

Washoe County School District

Sparks Middle School
2275 18th Street
Sparks, NV 89431

SCHOOL IMPROVEMENT PLAN (NRS 385)

For Implementation in
(2011-2012)

Title I Status:

AYP Status:

School Improvement Planning Team

* ALL Title I schools must have a parent on their SIP team that is NOT a district employee.

Name of Member	Position
Pat Falk	Area Superintendent: Facilitator
Kristell Moller	Performance Director: Facilitator
Maribel Moran	Parent Involvement Parent Facilitator: Facilitator
Robert Alesevich	Assistant Principal: Team Member
Kellie Barrett	Consulting Teacher: Team Member
Diana Cox	Language Arts Teacher: Team Member
Shannon Comstock	Parent: Team Member
Jerry Endres	Assistant Principal: Team Member
Victoria Hardy	21st CCLC Grant: Team Member
Mike Shaffer	Special Education Teacher: Team Member
Ramona Carlos and Gordon McGregor	Encore Teachers: Team Members
Kevin Carroll	Principal

School: Sparks Middle School

District: Washoe County School District

Principal: Kevin Carroll

School Year: 2011-2012

Address:
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Part I: VISION FOR LEARNING

Washoe County School District Vision, Mission and Core Beliefs A high-performing organization should be guided by its Vision, Mission, and Core Beliefs

Vision:

As a courageous, innovative leader in education, Washoe County School District will be one of the nation's top performing school districts, graduating all students college and/or highly-skilled career ready.

Mission:

To create an education system where all students achieve academic success, develop personal and civic responsibility, and achieve career and college readiness for the 21st century.

Core Beliefs:

We believe

- * All students will learn and be successful.
- * The achievement gap will be eliminated by ensuring every student is challenged to learn at, or above, grade level.
- * Effective teachers and principals, dedicated support staff, rigorous curriculum, measurable outcomes, ongoing monitoring and assessment, collaboration, professional development, and a culture of continuous improvement will ensure classroom success for all students.
- * Superior performance will be achieved through clear goals that set high expectations and standards for all students and employees.
- * Family, school, and community engagement will be required for student academic success.
- * Leadership and passion, together with accountability and transparency, will be keys to reform and success.

District Goal 1

Provide Continuous Academic Success for Every Student

District Goal 2

Recruit and Support Highly Effective Personnel

District Goal 3

Engage Families and Community Partners

District Goal 4

Value and Strengthen a Positive, Self-Renewing Culture

District Goal 5

Align Performance Management Systems

VISION FOR LEARNING (continued)

School Vision or Mission Statement

The WCSD Middle Schools and Board of Trustees have adopted the National Forum To Accelerate Middle-Grades Reform "Schools to Watch" criteria. Our mission, and theirs, is to create middle schools that are academically excellent, socially equitable and developmentally responsive.

The staff at Sparks Middle School, working with our students and parents, will provide educational opportunities so that ALL WILL LEARN to become responsible citizens in a nurturing environment where diversity means strength, knowledge means freedom, and commitment means success.

The Sparks Middle School CORE Values of Community, effort, Respect, and safety, are instilled in our students daily. Our desire is to have our students increase their academic skills and their self-confidence in order to become productive and responsible citizens. We wish to inspire our students to rise above adversity and become life long learners.

School Highlights

Although Sparks Middle School did not meet AYP targets, we did maintain a series of testing gains that we had made over the last few years in ELA, and in the area of mathematics. The staff at Sparks Middle School is highly dedicated and extremely hard working, as well as committed to providing the best educational experience for our students by focusing on strong academic achievement in rigorous core subjects for all students and providing a safe and welcoming school environment where all students feel valued and supported.

