



## Carson City School District

# Eagle Valley Middle School

## School Performance Plan: A Roadmap to Success

*Eagle Valley 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:** Dr. Lee Conley

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**Phone:** 775-283-2611

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

*Our SPP was last updated on November 1, 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
Dr. Lee Conley	<b>Principal(s)</b> <i>(required)</i>
Mr. Greg Thetford (VP); Mrs. Lois Linehan (Dean)	<b>Other School Administrator(s)</b> <i>(required)</i>
Michaela Filocamo (ELA); Lauren Cimino (Science); Rob Perry (Math); Thomas Chandler (Elective/CTE); Kathy Dilger (SS); Maria "Lupe" Schofield (Counselor)	<b>Teacher(s)</b> <i>(required)</i>
Becky Ritter (Special Education Paraprofessional)	<b>Paraprofessional(s)</b> <i>(required)</i>
Jennifer Ward (mother of James Ward)	<b>Parent(s)</b> <i>(required)</i>
James Ward	<b>Student(s)</b> <i>(required for secondary schools)</i>
Aaron Thacker	<b>Tribes/Tribal Orgs</b> <i>(if present in community)</i>
	<b>Specialized Instructional Support Personnel</b> <i>(if appropriate)</i>
<i>Add additional members/roles as necessary</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 [http://nevadareportcard.nv.gov/DI/nv/carson\\_city/eagle\\_valley\\_middle\\_school/2022](http://nevadareportcard.nv.gov/DI/nv/carson_city/eagle_valley_middle_school/2022)



# 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>Highest growth in overall student achievement in District</li> </ul>	<ul style="list-style-type: none"> <li>Scores are still low even though growth has been strong</li> </ul>
<p><b>Problem Statement:</b></p> <ol style="list-style-type: none"> <li>Based on Spring 2022 SBAC scores, 57.1% of all students are not proficient in ELA, and 71.5% of all students are not proficient in math.</li> <li>Based on Spring 2022 SBAC scores, more than 95% of ELL students are not proficient in ELA, and more than 95% of ELL students are not proficient in math.</li> <li>Based on Spring 2022 SBAC scores, 94.2% of IEP students are not proficient in ELA, and 95% of IEP students are not proficient in math.</li> </ol> <p><b>Critical Root Causes of the Problem:</b></p> <ol style="list-style-type: none"> <li><i>No consistent and timely identification, support or definition of best, most rigorous instructional practices in the classroom.</i></li> <li><i>Need for identifying essential standards (content vs. skill based) to influence consistent pacing.</i></li> </ol>	

Student Success	
<p><b>School Goal:</b> By May 2023, 48% of our students will be proficient in ELA and 30% of our students will be proficient in math as measured by SBAC-- an increase of 5% from 2022.</p> <p><b>Formative Measures:</b></p> <ul style="list-style-type: none"> <li>SBAC Data</li> <li>MAP Data</li> </ul>	<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><input checked="" type="checkbox"/> STIP Goal 3    <input checked="" type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5    <input type="checkbox"/> STIP Goal 6</p>



- Student Grades
- Benchmark Assessments

**Improvement Strategy:** Implement an intervention program to fill gaps in learning resulting from hybrid learning.

**Evidence Level:** 1 - Strong. Provide explicit and systematic intervention instruction to students struggling with learning loss.

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

- Implement after school program
  - Recruit staff to implement after school programs.
  - Identify specific students needing support.
  - Identify literacy needs using NWEA MAP data and learning continuum.
- Train staff in utilizing NWEA Learning Continuum and utilize them during teaming discussions.
- Identify instructional strategies needed to address student needs using MAP data staff wide
- Utilize PLCs to continue training teachers to utilize best instructional practices (AVID WICOR, ELAD, Special Education scaffolding)
- Brainstorming building specific reading and math interventions into Advisory next school year.

