



## Carson City School District

# Carson Middle School

## School Performance Plan: A Roadmap to Success

*Carson 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:** Amy Robinson

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

*Our SPP was last updated on November 28, 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
Amy Robinson	<b>Principal(s)</b> <i>(required)</i>
Jeremy Lewis, Kary Pryor	<b>Other School Administrator(s)</b> <i>(required)</i>
Deanna LeBlanc, Marjorie Rispin, Hollie Silva, Kacie Matthews, Tara Auld, Tiffany Rankin, Eleanor Whitehead	<b>Teacher(s)</b> <i>(required)</i>
Maria Navarette	<b>Paraprofessional(s)</b> <i>(required)</i>
Kathryn Armstrong	<b>Parent(s)</b> <i>(required)</i>
Daniel Maxfield	<b>Student(s)</b> <i>(required for secondary schools)</i>
Jan McEwen	<b>Tribes/Tribal Orgs</b> <i>(if present in community)</i>
Jeremy Batten	<b>Specialized Instructional Support Personnel School Counselor</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 [Nevada Report Card](#).



# 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>● <i>Increased our overall SBAC proficiency since 2021-2022</i></li> <li>● <i>Level 4 growth/ High achievers as well.</i></li> <li>● <i>Curriculum and content knowledge among staff</i></li> <li>● <i>High academic standards among staff</i></li> <li>● <i>Consistent belief in the importance of student growth among staff</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Consistent instructional engagement in all classrooms</i></li> <li>● <i>Student reading ability and stamina overall</i></li> <li>● <i>Rethink the use of technology in the classroom (Chromebooks)</i> <ul style="list-style-type: none"> <li>○ <i>Student reading ability and stamina</i></li> <li>○ <i>Reading not mandatory</i></li> </ul> </li> <li>● <i>Student performance focus on science assessment in addition to reading and math assessments</i></li> <li>● <i>Students math facts and number sense</i></li> </ul>
<p><b>Problem Statement:</b></p> <p><i>Students lack the stamina to engage in rigorous cognitive struggle and sustained reading on a daily basis resulting in less than 50% of students being successful (i.e., demonstrate proficiency or greater) in our current educational system as measured by ELA, math, and science state assessments.</i></p> <p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>● <i>Students have become conditioned to focus on the extrinsic reward of completing a task for a grade, as opposed to focusing on learning for intrinsic reward.</i></li> <li>● <i>The pressure of getting through curriculum and addressing all standards/critical concepts seems to outweigh the importance of students understanding the concepts at a deep level (a function of pacing).</i></li> </ul>	



- *Students are not expected to read and develop reading skills and stamina on a regular basis throughout the school day. When longer passages or novels are part of the curriculum, students are often given the choice to listen to the passage/novel rather than read it themselves. We need to explore why (possibly a function of pacing or lack of resources/training for differentiation).*
- *Students need more opportunities to solve complex problems and receive instruction on how to identify and work through points of confusion.*

### Student Success

**School Goal:**

*By Spring 2023, 54% of students will demonstrate proficiency in ELA, 35% will demonstrate proficiency in math, and 41% of 8<sup>th</sup> grade students will demonstrate proficiency in science as measured by the SBAC and NV Science assessments, as well as 5% growth in each Achievement Level.*

**Formative Measures:**

- *Fall and Winter MAP data.*
- *Benchmark assessment data.*
- *Classroom/instructional observation data*
- *Absenteeism Data*
- *Delta Math Data (8<sup>th</sup> grade)*
- *Exact Path Data (Special Education Department)*

**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:**

- *In order to increase instructional engagement, we will implement the AVID Focused Note-Taking Process school-wide so that all students are required to think beyond the content, look for connections that they can relate to, and increase writing fluency.*
- *In order to increase engagement and support students' need for cognitive struggle and increased reading ability, we will re-evaluate the role technology (specifically 1:1 technology) plays in lesson planning and daily instruction by ensuring that students are required to read texts of one-page or greater on regular basis and interact with texts using pen, pencil, highlighter, or other non-digital modalities.*
- *In order to increase reading ability and reading stamina, we will encourage a climate of reading throughout our building by including sustained silent reading time in the school day and specific reading instruction/strategies in all content areas (AVID).*
- *In order to increase students' needs for cognitive struggle, we will shift our focus so that feedback takes precedent over correct answers/grades and teachers begin to utilize proficiency scales in that process.*
- *Develop intervention classes/programs to target students with deficiencies in core math and/or reading skills.*