Highlights of Sparks Middle School include: Honor Society participation, Spelling Bee competitions, Team Up/21st Century after-school academic and enrichment programming, strong participation in a variety of athletics, Bridge Club, partnered by Reno Youth Bridge Club, participation in the Safe Routes to School grant, and music concerts featuring our honor band, honor choir, and honor strings. We also offer targeted interventions for those who need additional academic support, as well as a rich variety of elective/enrichment opportunities, such as fly fishing, jazz band, and drawing. SMS is the only middle school in Northern Nevada to offer an Entrepreneurship and FBLA program, possible through a partnership with TMCC and Microsoft Corporation. We also offer enriching lunch clubs, yearbook, and leadership/service learning clubs through our Rotary, KIWANIS, and JTNN partnerships. Positive Behavior Supports continue to teach and reinforce students for modeling our C.O.R.E. values. Additionally, fifty of our students and their families are recognized annually by the Northern Nevada Chamber of Commerce for their excellent work ethic and ninety of our students are included annually in the "Start Thinking About College" program through the University of Nevada, Reno. Sparks Middle School is in year one of its efforts to become an AVID school to better align with one of our feeder schools. AVID is a program designed to help students in the "middle" prepare for and succeed in colleges and universities after high school.

Technological upgrades to Sparks Middle School to date include providing each classroom with Promethian Interactive Whiteboards and providing teachers with new laptop computers and/or desktop computers. Additionally, two Apple laptop carts and two Apple iPod carts were awarded to Sparks Middle School teachers through the Nevada Pathways grant. Over the course of the 2011-12 school year, Sparks Middle School will be undergoing additional technological upgrades throughout the building, including revitalization of the entire school to bring high-speed wireless internet access, as well as a new phone system, and a "computer refresh."

PART II: INQUIRY PROCESS

Comprehensive Needs Assessment

Based on a complete analysis of the data, list the key strength and priority concerns in student performance, instructional and remediation practices, and program implementation for ALL students in ALL grade levels.

Key Strengths

(to sustain in the school improvement plan)

- All students enrolled in Sparks Middle School were benchmarked using MAP, and then placed into appropriate RTI support classes in the subject areas of Reading and Mathematics.
- PLATO, Read 180, System 44, Study Island, Voyager, and strand specific enrichment classes were made available to students through the RTI process as interventions.
- A Tier III Intervention Specialist has been hired to provide the most intensive and immediate targeted interventions to students identified through RTI.
- PBIS has been a part of Sparks Middle School for four years, as we were one of the first schools in the Washoe County School District to utilize its many benefits.
- Check-in/Check-out, Social Skills courses, BAM (Boys Advocacy and Mentoring), and a variety of targeted counseling groups have aided in the improvement of social and behavioral concerns.
- The 21st CCLC school year grant, as well as the 21st CCLC summer grant, have allowed Sparks Middle School to target students for academic, enrichment, and health and fitness interventions year round.
- Bullying is being targeted on a number of fronts, including a school-wide assembly with local media-personalities, a student pledge, and a student/staff created public service announcement that will be viewed school-wide to teach students to recognize, resist, and report instances of bullying behaviors to make Sparks Middle School a safe place to learn.

Priority Concerns

Although Sparks Middle School met or exceeded most WCSD Pathway Performance Targets. our priority concern continues to be the low number (percentage) of students proficient in reading and math, including all subgroup populations.

1. Reading: 7th Grade: 34%, Asian 33%, Hispanic 32%, White 43%, FRL 32%, IEP 0%, LEP 4%.... 8th Grade: 31%, Asian 33%, Hispanic 27%, White 41%, FRL 29%, IEP 0%, LEP 2%. School-wide, as well as in each subgroup, our performance must increase by 2% to meet Pathway Performance Targets for 2012.
2. Writing: 8th Grade School 49%, Asian 42%, Hispanic 48, White 53, FRL 45, IEP 5, LEP 6. No district Pathway Performance Targets indicated for this area.
3. Math: 7th Grade 66, Asian 83, Hispanic 62%, white, 75%, FRL 63%, IEP 34%, LEP 32%... 8th grade 54%, Asian 83%, Hispanic 50%, White 60%, FRL 50%, IEP 6%, LEP 27%
4. Algebra Enrollment: School-wide 27%, Asian 50%, Hispanic 23% , White 29%, FRL 25%, IEP 9%, LEP 7%
5. Algebra Performance: School-wide 45% (Pathway Performance Target was 60%). School-wide, our performance must increase by 15% to meet Pathway Performance Targets for 2012.

