



Elko County School District
Spring Creek Middle School
2021-2022 School Performance Plan:
A Roadmap to Success

Spring Creek 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 Salli McDermott for more information.

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School Designations: Title I CSI TSI ATSI Zoom Victory



School Information

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	755	1.19%	0.53%	11.92%	0.66%	84.37%	0.13%	1.19%	12.23%	1.7%	23.53%
District	10,247	5.85%	0.77%	31.39%	.85%	58.5%	0.35%	2.29%	12.85%	9.93%	44.45%
State	496,938	0.82%	5.44%	42.69%	11.45%	31.36%	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	30.4%	53%	30.6%	49.3%	53%	48.6%	31.1%	-	-
	District	29.1%	48%	29%	41.3%	46%	41.6%	31.9%	11.27%	31.9%
2019	School	34.2%	50%	33.9%	48.6%	45%	48.4%	45.5%	-	-
	District	29.1%	48%	29%	41.3%	46%	41.6%	31.9%	9.32%	31.9%
2021	School	15.6%	47%	17.9%	43.2%	54%	44.9%	44.3%	N/A	N/A
	District	22.2%	57.5%	19.6%	38.4%	57.8%	43.0%	24.8%		

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

School Climate Data		
Cultural & Linguistic Competence	Relationships	Emotional Safety



School			
District	88.5%	91.8%	83.8%

School	387	361	351
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
Salli McDermott	Principal
Travis Carr, Christian Gordon	Other Administrators
Kamiah Hamilton, Ernesto Mendez, Stephanie Carsrud, Vera deArrieta	Teachers
Bonnita Crocker-Motley	Paraprofessional
Jona Spence, Patricia Hedges	Parents
Adam Roumanos, Addison Grosz	Students
Desiree Sorenson- Parent, Business owner Rusty Bahr- Boys and Girls Club Director Grant Cunningham - Boys and Girls Club Representative	Community Members
Brenda Cortez, Valerie Steinfeld	School Resource Officers



School Community Outreach

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
<p>Open House Families were invited through flyers, notice on marquee, email, phone calls through Infinite Campus and communication through Website and Social Media.</p>	<p>8/25/2021 4:00-6:00 p.m.</p>	<p>About 600 students + families= about 1,800</p>	<p>Parents and teachers appreciated the format of meeting the teachers outside and using their schedules to find their classrooms through guided and unguided tours</p>
<p>Outreach Session Emails were sent to distribute outreach surveys. Google Form was reviewed and the team was encouraged to send to additional parents and community members.</p>	<p>9/14/2021 2:00-3:30 p.m.</p>	<p>6</p>	<p>We sent the survey to the CI team several times through email and provided an opportunity to complete it on campus. The data collected identified that the majority surveyed were concerned about academic needs of students at SCMS.</p>
<p>Student-Led Conferences (Virtual) Advisory teachers sent home communication. Phone calls went out to families with information as well as emails, and posting through the Website and Social Media.</p>	<p>11/3/21 and 11/4/21 12:00 -5:00 p.m.</p>	<p>456/709 64%</p>	<p>Stakeholders were positive about the opportunity to discuss the quarter with students and parents. Progress reports and SBAC scores were mailed in advance. Percentages of attendance were about the same as in years past where the format was in-person.</p>



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	SBAC results, MAP results	Student Climate Survey results, CIP survey, SCMS Staff survey results	District pacing guides and approved curriculum
Problem Statement	There is a significant gap between SCMS SBAC math results and those of the district and state.		
Critical Root Causes	The current curriculum, materials, and high student to teacher ratio make learning, enjoying, and succeeding in math more difficult for students.		

Part B

Student Success	
<p>School Goal: SCMS will close the gap between the school and state proficiency levels. We will increase the percentage of students scoring 3 or higher on the math portion of the SBAC from 15.4% to 24%, as reported in the Fall of 2022.</p>	<p>Aligned to Nevada's STIP Goal: Goal 3: All students experience continued academic growth.</p>
<p>Improvement Strategy: Establish a common progression for the essential standards as described in the Nevada Content Standards.</p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3- Promising based on the ability of staff at all grade levels to consistently implement the essential standards based progression.</p>	
<p>Intended Outcomes: Students will be receiving quality, consistent instruction in all math classes throughout our school.</p>	

**Action Steps:**

- *Set a schedule to incorporate math school-wide.*
- *Identify research-based best practices for math instruction to be implemented campus-wide .*
- *Develop and implement common assessments.*
- *Analyze data from common assessments.*
- *Develop a plan for school-wide SBAC preparation*
- *Implement peer tutoring program*

Resources Needed:

- *Increased collaboration time*
- *PLC and/or collaboration focused Professional Development*

Challenges to Tackle:

- *Creating time for professional development (possible early outs)*
- *recent staff turnover*
- *Scheduling and participants for tutoring*
- *Creating a school-wide goal/incentive program*
- *Student engagement*

