



## Elko County School District

# Spring Creek Middle School

## School Performance Plan: A Roadmap to Success

*Spring Creek 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.*

**Principal:** Salli McDermott

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**Phone:** 775-777-1688

**School Designations:**  Title I  CSI  TSI  TSI/ATSI

*Our SPP was last updated on October 25, 2022.*



# 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
Salli McDermott	<b>Principal</b>
Lacey Smith, Christian Gordon	<b>Vice Principals</b>
Diana Bailey, Aubrey Moe, Sheri Sanchez, Jacita Young, Kami Ahlin, Ernesto Mendez	<b>Teachers</b>
Bonnita Motley	<b>Paraprofessional</b>
Sierra Dumas	<b>Counselor</b>
Susan Kole	<b>Parent</b>
Marcella Kole	<b>Student</b>
Ana Bribiesca, Valerie Steinfeld	<b>School Resource Officers</b>
Jamie Joggerst	<b>PTA Representative</b>
Rob Gould, MedX AirOne	<b>Community Partner</b>

# 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 [http://nevadareportcard.nv.gov/DI/nv/elko/spring\\_creek\\_middle\\_school/2022/nspf/](http://nevadareportcard.nv.gov/DI/nv/elko/spring_creek_middle_school/2022/nspf/)



# 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"> <li>• Tutoring programs available through Spring Creek Middle.</li> <li>• Tutoring available through Paper, provided by ECSD.</li> <li>• Horizontal and vertical standards alignment within the department.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement additional research-based strategies</li> <li>• Refine curriculum materials</li> </ul>
<p><b>Problem Statement:</b>            Student math proficiency is behind the Nevada state percentage.            Less than 10% of students with IEPs are proficient in math according to the 21-22 State SBAC.</p> <p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>• Lack of district-wide standards aligned, common curriculum</li> <li>• Students are struggling with application of problem-solving strategies</li> <li>• Students lack test confidence</li> <li>• Access to rigorous instructional materials</li> <li>• In 21-22 SCMS, was just starting to implement common instructional resources for the department.</li> </ul>	

Student Success	
<p><b>School Goal:</b></p> <p>Goal 1: The percentage of SCMS students proficient in mathematics will be above the Nevada state proficiency average. By the end of the 22-23 school year, we will increase the percentage of students scoring 3 or higher on the math portion of the SBAC Assessment from 22.9% to 30%.</p>	<p><b>Aligned to Nevada’s STIP Goal:</b></p> <p><input type="checkbox"/> STIP Goal 1    <input type="checkbox"/> STIP Goal 2</p>



<p>Goal 2:</p> <p>By the spring MAPs administration, increase the percentage of students with an IEP that are above the 21% percentile from 37% to 50% in the area of Mathematics.</p> <p><b>Formative Measures:</b></p> <ul style="list-style-type: none"><li>● Interim MAP (Measures of Academic Progress) Testing</li><li>● Department common assessments</li></ul>	<p><input checked="" type="checkbox"/> STIP Goal 3    <input type="checkbox"/> STIP Goal 4</p> <p><input checked="" type="checkbox"/> STIP Goal 5    <input type="checkbox"/> STIP Goal 6</p>
<p><b>Improvement Strategy:</b></p> <p>Teach students to use visual representations. Teach students to intentionally choose from alternate algebraic strategies when problem solving. Teach academic content literacy to English Learners in Elementary and Middle School. Use instructional materials to supplement math curriculum department-wide. Meet monthly with Northern Nevada Professional Development Program facilitators and/or department to participate inquiry cycles and guiding data analysis.</p> <p><b>Evidence Level:</b> Tier 1 and Tier 2</p> <p><b>Action Steps:</b></p> <ul style="list-style-type: none"><li>● During Advisory, lessons will be built in for setting student goals.</li><li>● Staff will build in motivation, tangibles for students who achieve goals during MAP tests. ‘Golden incentives.’</li><li>● Model and intentionally teach problem-solving strategies</li><li>● Introduce toolkits for students for strategy references</li></ul> <p><b>Resources Needed:</b></p> <ul style="list-style-type: none"><li>● CCSS Aligned curriculum with various problem-solving skills introduced and practiced in all units</li><li>● Practice support tool with Intervention support that offers visual and alternate problem-solving strategies.</li></ul> <p><b>Challenges to Tackle:</b></p> <ul style="list-style-type: none"><li>● Implementation Challenge: Academic language is not integrated, teachers are going to need to implement and assess based on the level students/classes currently are at. This is going to take extra planning time for teachers.</li></ul>	<p><b>Lead:</b></p> <p>Math and Special Education Teachers Administration NNRPDP Facilitators</p>



- Potential Solution: Assess student knowledge and use of academic language as a starting point for each class and collaborate within the department.