INQUIRY PROCESS (continued)

Verification of Causes - Root Cause Analysis

For each concern, verify the root causes that impact or impede the priority concerns. Identify research-based solutions that address the priority concerns.

Priority Concerns

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2. Writing: 8th Grade School 49%, Asian 42%, Hispanic 48, White 53, FRL 45, IEP 5, LEP 6. No district Pathway Performance Targets indicated for this area.

3. Math: 7th Grade 66, Asian 83, Hispanic 62%, white, 75%, FRL 63%, IEP 34%, LEP 32%... 8th grade 54%, Asian 83%, Hispanic 50%, White 60%, FRL 50%, IEP 6%, LEP 27%

4. Algebra Enrollment: School-wide 27%, Asian 50%, Hispanic 23% , White 29%, FRL 25%, IEP 9%, LEP 7%

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Root Causes

-Lack of support in core areas for SPED and ELL; limited access to interventions in core areas due to limited resources; minimal participation in PD to increase rigor in content areas

-Lack of personnel and professional development for co-teaching and differentiated instruction (i.e. scaffolding, acceleration rather than remediation); limited training and personnel for monitoring students receiving special education services using various probes

-Previous lack of resources: Title I funding is new this year, although in years past we were very close to qualifying for this program. In previous years, Sparks Middle School lacked the personnel to fully implement interventions.

Solutions

-Placement based on CRT/MAP scores

Provide additional personnel for push-in to core classes

Implement small group focused instruction and an increased number of interventions in English Language Arts and Math

Focus on increased rigor in intervention strategies/ content areas to be measured by growth rate and number of students in intervention classes.

-Implement co-taught classes in the areas of Math, English Language Arts, and Science for 12% of our IEP subgroup.

Expose students to grade level curriculum as opposed to remediation, in addition to scaffolding for all resource classes.

Provide bi-weekly progress monitoring of all students receiving special education services using AIMSweb, RCBM, and essential skills tests.

-Target students who are in need of interventions and providing the support needed for academic and social success based on MAP, AIMSweb, RCBM, and teacher records. The IAT will meet every 2 weeks to evaluate progress and various data.

PART III: IMPROVEMENT GOALS and MEASURABLE OBJECTIVES

Convert the top priority concerns into the goal(s) for improvement and incorporate the identified solutions into the action plan.

Goal 1:

Student Reading/Writing proficiency will increase to meet or exceed standards and previously established Pathway Performance Targets in the 2011-2012 school year, as measured by CRTs and Writing Proficiency Examination results. Although this goal pertains to all students, a focus will be on IEP, ELL, FRL, and minority students.

Measurable Objective 1:

In 2010-2011, 31% of SMS population met or exceeded standards in the area of Reading, as measured by CRT scores. By 2012, 33% will meet or exceed Reading standards as measured by CRT test results. In 2010-2011, 49% of 8th grade students met or exceeded standards in the area of Written Expression, as measured by the 8th grade Writing Proficiency Exam. Results for 2011-12 will indicate a maintained level of proficiency.

Goal 2:

Student Math proficiency will increase to meet or exceed standards and established Pathway Performance Targets in the 2011-2012 school year as measured by CRTs and MAP data. Although this goal pertains to all students, a focus will be on IEP, ELL, FRL, and minority students. Additionally, we aim to increase participation in Algebra courses among 8th grade students as measured by scheduling/enrollment data.