**Evidence Level:** Tier 1 –Strong (Interventions – <http://psycnet.apa.org/record/2000-16403-001>); Tier 1 – Strong (MAPs <https://files.eric.ed.gov/fulltext/ED537982.pdf>); Tier 2 – Moderate (<https://ies.ed.gov/ncee/wwc/study/90255>)

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

- *Instructional leaders will facilitate staff professional learning on the AVID Focused Note-Taking Process with an emphasis on the process.*
- *Instructional leaders will facilitate staff professional learning on standards-based/standards-aligned grading with an emphasis on student growth and grades that reflect growth instead of compliance based on proficiency scales.*
- *Instructional leaders will facilitate professional learning on instructional strategies that promote cognitive struggle (Zone of Proximal Development, Costa's Levels of Questioning) and require students to make meaning from content.*

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

- *Teachers, Paraprofessionals, Administration, Curriculum Coordinators*
- *Teacher Leaders, Administration*
- *Teachers, Paraprofessionals, Administration*
- *All Staff*
  
- *Administration, Counselors, Teacher Leaders*



- *CMS Leadership will develop measurable data-points to track progress in aforementioned action steps.*
- *Instructional leaders will facilitate professional learning on purposeful instructional planning for desired learning outcomes that evaluates the role and use of digital tools.*

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

- *Instructional leaders to facilitate staff professional learning*
- *Consistent time scheduled for facilitation of staff professional learning*
- *Differentiated training on AVID WICOR strategies, Costa's Levels of Questioning, Zone of Proximal Development for entire staff*
- *Time and expertise for training on proficiency scales (curriculum coordinators, department chairs)*
- *Time and expertise for training on standards-based/standards-aligned grading practices.*

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

- *Implementation Challenge: Identification and development of instructional leaders, time for training; consistent and ongoing training, observation, and feedback pertaining to instructional strategies, time for sustained silent reading.*
- *Potential Solution: Identify potential instructional leaders through regular classroom and CoP observations; schedule ongoing formal and informal observation/feedback times, explore implementation of Read Works Article of the Day or another program schoolwide.*

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

- *Pay for teachers or paraprofessionals who take on the role of instructional leader (use of prep)-general fund.*
- *Pay for interventionist (after school or during prep) - ESSER money*



**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: *Instructing EL learners at appropriate level of rigor.*
- Support: *AVID Excel class offering, EL classes, ELAD endorsed teachers teaching EL students*

**Foster/Homeless:**

- Challenge: *Achievement gap and absenteeism*
- Support: *MV support staff, school social worker, counselors, MTSS team identifying and reaching out on a regular basis*

**Free and Reduced Lunch:**

- Challenge: *Achievement gap*
- Support: *School social workers, counselors, MTSS team, PBIS system*

**Migrant:**

- Challenge: *Update during SPP Roadmap Development.*
- Support: *Update during SPP Roadmap Development.*

**Racial/Ethnic Groups:**

- Challenge: *Update during SPP Roadmap Development.*
- Support: *Update during SPP Roadmap Development.*

**Students with IEPs:**

- Challenge: *Gaps in learning, dependence on support, too much support*

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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)



- Support: *Consider individual student goals with the ultimate goal of encouraging students on IEPs to become independent learners*

## Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>● <i>Staff collaborates in a positive manner on a regular basis.</i></li> <li>● <i>Staff members are supportive of one another and supportive of members new to the school.</i></li> <li>● <i>Staff is open to new ideas and eager to learn new strategies.</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Consistently finding time for professional learning.</i></li> <li>● <i>Continuous cycle for professional growth.</i></li> <li>● <i>Teachers learning from teachers through observation and collaboration.</i></li> <li>● <i>Teachers as instructional leaders.</i></li> <li>● <i>Having a narrow/specific area of focus</i></li> </ul>
<p><b>Problem Statement:</b> <i>Professional learning needs to be relevant and consistently build in order for it to be effective. In addition, professional learning needs to be focused with follow through, so staff has ample opportunities to internalize new learning.</i></p> <p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>● <i>Multiple initiatives that take our professional learning time</i></li> <li>● <i>Prep time taken for subbing pulls people from professional learning time</i></li> <li>● <i>Lack of consistency in utilizing professional development time to build consistent, effective engagement strategies into instruction across content areas and grade levels.</i></li> <li>● <i>Staff at different levels in their understanding and implementation of engagement strategies</i></li> <li>● <i>Lack of consistent, timely professional development with feedback (follow-through)</i></li> </ul>	

Adult Learning Culture





**School Goal:** *In order to facilitate more focused and consistent professional learning by May, 2023, we will prioritize and increase the number of professional learning opportunities with time for implementation and reflection and decrease the number of strategies staff are expected to implement and master.*

**Formative Measures:**

- *Attendance at professional learning opportunities*
- *The number of professional learning opportunities (Bi-Weekly Team Meetings, PL Days)*
- *MAP data*
- *School climate data*
- *Staff survey data*

**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:**

- *In order to schedule consistent time for professional development, we will develop a schedule for communities of practice (CoPs) that allow for all staff members to participate.*
- *In order to increase focus and follow-through, we will select only key strategies that allow teachers to implement, practice, reflect, share, and master.*
- *In order to honor staff needs, we will differentiate professional learning.*
- *We will focus our work on Focused-Note Taking, reading strategies, proficiency scale development, and PBIS.*

**Evidence Level:** *Tier 4 – Demonstrates Rationale (Teachers Know Best: Teachers’ Views on Professional Development. 2014. Bill & Melinda Gates Foundation). Tier 3 – Promising (Effects of a Text-Processing Comprehension Intervention on Struggle Middle School Readers [Text Processing Intervention vs. Business as Usual]. 2016.) <https://ies.ed.gov/ncee/wwc/Study/89464>*

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

- *Identify staff strengths and plan time for staff members to observe one another.*
- *Identify, develop and support instructional leaders among our talented staff.*
- *Determine key Instructional strategies (AVID) that will be supported, mastered, and used consistently by staff.*
- *Continue to provide professional development focused on schoolwide processes (key instructional strategies) that are known to have a positive effect on student engagement and learning (AVID WICOR strategies, Costa’s Levels of Questioning), particularly in the areas of note-taking and reading.*
- *Schedule Team Meetings (CoP) to take place every other week, and implement professional learning within team meetings to be facilitated by instructional leaders.*
- *Utilize Professional Learning Days to build on core instructional strategies by providing differentiated, relevant and applicable professional learning that can be immediately applied by teachers.*
- *Provide teachers time to collaborate in order to share and grow together.*

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

- *Administration*
- *Leadership team, Staff, Curriculum Coordinators*
  
- *Administration, Staff, Curriculum Coordinators*



- *Provide staff with accessible resources to support professional learning goals.*
- **Resources Needed:** *What resources do you need to implement this improvement strategy?*
- *Scheduled time for professional development.*
- *Identifying and utilizing instructional leaders*
- *Consistent substitute teachers to allow teachers to observe teachers and to attend scheduled CoPs (instead of subbing on their prep)*

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

- *Implementation Challenge: Time together as a staff; a consistent and attainable plan for observing one another with feedback; effective and productive use of PL days and CoP times.*
- *Potential Solution: Schedule time on master calendar; make it a priority; consistent planning time among administration, curriculum coordinators, and instructional leaders.*

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

- *Continue AVID (district)*
- *Continue MTSS/PBIS (district)*
- *Money to sub teachers out on prep to observe, plan, provide professional development – general fund*