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

English Learners: *Instructional Aide provides support in the form of grade monitoring and individual attention, online translators, adjusted assignments, and Brainpop subscription*

Foster/Homeless: *McKinney-Vento, onsite social worker, onsite counselor*

Free and Reduced Lunch: *tutoring, summer school, lunch groups*

Migrant: *N/A*

Racial/Ethnic Minorities: *teacher monitoring of formative data, tutoring, summer school*

Students with IEPs: *case manager tracks progress and implements appropriate accommodations and modifications, instructional aides provide individualized supports, inclusion classes, life skills classes, study skills classes, tutoring, extended school year*



Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	SCMS Staff survey results, CIP survey, student climate survey results	SCMS Staff survey results	SCMS Staff survey results, CIP survey
Problem Statement	There is not enough time for content or grade-level teams to meet and collaborate.		
Critical Root Causes	Changes in scheduling during the pandemic and high turnover rates within the school		

Part B

Adult Learning Culture	
<p>School Goal: By May of 2022, SCMS staff will consistently participate in monthly departmental PLCs, as measured by agendas and notes presented by PLC team leaders.</p>	<p>STIP Connection: Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated. Goal 2: All students have access to effective educators.</p>
<p>Improvement Strategy: Create a short list of foci for PLCs.</p>	



Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2 Moderate - The foci chosen will be evidence-based and sustainable.
Intended Outcomes: As demonstrated through a staff survey, PLC time will increase and be viewed as more effective with respect to student learning outcomes.
Action Steps: <ul style="list-style-type: none">● <i>Create agenda for each meeting</i>● <i>Establish PLC team leader</i>● <i>Develop Staff end of year survey</i>● <i>Ensure a member of every department is included on the CIP team going forward.</i>
Resources Needed: <ul style="list-style-type: none">● <i>Survey</i>● <i>Professional Development</i>● <i>Built-in time</i>
Challenges to Tackle: <ul style="list-style-type: none">● <i>Staff attitudes and dynamics</i>● <i>Communication and information sharing</i>● <i>Structuring and focusing PLCs on the goals</i>
Equity Supports. What, specifically, will we do to support the following student groups around this goal?
English Learners: <i>Track common assessment and MAP data in PLC groups, Include Instructional Assistant in ELA PLC</i>
Foster/Homeless: <i>Include onsite counselor and social worker in student study teams and support PLC.</i>
Free and Reduced Lunch: <i>Track student MAP data and provide additional learning opportunities based on team decisions.</i>
Migrant: N/A
Racial/Ethnic Minorities: <i>teacher monitoring of formative data, interventions and reteaching based on data within departments</i>
Students with IEPs: <i>Special education training and PLC to track students with IEPs and plan Tier 3 instructions and supports</i>



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	Student climate survey results	SCMS Staff survey results, CIP survey	Student climate survey results, SCMS staff survey, CIP survey
Problem Statement	Every student does not have the opportunity to participate in extra-curricular and/or co-curricular activities.		
Critical Root Causes	Lack of opportunities and transportation issues.		

Part B

Connectedness	
<p>School Goal: By the end of the 2021-2022 school year, 95% of students will have participated in a student activity club, co-curricular, or extra curricular activity, as measured by student placement logs from grade level advisory spreadsheets.</p>	<p>STIP Connection: Goal 5: All students have access to new and continued educational opportunities supported by funding that is administered transparently, consistently, and in accordance with legislative or grant guidelines.</p>
<p>Improvement Strategy: Additional clubs and/or activities will be developed/started based on student and teacher interests. Time for participation in these clubs and activities will be structured into the school day at regular (i.e. weekly, bi-weekly, etc.) intervals.</p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 1 Strong - ALL students and teachers will share their interests and have opportunities to participate.</p>	
<p>Intended Outcomes: Full participation in co-curricular and/or extra-curricular activities.</p>	

**Action Steps:**

- *Survey staff for interests and club ideas*
- *Survey students for interests and club ideas*
- *Adjust advisory schedule*
- *Plan student placement*

Resources Needed:

- *funding*
- *Surveys for club development*
- *Surveys for student club participation choice*

Challenges to Tackle:

- *Behavior and full student participation*
- *Staff perception*

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

English Learners: *Instructional Aide will help support students and ensure students are included in student placement sheets.*

Foster/Homeless: *Counselor and social worker will help ensure students are prepared and participate.*

Free and Reduced Lunch: *Students will be surveyed to determine interest and monitoring of grades and assignments will be conducted during Advisory classes.*

Migrant: *N/A*

Racial/Ethnic Minorities: *Advisory teachers will monitor student activities and interests during grade level planning and implementation of groups.*

Students with IEPs: *Case manager tracks progress and implements appropriate accommodations and modifications for student activity groups.*



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)
Zoom	58,092	EL Aide, Brainpop	1,2,3
At-Risk Funding	28,808	Substitutes for PD, Tutoring, Summer School	1,2,3