Measurable Objective 2:

In 2010-2011, 54% of population were at or above proficiency in Math, as measured by CRT scores, which exceeded our target by 26%; however, our subgroups remain below target. By 2012, IEP, ELL, FRL, and minority students will meet specified Pathway Performance Targets. 2010-2011 data indicate that 27% percent of our students were enrolled in Algebra and 45% were deemed proficient by the Credit by Exam. For the 2011-2012 school year, 32% of the 8th grade students will be enrolled in Algebra I, 50% of the students enrolled in Algebra will score proficient on the Credit by Exam.

Goal 3: (if applicable)

Measurable Objective 3:

PART IV: SCHOOL IMPROVEMENT MASTER PLAN & REFORM STRATEGIES

Action Plan: List the action steps to implement the solutions for each goal, as well as the timeline, resources, and the person(s) responsible.

Monitoring Plan: Identify the data that will be collected to monitor the action steps, as well as the timeline and the person(s) responsible.

Goal 1: Student Reading/Writing proficiency will increase to meet or exceed standards and previously established Pathway Performance Targets in the 2011-2012 school year, as measured by CRTs and Writing Proficiency Examination results. Although this goal pertains to all students, a focus will be on IEP, ELL, FRL, and minority students.

Measurable Objective(s): In 2010-2011, 31% of SMS population met or exceeded standards in the area of Reading, as measured by CRT scores. By 2012, 33% will meet or exceed Reading standards as measured by CRT test results. In 2010-2011, 49% of 8th grade students met or exceeded standards in the area of Written Expression, as measured by the 8th grade Writing Proficiency Exam. Results for 2011-12 will indicate a maintained level of proficiency.

ACTION PLAN				MONITORING PLAN		
Action Steps to implement the solutions/strategies		Timeline for implementing action steps	Resources e.g., money, people, facilities to be used for implementation	Person(s) Responsible Who is the person or group who will ensure that each action step is implemented?	Monitoring Measures Identify evidence/timeline the district/ site will use to monitor the progress of the action step including Peer Reviews, Mid-Year, and End of Year Reviews.	Person(s) Responsible Who is the district/site staff that will ensure that each action step is monitored?
1.1	Professional development in AVID, CCSS, SIOP, Thinking Maps Cadre, as well as individual PD options in ELA	Aug 2011- June 2012	Title 73.5k funds for PD, 21st Century 16.75k funds for PD, WCDS in-service courses	Intervention Specialist, ELA, ELL, & SPED teachers and support staff	Documentation of PD for 2011-2012 by all SMS staff	Intervention Specialist, ELA, ELL, & SPED teachers and support staff
1.2	SMS will offer a variety of Family Night events, Saturday events, and school wide activities relating to ELA	Aug 2011- June 2012	Connect Ed., IC, Advisory, counselors, admin., 21st Cent. Title I, website, newsletter	PIF, grant coordinator, admin., counselors, teachers, bilingual support staff	Surveys, advisory meetings, parent group attendance, sign-ins, CAYEN system data	Admin, PIF, 21st Century Grant Coordinator, ELA staff
1.3	Extended Day Tutoring and Interventions, Saturday School, ELL/ SPED push-in support	Aug 2011- June 2012	21stCCLC 16.25K, Title I 73K, and Stretch Run 2.5K funds, teachers, support staff, parents	Grant coordinator, admin., teachers, grant staff, counselors, ELL SPED support	CRT, 8th Grade Writing Proficiency Exam, RCBM probe/MAP progress monitoring, teacher records, scheduling	Grant coordinator, admin., teachers, grant staff, counselors, support staff
1.4	Targeting for Reading placement into instructional programs, common planning and assessment, PLCs	Aug 2011- June 2012	PLCs, teachers, implementation/intervention specialists, PD, AVID	Teachers, implementation and intervention specialists	Formative assessment, planning documents, standardized test scores, teacher records	Teachers, implementation and intervention specialists
1.5	Monitoring of student progress through continual record keeping and parent/teacher conferences.	Aug 2011- June 2012	Interventions, progress monitoring, Advisory, all teachers, counselors	Intervention Specialist, ELA, ELL, SPED teachers and sup. staff, counselors, admin.	Formative assessment, planning documents, standardized test scores, teacher records	Intervention Specialist, ELA, ELL, SPED teachers and sup. staff, counselors, admin.