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

- ESSER Funds
- Recruitment and hiring of after school teachers.
- Resources/Personnel for training for teachers on use of NWEA Learning Continuum and site

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

*Implementation Challenge:*

- *Finding continued funding*
- *Finding personnel/resources for training of teachers (Curriculum Coordinators and/or site personnel)*

**Lead:** *Who is responsible for implementing this strategy?*  
 Department Chairpersons  
 AVID Coordinator and AVID Team Members  
 Administration  
 Curriculum Coordinators



- *Onboarding new staff members*

*Potential Solution:*

- *Work with District to find and retain qualified teachers*
- *Incentivize staff to participate in after school program*
- *Remove some workload from staff so they will be motivated to participate in after-contract activities.*
- *Using PL Wednesdays and PLCs to train teachers on use of MAP data, AVID, ELAD, and SpEd approaches*

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

- *ESSER Funds*
- *District Substitute Funding*

**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: Lack of understanding due to language barrier.*
- *Support: Use of home language in curriculum documents and instruction; specific ESL after-school support with ESL staff.*

**Foster/Homeless:**

- *Challenge: Lack of proper nutrition to enhance brain function.*
- *Support: Provide snacks and transportation for after-school program.*

**Free and Reduced Lunch:**

- *Challenge: Lack of proper nutrition to enhance brain function.*
- *Support: All lunches are free.*

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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)



<p><b>Migrant:</b></p> <ul style="list-style-type: none"> <li>● Challenge: Update during SPP Roadmap Development.</li> <li>● Support: Update during SPP Roadmap Development.</li> </ul> <p><b>Racial/Ethnic Groups:</b></p> <ul style="list-style-type: none"> <li>● Challenge: With small numbers of many ethnic groups, making sure they are supported appropriately.</li> <li>● Support: Track formative data across racial groups to measure if any disparities exist during intervention.</li> </ul> <p><b>Students with IEPs:</b></p> <ul style="list-style-type: none"> <li>● Challenge: Ensure all accommodations are implemented with fidelity across all content areas.</li> <li>● Support: Guidance from resource teachers to support scaffolding of note taking in general education classes.</li> </ul>
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## Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>● Many staff willing to participate in different trainings; becoming certified to teach GATE and implement AVID strategies into instruction; use of digital expertise</li> </ul>	<ul style="list-style-type: none"> <li>● Lack of time for training</li> <li>● Overburdened staff (they are tired)</li> </ul>
<p><b>Problem Statement:</b> Not enough data to identify and measure the different aspects of our adult learning culture.</p> <p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>● There is a disconnect between student achievement and teacher evaluation results.</li> </ul>	

Adult Learning Culture	
<p><b>School Goal:</b> By June 2023, we will analyze data collected and utilize data to inform our staff professional development.</p> <p><b>Formative Measures:</b></p> <ul style="list-style-type: none"> <li>● Walkthroughs by administration and department chairpersons with use of walkthrough form to determine professional development needs.</li> </ul>	<p><b>Aligned to Nevada's STIP Goal:</b></p> <p><input type="checkbox"/> STIP Goal 1    <input checked="" type="checkbox"/> STIP Goal 2</p> <p><input checked="" type="checkbox"/> STIP Goal 3    <input checked="" type="checkbox"/> STIP Goal 4</p>



STIP Goal 5     STIP Goal 6

**Improvement Strategy:** Increase effective instructional capacity and consistency in our teachers to improve student achievement.

**Evidence Level:** 1 - Strong: Provide professional learning that is intensive, ongoing, and connected to practice. Align professional learning with school priorities and goals.

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

- *Consistently use walk-through form containing essential best instructional practices.*
- *Conduct regular walk-through observations utilizing department chair observations.*
- *Compile and analyze data collected to inform our professional development.*
- *Create professional development opportunities.*
- *Utilize NEPF data to guide Professional Development*

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

- Walk-throughs
- Determine what/who will support the implementation and instruction of the professional development opportunities
- Time to perform walk-throughs
- Possible sub days for teachers observing other teachers

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

*Implementation Challenge:*

- Time to perform walk-throughs and compile data
- Finding professional development resources to meet our teacher's needs
- Time for Common PLCs
- Compiling NEPF Data

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

Walkthrough data used for professional development planning:  
Department Chairpersons,  
AVID Coordinator, AVID Team Members and Administration

Resources:  
Curriculum Coordinators to provide some professional development  
Regional Professional Development Personnel  
Substitutes



*Potential Solution:*

1. Compile NEPF data and walkthrough data to identify instructional needs for professional development and provide professional learning opportunities based on data to improve instructional strategies.
2. Master Scheduling: Schedule Common PLCs

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

- ESSER Funds
- Substitute Funds (District)
- Support of WN RTP
- Support of Curriculum Coordinators

**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: Identify FRL students and needs
- Support: Continue to design instruction and courses, such as the Newcomer classes, as necessary to support ELL learners

**Foster/Homeless:**

- Challenge: Identify FRL students and needs
- Support: Determine which kids may be underserved through observation and collaboration.