**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: *Differentiating for different learners, not all teachers are ELAD endorsed*
- Support: *ELAD endorsed teachers become instructional leaders, encourage all teachers to become ELAD endorsed, AVID instructional strategies*

**Foster/Homeless:**

- Challenge: *Equitable for all learners*
- Support: *AVID instructional strategies to increase engagement and achievement for all students.*

**Free and Reduced Lunch:**

- Challenge: *Equitable for all learners*
- Support: *AVID instructional strategies to increase engagement and achievement for all students.*

**Migrant:**

- Challenge: *Equitable for all learners*
- Support: *AVID instructional strategies to increase engagement and achievement for all students.*

**Racial/Ethnic Groups:**

- Challenge: *Equitable for all learners*
- Support: *AVID instructional strategies to increase engagement and achievement for all students.*

**Students with IEPs:**

- Challenge: *Equitable for all learners*
- Support: *AVID instructional strategies to increase engagement and achievement for all students.*

### Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth



- *SEL survey data shows students feel generally safe and connected to school.*

- *Attendance: Chronic absenteeism rate needs to decrease.*
- *SEL survey data shows room for growth.*
- *Decrease the number of incidents requiring discipline.*
- *Increase focus on rewarding students for doing the right thing.*

**Problem Statement:** *We have a high chronic absenteeism rate, 33.9%. Students often show apathy toward academic achievement, involvement in school, and struggle with basic behavior expectations. In addition, there is a perceptible racial/ethnic imbalance in GATE vs. Non-GATE classes, and many non-GATE classes are overloaded with students requiring high levels of academic and/or social-emotional interventions.*

**Critical Root Causes of the Problem:**

- *Many students and families are not engaging in the school community due to limited opportunities, lack of school-to-home outreach, lack of understanding that school is mandatory.*
- *Students are not finding purpose in school and achievement. What they are learning lacks relevance for them. There is a lack of connection between school and the future for many students.*
- *Many students lack a sense of purpose and/or value in school. School lacks relevance for them.*
- *Many students lack general communication skills which often can come across as disrespect toward peers and staff, which can escalate to behavior referrals.*
- *Many students appear to struggle with general classroom and school expectations.*
- *Gaps in learning can develop into behavior problems and show as apathy toward learning.*
- *Based on whole-school demographic percentages, Caucasian students are over-represented in GATE by +16% GT and +14 TG, and Hispanic students are under-represented in GATE by -21% GT and -13% TG. Other demographic representations in GATE match population percentage (e.g., Asian +1% GT/-1.1% TG). These data represent a 37% (GT) and a 27% (TG) gap between Caucasian and Hispanic students in GATE classes.*



- *Possible Root Cause – Many classes represent an academic homogenous grouping of middle to lower-performing students; therefore, many students lack positive peer role models in core classes.*
- *Possible Root Cause – through COVID, school became optional, and this trend has continued.*

### Connectedness

**School Goal:** *We will decrease our Chronic Absenteeism rate by 8.5%, and increase student and family connectedness with school, course content, staff, and peers, by implementing positive behavior support and rewards schoolwide, balancing GATE-level classes so they are more representative of the overall school population, and increasing parent participating/involvement through outreach events.*

**Formative Measures:**

- *Number of family engagement nights and record of attendance.*
- *Number of personal outreach instances (phone call, letter, home visit)*
- *Number of families accessing Parent Square and Infinite Campus.*
- *Number of students earning rewards, types of rewards, and frequency of rewards*
- *Attendance (Chronic absenteeism rate)*
- *Scheduling: demographic percentages*

**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:**

- Utilize the CMS Behavior Matrix, Behavior Matrix Proficiency Scales, Citizenship grades, reward systems, and teaching/re-teaching opportunities to build the communication, collaboration, and cognition necessary for students to participate fully in all aspects of school.
- Increase the connectedness between school and families by reaching out to parents/guardians in a variety of ways and at different times of the day to accommodate the different schedules of our families. Make sure all families have access to Infinite Campus and Parent Square.
- Analyze current scheduling practices with regards to all demographics (IEP, LEP, and GATE) to determine how to make classes more equitable.
- Educate students and families about the importance of attending school.