SCHOOL IMPROVEMENT MASTER PLAN (continued)

Goal 2: Student Math proficiency will increase to meet or exceed standards and established Pathway Performance Targets in the 2011-2012 school year as measured by CRTs and MAP data. Although this goal pertains to all students, a focus will be on IEP, ELL, FRL, and minority students. Additionally, we aim to increase participation in Algebra courses among 8th grade students as measured by scheduling/enrollment data.

Measurable Objective(s): In 2010-2011, 54% of population were at or above proficiency in Math, as measured by CRT scores, which exceeded our target by 26%; however, our subgroups remain below target. By 2012, IEP, ELL, FRL, and minority students. will meet specified Pathway Performance Targets. 2010-2011 data indicate that 27% percent of our students were enrolled in Algebra and 45% were deemed proficient by the Credit by Exam. For the 2011-2012 school year, 32% of the 8th grade students will be enrolled in Algebra I. 50% of the students enrolled in Algebra will score proficient on the Credit by Exam.

ACTION PLAN				MONITORING PLAN		
Action Steps to implement the solutions/strategies		Timeline for implementing action steps	Resources e.g., money, people, facilities to be used for implementation	Person(s) Responsible Who is the person or group who will ensure that each action step is implemented?	Monitoring Measures Identify evidence/timeline the district/ site will use to monitor the progress of the action step including Peer Reviews, Mid-Year, and End of Year Reviews.	Person(s) Responsible Who is the district/site staff that will ensure that each action step is monitored?
2.1	Professional development in AVID, CCSS, & SIOP. NCTM conference, and other PD	Aug 2011- June 2012	Title 64.5k funds for PD, 21st Century 16.75k funds for PD, WCDS in-service courses	Intervention Specialist, Math, ELL, & SPED teachers and support staff	Documentation of PD for 2011-2012 by all SMS staff	Intervention Specialist, Math, ELL, SPED teachers and support staff
2.2	SMS will offer a variety of Math related Family Night events, Saturday events, and school wide activities.	Aug 2011- June 2012	Connect Ed., IC, Advisory, counselors, Admin., 21st Cent. Title I, website, newsletter	PIF, grant coordinator, Admin., counselors, teachers, bilingual support staff	Surveys, advisory meetings, parent group attendance, sign-ins, CAYEN system data	Admin, PIF, 21st Century Grant Coordinator, Math staff
2.3	Extended Day Tutoring and Interventions, Saturday School, ELL/ SPED push-in support.	Aug 2011- June 2012	21stCCLC 16.25K, Title I 64K, and Stretch Run 2.5K funds, teachers, support staff, parents	Grant coordinator, Admin., teachers, grant staff, counselors, ELL/SPED support	CRT, 8th Grade Writing Proficiency Exam, RCBM probe/MAP progress monitoring, teacher records, scheduling	Grant coordinator, Admin., teachers, grant staff, counselors, ELL/SPED support
2.4	Student assessment and placement for math instruction, increase Alg. participation for 8th grade students.	Aug 2011- June 2012 - Wednesday PD/PLC Days	Progress monitoring, specialists, teachers, PLATO, computers, scheduling	Teachers, implementation and intervention specialists	Formative assessment, planning documents, standardized test scores, teacher records, MAP/AIMS probes	Teachers, implementation and intervention specialists
2.5	Monitoring of student progress through continual record keeping and parent/teacher conferences.	Aug 2011- June 2012	Interventions, progress monitoring, Advisory, all teachers, counselors	Intervention Specialist, Math, ELL, SPED teachers, support staff, counselors, Admin.	Formative assessment, planning documents, standardized test scores, teacher records	Intervention Specialist, Math, ELL, SPED teachers, support staff, counselors, Admin.