**Free and Reduced Lunch:**

- Challenge: Identify FRL students and needs
- Support: All students receive free lunch; monitor their attendance and achievement.

**Migrant:**

- Challenge: Identify migrant students and needs
- Support: Monitor attendance and achievement/ provide services through McKinney/Vento or other district support





**Racial/Ethnic Groups:**

- Challenge: Ensuring students are offered equitable services no matter ethnic group.
- Support: Ensure equity in services; true for all students.

**Students with IEPs:**

- Challenge: Don't "over-support" or enable students; hold them accountable with appropriate scaffolds
- Support: Update services; gauge and balance support with enabling

### Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>● Willingness of staff to offer training/support for parents and students</li> </ul>	<ul style="list-style-type: none"> <li>● Lack of student motivation and parent participation/support.</li> </ul>
<p><b>Problem Statement:</b></p> <ol style="list-style-type: none"> <li>1. According to the needs assessment survey, 67% of parents surveyed identified study skills as a problem for their child.</li> <li>2. According to the needs assessment survey, 56.6% of students surveyed identified stress as a problem, 56.6% identified 61.1% identified fear of making mistakes as a problem, and 51.5 % identified test anxiety as a problem.</li> <li>3. Staff identifies a feeling of disconnect within the school community pertaining to time with colleagues and administration as well as a lack of consistency with school and classroom procedures.</li> </ol> <p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>● Staff turnover and/or new staff</li> <li>● Need for consistent practices in the classroom and with administration (all on the same page) pertaining to expectations and study skills.</li> <li>● Need for information for parents to be able to support their student.</li> <li>● Feeling of being overwhelmed</li> <li>● Lack of substitute teachers</li> <li>● New initiatives are not sustained (too many)</li> <li>● Communication between staff and administration</li> </ul>	



## Connectedness

### School Goal:

1. Beginning September 2022 and throughout the year, teachers will directly teach study and organizational skills for students through a variety of lessons during Advisory class.
2. By June 2023, implement consistent school wide procedures with the MTSS process.

### Formative Measures:

- Walkthrough data/observations of Advisory classes
- Parent survey of needs and challenges by Counseling Team

### Aligned to Nevada's STIP Goal:

- |                                      |               |
|--------------------------------------|---------------|
| <input type="checkbox"/> STIP Goal 1 | X STIP Goal 2 |
| <input type="checkbox"/> STIP Goal 3 | X STIP Goal 4 |
| <input type="checkbox"/> STIP Goal 5 | X STIP Goal 6 |

- **Improvement Strategy:** Continue teaching organizational and study strategies in Advisory, and extend organizational and study strategies to all classes on a regular basis.

**Evidence Level:** 1- Strong: Creating supportive relationships and skill-building to foster resilience helps children manage stress.

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

- Continue to update and include organizational strategies in Advisory
- Reinforce study and organizational skills throughout content areas.
- Offer parent support nights based on the parent survey sent by Counselors

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

- *Venue*
- *Staff to lead*
- *List of available resources*
- *Curriculum/Content*
- *Funding for food/incentives*

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

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

Advisory Planning Committee  
Administration



*Implementation Challenge:*

- Consistency among Advisory classes
- Agreement on what good study skills and organization should look like

*Potential Solution:*

- Time for observations to support teachers
- Continued updating of Advisory curriculum based on needs

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

- Outside SEL Experts (not sure what funding could pay for this)
- Principals' Account

**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: *Need for translators for parents (English room/ Spanish room)*
- Support: ESL Paraprofessionals/other interpreters

**Foster/Homeless:**

- Challenge: Lack of child care throughout community; support for parents
- Support: Offer child care/activities, community resources, use of Social Worker

**Free and Reduced Lunch:**

- Challenge: Need for information/resources available for parents and students.
- Support: Offer handouts/information for students to take home to parents.

**Migrant:**

- Challenge: Lack of research needs of migrant students
- Support: Try to find time to find resources; use of McKinney/Vento services



**Racial/Ethnic Groups:**

- Challenge: Lack of research needs of different racial/ethnic minorities
- Support: Try to find time to find resources; use of McKinney/Vento services

**Students with IEPs:**

- Challenge: Don't "over-support" or enable students; hold them accountable with appropriate scaffolds
- Support: Update services; gauge and balance support with enabling

## 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
Shared CIP with parents via ParentSquare and invited them to provide feedback, questions	11/28/22	<ul style="list-style-type: none"><li>● No feedback yet but will keep updated, as needed</li></ul>