**Funding:**

- SCMS Site Level Fiscal Year 23 Instructional Budget

**Resource Equity Supports<sup>1</sup>:** *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: Not enough students to qualify as a subgroup. This creates a lack of on-campus resources (i.e. no teacher, one part-time EL paraprofessional).
- Support: Classroom teachers provide extra support to students within their classroom. Chromebooks are utilized, real-time, for translation as needed.

**Foster/Homeless:**

- Challenge: Identifying homeless student is a challenge, particularly when parents are not willing/able to share their living situations with the school.
- Support: Teachers communicate with students are accommodating of home situations (no internet, lack of adult support, etc.) regardless of official identification. Online (and other) assignments are modified to suit living situations and resources.

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<sup>1</sup> “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)



**Free and Reduced Lunch:**

- Challenge: Our low percentage of free and reduced students disqualifies for programs, such as having Communities In Schools in our building, that support these students in other schools within our district.
- Support: School counselors and school social worker provide similar supports as outside groups in other schools. After school tutoring for math is provided for two hours weekly.

**Migrant:**

- Challenge: Identifying migrant students can be a challenge, particularly when parents are not willing/able to share their living situations with the school.
- Support: Teachers communicate with students and are accommodating of home situations (no internet, lack of adult support, etc.) regardless of official identification. Online (and other) assignments are modified to suit living situations and resources.

**Racial/Ethnic Groups:**

- Challenge: Our student population is overwhelmingly white. This can cause minority students to feel as though they don't fit in or aren't understood.
- Support: School social worker and counselors provide lunch groups, weekly check-ins, and similar supports.

**Students with IEPs:**

- Challenge: Closing the performance gap between students with IEPs and those without.
- Support: Individualized Education Plans are created and followed by all educators on campus. Two additional paraprofessionals were hired this year to support students with IEPs.

## Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>● Additional time for PLC work was built into the school day</li> <li>● Planned Early Out days for Professional development in 21-22 and 22-23.</li> <li>● Integrating half day work times for teacher content planning with substitute teacher coverage.</li> <li>● Involving professional development facilitators in staff professional development</li> <li>● Staff book club</li> </ul>	<ul style="list-style-type: none"> <li>● Staff focused on a common goal, focus for development</li> <li>● Communication between CIP and staff</li> <li>● Communication between school and community regarding professional development and school performance</li> </ul>
<p><b>Problem Statement:</b> In 21-22 we were able to improve the Professional Learning Community process, but the overall focus was not clear.</p>	



**Critical Root Causes of the Problem:**

- Department leads rotated during the school year
- Development of agendas was not always driven by the departments
- Team leaders were not part of the Continuous Improvement Process.

**Adult Learning Culture**

**School Goal:** By May of 2023, SCMS staff will consistently participate in at least 7 monthly departmental PLCs, as measured by agendas and notes presented by department team leaders.

**Formative Measures:**

- Monthly agendas
- Regularly scheduled check-in meetings between administration and department leaders
- Department lead sessions with NNRPDP Facilitators during Quarterly early outs
- CIP Status 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:** Core teachers will participate in consistent PLCs focused on quarterly inquiry cycles.

**Evidence Level:** Tier 1

**Action Steps:**

- Define and communicate purpose of Professional Learning Community
- Build additional time into staff schedules to communicate consistently
- Provide school-wide guidance on how to effectively facilitate a PLC
- Establish norms and promote a spirit of collaboration, inquiry, and reflection
- Ensure PLCs look at student work and data

**Resources Needed:**

- Meeting locations
- SBAC, MAP data and student work samples
- Agenda organization- Staff Shared Drives
- Quarterly Student Early-Out Days

**Challenges to Tackle:**

- Implementation Challenge: Staff wants to focus on growth without defined measures of growth.
- Potential Solution: Focus on the inquiry cycle and individual growth. Less focus on comparative data.

**Funding:**

- Elko County School District General Fund for substitute coverage
- Continued state funding provided to Northeastern Nevada Professional Development Program (NNRPDP), so that school and educators can provide professional learning without a cost barrier
- At-risk funding for Staff Book Study and Clear Touch for professional development

**Lead:**

Administration  
All Staff  
NNRPDP Staff

**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: With our limited number of English Learners, we do not have an ELL-dedicated staff member on campus at all times to



provide support.

- Support: PLC teams consistently consider accessibility (for EL students) of resources, assignments, and assessments they find and develop throughout the PLC process.

**Foster/Homeless:**

- Challenge: As the PLC teams work through their cycles, many of the current/newer programs, activities, and curricular materials that align with standards are online; most of these students do not have consistent internet access.
- Support: PLC teams consider the accessibility of materials for ALL students when making choices. If materials are used that require internet access, equitable offline alternatives are provided.