SCHOOL IMPROVEMENT MASTER PLAN (continued)

Goal 3:
(if applicable)

Measurable Objective(s):

ACTION PLAN				MONITORING PLAN		
Action Steps to implement the solutions/strategies		Timeline for implementing action steps	Resources e.g., money, people, facilities to be used for implementation	Person(s) Responsible Who is the person or group who will ensure that each action step is implemented?	Monitoring Measures Identify evidence/timeline the district/ site will use to monitor the progress of the action step including Peer Reviews, Mid-Year, and End of Year Reviews.	Person(s) Responsible Who is the district/site staff that will ensure that each action step is monitored?
3.1						
3.2						
3.3						
3.4						
3.5						

PART V: BUDGET FOR THE OVERALL COST OF CARRYING OUT PLAN

List the funds necessary to carry out the school improvement plan and accomplish the goals.

Goals	Total amount needed to accomplish goal. (Amounts for each action step should be listed under "Resources".)	Funds available in current school funding that have been specifically set aside for the implementation of the goal.	Funds still needed to implement goal.
Goal 1	\$171,500	\$146,500 - Title I Funds \$33,000 - 21st Century Funds \$2,500 - Stretch Run	0.0
Goal 2	\$153,500	\$128,500- Title I Funds \$33,000 - 21st Century Funds \$2,500 - Stretch Run	0.0
Goal 3 (if applicable)			

PART VI: EVALUATION OF THE SIP

For each measurable objective, identify the data that will be collected to monitor the action steps, as well as the timeline and the person(s) responsible.

For Restructuring/Turnaround Plans it is the responsibility of the district to keep the plans focused-ensuring that the objectives are implemented and monitored and that consistent evaluation relative to improvement and student achievement takes place.

<p>Measurable Objectives</p>	<p>Evaluation Measures (Monitoring Data & Outcome Indicators to evaluate progress in achieving Measurable Objectives.)</p>	<p>Timeline For collecting data</p>	<p>Person(s) Responsible Who is the person or group who will ensure the the evaluation is completed? For Restructuring/Turnaround Plans Identify district staff responsible for monitoring/evaluating the objectives/ action steps for administering Technical Assistance/Consequences.</p>
<p>In 2010-2011, 31% of SMS population met or exceeded standards in the area of Reading, as measured by CRT scores. By 2012, 33% will meet or exceed Reading standards as measured by CRT test results. In 2010-2011, 49% of 8th grade students met or exceeded standards in the area of Written Expression, as measured by the 8th grade Writing Proficiency Exam. Results for 2011-12 will</p>	<p>-Criterion Referenced Test: Reading -8th Grade Writing Proficiency Exam -MAP data will also be evaluated. -AIMSweb benchmark/progress monitoring -RCBM benchmark/progress monitoring -R180 assessment data</p>	<p>-Collect final data May 2012 -R180 assessment data and MAP data quarterly -Bi-weekly collection of AIMSweb and RCBM data</p>	<p>Administrative team, counselors, teachers, Intervention Specialist</p>
<p>In 2010-2011, 54% of population were at or above proficiency in Math, as measured by CRT scores, which exceeded our target by 26%; however, our subgroups remain below target. By 2012, IEP, ELL, FRL, and minority students. will meet specified Pathway Performance Targets. 2010-2011 data indicate that 27% percent of our students were enrolled in</p>	<p>-Criterion Referenced Test: Mathematics -MAP data will also be evaluated. -AIMSweb benchmark/progress monitoring</p>	<p>-Collect final data in May of 2012 -MAP data evaluated quarterly -Bi-weekly collection of AIMSweb data</p>	<p>Administrative team, counselors, teachers, Intervention Specialist</p>

PART VII: OTHER REQUIRED ELEMENTS OF THE SIP

The Office of School Improvement will attach the data required for this page.