**Evidence Level:** Tier 4 – Demonstrates Rationale (Examining the Effects of Schoolwide Positive Behavioral Interventions and Supports on Student Outcomes: Results from a Randomized Controlled Effectiveness Trial in Elementary Schools. 2010.) <https://eric.ed.gov/?id=EJ889024>. Tier 1 – Strong. ( A Randomized Waitlist Controlled Analysis of Team-Initiated Problem Solving Professional Development and Use. 2018.) <https://eric.ed.gov/?id=EJ1185345>. Tier 1 – Strong (Reappraising academic and social adversity improves middle school students’ academic achievement, behavior, and well-being. 2019.) <https://eric.ed.gov/?id=ED600814>

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

- Fully implement Tier 1 of the MTSS/PBIS with a solid reward system.
- Continue our schoolwide SEL curriculum (Character Strong) with consistency and fidelity.
- Staff training on the effects of trauma on the developing brain and de-escalation techniques.
- Connect with families by inviting them in for fun and informational events.
- Educate students and parents on the importance of regular attendance by showing the correlation between attendance and student achievement and success.
- Continue regular, efficient, and effective communication with families via Parent Square.
- Schedule students’ core classes with more diversity by utilizing the Cardonex implementation

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

- MTSS Team (Site and District Level), Staff, Administration
- Teachers, Counselors, SSW, Administration
- Leadership Team, Counselors, Administration
- Administration, Teachers, Counselors, SSW, Office Staff



*plan to create more even classes.*

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

- *MTSS grant money and MTSS office expertise, support, and training*
- *Time for MTSS team meetings and implementation of strategies*
- *Time and experts to train our staff on the effects of trauma on the developing brain and de-escalation techniques*
- *Active PTO involvement and support*
- *Character Strong Site License and training (MTSS)*
- *Funding source for rewards for students (PBIS).*
- **Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?*

*Implementation Challenge:*

- *Developing an attainable and sustainable reward system for students that does not overburden our staff or become too complicated for students.*
- *GATE, ELL, and IEP needs of students and licensing of teachers can create “tracks” of students; whereby, groups of demographically and academically homogenous students have many classes together.*
- *Finding effective ways to communicate with all families in the school community in a way that honors their voice and perspective.*

*Potential Solution:*

- *Work with staff to find an attainable and sustainable system of rewards.*
- *Purposeful scheduling of students using IC and Cardonex.*
- *Communicate with families in multiple ways to determine best outcomes.*

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





- *MTSS Money*
- *PTO*
- *Principal's Host 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: *Translating all communication home into relevant languages.*
- Support: *Parent Square, site translators*

**Foster/Homeless:**

- Challenge: *Finding effective means to communicate relevant information to families.*
- Support: *Parent Square, family nights, MV coordinator, phone communication, hot spots*

**Free and Reduced Lunch:**



- Challenge: *Finding effective means to communicate relevant information to families.*
- Support: *Parent Square, family nights, phone communication, hot spots*

**Migrant:**

- Challenge: *Finding effective means to communicate relevant information to families.*
- Support: *Parent Square, family nights, phone communication, hot spots, appropriate language*

**Racial/Ethnic Groups:**

- Challenge: *Finding effective means to communicate relevant information to families.*
- Support: *Parent Square, family nights, phone communication, hot spots*

**Students with IEPs:**

- Challenge: *Finding effective means to communicate relevant information to families.*
- Support: *Parent Square, family nights, phone communication, hot spots*

## 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
<i>Input on School Improvement Plan</i>	<i>10/25/22</i>	
<i>Communication of school improvement plan to school community.</i>	<i>11/30/22</i>	<ul style="list-style-type: none"> <li>● <i>Drill down our critical root causes even farther and focus on those that we can control.</i></li> <li>● <i>Share the responsibility among all stakeholders</i></li> </ul>
	<i>2/1/22</i>	
<i>Communication of school progress toward goals of school improvement plan</i>	<i>4/1/22</i>	