**Free and Reduced Lunch:**

- Challenge: Students in this subgroup on average score lower than the general population.
- Support: The purpose of the inquiry cycles is to address these discrepancies to ensure academic success for all students.

**Migrant:**

- Challenge: As the PLC teams work through their cycles, many of the current/newer programs, activities, and curricular materials that align with standards are online; migrant students do not have consistent internet access.
- Support: PLC teams consider the accessibility of materials for ALL students when making choices. If materials are used that require internet access, equitable offline alternatives are provided.

**Racial/Ethnic Groups:**

- Challenge: Assuring all decisions made throughout the process will positively impact students from all ethnic groups.
- Support: PLC teams are intentional in their decision making with regard to the ethnic makeup of their classes and how decisions made in PLCs will affect students from varied ethnic backgrounds.

**Students with IEPs:**

- Challenge: In the past, Special Education teachers have not been included in the PLC process with their colleagues.
- Support: This year, the Special Education Department is participating in the process, both as their own learning community and as rotating members of the core communities with which their classes most align.

### Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>● SCMS has increased the number of clubs and activities for student involvement during and after school</li> <li>● Parent involvement conference numbers have been consistent for many years</li> </ul>	<ul style="list-style-type: none"> <li>● SCMS has not offered educational or engagement activities in the evening for parents or the community</li> </ul>



- High levels of parent participation at Open House and Awards Assemblies
- Students rate SCMS higher than the District and State average in Engagement/Relationships

**Problem Statement:** Spring Creek Middle School has not hosted engagement opportunities for parents, caregivers, or community members in recent years.

**Critical Root Causes of the Problem:**

- Previous COVID restrictions eliminated extra activities
- Events and athletics were reintroduced gradually

**Connectedness**

**School Goal:** By May of 2023, SCMS will collaborate with staff, PTA, and SROs to host three or more school-to-home connected, family engagement events.

**Formative Measures:**

- Sign-in forms at events
- Agendas, purposes, themes of events
- Flyers and communication
- Materials for participants
- CIP Status 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:** Increase opportunities for family engagement by integrating events linking a school lesson or activity to a home connection.

**Evidence Level:** Tier 1

**Action Steps:**

- Create communication fliers, postings to share dates with families
- Create committees to plan events
- Reserve facilities

**Resources Needed:**

- Supply lists for each event
- Incentive prizes
- Books and Materials for attendees

**Challenges to Tackle:**

- Implementation Challenge: Getting families to show up/participation; make the connection between school and home; accommodating for challenging family schedules
- Potential Solution: Take into consideration all the mining schedules; communicate events well in advance; coordinate with other schools

**Funding:**

- At-risk funding grant

**Lead:**

Administration  
PTA Committee  
SCMS Family Engagement Committee  
Level up 4 Health Committee  
School Resource Officers

**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 the time and date of events, as well as the purpose and importance thereof, to parents/guardians of English Learners.
- Support: Announcements are digital and have a translate option available to communicate information in various languages.

**Foster/Homeless:**

- Challenge: The attendance rate for these students is lower than the general population.
- Support: Provide supervision for students who want to stay after school and create meaningful opportunities so students encourage



family involvement.

**Free and Reduced Lunch:**

- Challenge: We don't know if we are reaching the same percentage of students in this population yet.
- Support: We will have sign in sheets for families and after each event assess participation for subgroup participation.

**Migrant:**

- Challenge: The attendance rate for these students is lower than the general population.
- Support: Provide supervision for students who want to stay after school and create meaningful opportunities so students encourage family involvement.

**Racial/Ethnic Groups:**

- Challenge: Knowing, understanding, and considering the needs/wants of the families of students from less represented cultures in our school/community.
- Support: Include people from as varied of backgrounds (mirroring those of our students) as possible to help plan the events.

**Students with IEPs:**

- Challenge: We don't know if we are reaching the same percentage of students in this population yet.
- Support: We will have sign in sheets for families and after each event assess participation for subgroup participation.

## 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
PTA Poll- Six PTA Family Engagement Programs were presented and families had a chance to provide input on the ones they thought would most enjoy participating in.	9/6/22	<ul style="list-style-type: none"> <li>● The majority of the responses were in favor of Healthy Minds program which equips students and families with tools to strengthen social and emotional well-being and make mental health a daily priority.</li> <li>● Comments also recommended a program called PTA Connected which helps students and families find a technology balance by setting healthy limits on device use, digital safety, privacy, and communication and media choices.</li> </ul>
Conferences- The CIP team would like to receive feedback from parents and give them	11/2/22 and	<ul style="list-style-type: none"> <li>●</li> </ul>



a chance to review the School Performance Plan Goals during Conferences by completing a short questionnaire.	11/3/22	
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