INSERT OTHER DATA RESOURCES UTILIZED TO DEVELOP THIS PLAN:

Please see attached Accountability Report.

OTHER REQUIRED ELEMENTS OF THE SIP (continued)

1. What are the policies and practices in place to ensure proficiency of each subgroup in the core academic subjects?

1. Students in each subgroup are identified and assessed using Aims Web probes, and MAP, and placed in support classes to address academic needs, including co-teaching classes for students in SPED and ELL. 2. Nevada State Standards/Common Core State Standards are used to guide all teaching and learning. 3. All staff members at Sparks Middle School are Highly Qualified for their position as per state and Title I requirements. 4. The District is providing Sparks Middle School with a specialist to work with our gifted and talented students in order to ensure they are provided with rigorous and engaging curriculum aligned with the Common Core standards. 5. The WCSD Strategic Plan is the basis of academic decisions at Sparks Middle School, as it is the framework to ensure that every child graduates from high school, college and/or highly-skilled career ready.

2. List and briefly describe, as appropriate, how the school has incorporated activities of remedial instruction or tutoring before school, after school, during the summer, and/or during any extension of the school year.

We have incorporated activities of remedial instruction and tutoring through intervention classes, after school, during the summer, and on Saturdays throughout the school year. Sparks Middle School is currently in its fourth year of the 21st Century Community Learning Center Grant, that provides after-school programming for a targeted group of struggling students. This grant also allows students to voluntarily attend the program for extra academic assistance and enrichment opportunities. Sparks Middle School also received a summer grant to allow the first year of JUMP START programming, through which 100 targeted students received additional academic support and study skills instruction to help bridge the gap summer often brings. Sparks Middle School offers remediation/tutoring, extended library service hours, and open computer labs to help students and parents with school/homework and projects a minimum of one Saturday per month.

3. Describe the resources available to the school to carry out the plan.

1. Title I designation provides much needed resources for professional development opportunities, curriculum, technology updates, additional staffing, family/community engagement, and curricular supplies. 2. The 21st CCLC grant provides Sparks Middle School with funding for academic programming, enrichment programming, nutrition and fitness programming, as well as funding for parent and community engagement activities. 3. "Stretch Run" funds will be used to supplement student transportation for the after-school program and provide stipends for teachers to provide CRT support on Saturdays. 4. The vast expertise our staff collectively brings to the table at Sparks Middle School is, in itself, a valuable resource. 5. District wide, early release of students to provide for Professional Learning Community time weekly.

4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement.

Not applicable

5. Discuss how the school will utilize Educational Involvement Accords for Parents including the Honor Code and meet all the requirements of the law.

The development of a School Parent Accord, an agreement to a shared partnership of their child's education, was included in each student's registration packet this year to help build the foundation for a strong school-parent relationship. Each signed copy of the Accord is documented in Infinite Campus and filed alphabetically in the registrar's office. Parents will be offered suggestions for monitoring their child's progress, for trainings on Infinite Campus, and for working with educators. Sparks Middle School has utilized PBIS for four years and is one of the first schools in WCSD to do so. We use PBIS to define, teach, and support positive student behaviors in order to create and maintain a positive school climate as related to our four main CORE values (Community, effort, Respect, and safety).

6. If applicable, describe how the school will make its Title III Annual Measurable Achievement Objective (AMAO) targets in English language proficiency (reading, writing, listening, and speaking comprehension).

Sparks Middle School did make AMAO 2, English Language Attainment, for ELL in 2010-11. We missed AMAO 1, English Language Progress, by only 1%. One full time ELL teacher assistant and a .75 ELL aide support the ELL students in their core classes. Additionally, three Long-Term ELL English classes serve our "5 years or more" population; one Beginning/Intermediate ELL English class serves our "4 years or less" population; and one Advanced ELL English class serves our "4 years or less" population. We also offer several periods of Co-taught Sheltered English to provide additional support for those in need, but who are not enrolled in a specialized ELL English class. Specialized spelling curriculum, Words Their Way for ELL, is being used in all ELL English classes, and data is showing marked improvement as a result.

