our parents. Our goal is to have 100% of parents signed up.</i></p>	<p>STIP Connection: <i>Goal 3: All student experience continued academic growth by increasing parental connectedness to school</i></p>
<p>Improvement Strategy: <i>Increase interactions between school and families with a focus on positive interaction</i></p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>The expectation is that we can bridge the disconnect between parents and teachers and</i></p>	
<p>Intended Outcomes: <i>Parents will be move informed about school activities, their child's progress and behavior, increase ways to support their child's education at home.</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> • <i>Each teacher will be trained on Talking Points.</i> • <i>Every parent will be contacted to sign up for the communication app</i> 	



- *Designate the content and establish frequency*
- *Establish a school newsletter/website for parents with enrichment group to inform of school events*
- *Staff will make it a point to send out positive messages as well as use it to inform parents of academic progress and behavior.*

Resources Needed:

- *Talking Points accounts set up for parents and teachers*
- *Awards and time for Student Success Assembly*

Challenges to Tackle:

- *Getting All parents signed into Talking Points*
- *Time for teachers to send and receive parent communication*
- *Establishment of student leadership and newsletter student staff to inform the community of positive things happening at school*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Talking Points translates communication in Spanish

Foster/Homeless: N/A

Free and Reduced Lunch: Method of communication is accessible wherever technology can be accessed

Migrant: N/A

Racial/Ethnic Minorities: Positive communication between home and school supports all students and families

Students with IEPs: Positive communication between home and school supports all students and families



COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
<i>General Fund</i>	\$71,511	Support for classroom teachers, library, curriculum support materials	Support in the classroom for goal 1, 2, and 3
Title 1 Grant funds (federal)	\$82,598	Title I instructional aide, technology enhancements for the classrooms, Professional Development	Support in the classroom for goal 1, 2, 3
Victory Grant funds (state)	\$284,796	Tutoring, summer school, signing bonuses, reading specialist, literacy aide, reading center books and supplies, culture and climate supports and materials, approved ELA and math curriculum for 6-8 grade	Support in the classroom for goal 1, 2, 3