PART VIII: REQUIRED ELEMENTS FOR TITLE I SCHOOLS

Title I schools, identified as “Needs Improvement,” MUST complete Items 1 through 5 of this section. Title I Schools operating a Schoolwide Program, MUST complete Items 6 through 10 of this section.

1. Describe the required services the school has provided based on the number of years the school has been in need of improvement, (e.g., schools in Year 2 of “Needs Improvement” must identify Year 1 and Year 2 services, and so on).

- * Year 1: School Choice.

- * Year 2: Supplemental Services.

- * Year 3: Corrective Action.

- * Year 4: Restructuring.

Year 1: School Choice

Parents have been notified and offered the option of having their child attend other WCSD schools (Shaw or Mendive) that are not in needs of improvement.

2. Provide an assurance that the school will not spend less than 10% of their annual Title I allocation for quality professional development.

The site administrator and the WCSD Title 1 office will monitor budgets to assure that no Title I school will spend less than 10% of their annual allocation for quality professional development.

3. Describe how the school will provide written notice to parents on the school's “Needs Improvement” status and/or AMAO status.

Before the first day of the school year, the WCSD Title I Office will send all parents notification of the school's "Needs Improvement" status. This will include a letter to the parents outlining their rights under No Child Left Behind regarding school choice. The WCSD ESL office will notify parents on the school's AMAO status.

4. Specify how Title I funds will be used to remove school from “Needs Improvement” status.

Title I funds are being utilized for teacher assistants, supplemental educational programs, professional development, materials for supplemental programming, and a parent involvement facilitator.

REQUIRED ELEMENTS FOR TITLE I SCHOOLS (continued)

5. Describe the school's teacher mentoring program and how it supports the achievement of the school's annual goals and objectives.

We use highly qualified content areas teachers to mentor newly hired content area teachers (monthly meetings with our site mentor, monthly meetings with the site coordinator, plus we participate in the district mentoring program).

6. Describe the school's strategies to attract high-quality highly qualified teachers to your school.

Interested applicants apply to general job postings (i.e. Elementary K-3, Middle School English, High School Math). Human Resources conducts initial interviews and creates pools of qualified candidates. Candidates who have successfully completed the Human Resources interview are placed into a pool of teacher candidates. As positions become available, Principals can refer to applicants in the pools when scheduling site level interviews. The Sparks Middle School Principal puts together a site level interview team that includes an Administrator, department leader, and a teacher based on the subject for which we are hiring. Candidates selected from the district pool are interviewed using a site developed interview process.

7. Describe the school's strategies to increase parent involvement in accordance with Section 1118 of NCLB, such as family literacy services.

Parents have a plethora of opportunities to become involved with Sparks Middle School in the 2011-2012 school year. Parents will be invited to attend several Family Days on Saturdays with an emphasis on building a strongly-involved parent community. We have already held our annual Back to School Night in early September and actively recruited and encouraged parent participation and volunteering. Further, we have hosted two "Meet and Greet" meetings, where parents have had the chance to meet our new administrative team. Throughout the year each curricular department in the school will host their own Family Night. We will also have music concerts in December and May. All activities will be facilitated by the administrative staff, counselors, teachers, the parent involvement facilitator, and a Spanish interpreter. The PIF at SMS will distribute Parent University Catalogs at Parent/Family Nights, as well as post flyers and posters.

8. Describe the school's plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

Not applicable at the middle school level.

9. Identify the measures that include teachers in decisions regarding the use of academic assessments.

MAP, AYP data, District Target data, PLCs, Leadership Team, SIP Team, Cayen data, Weekly Essential Skills Tests and common department finals in Math, Common formative and summative assessments created in ELA PLCs

10. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts.

Washoe County School District's Strategic Plan, Title I accountability, as well as the role out of the Common Core State Standards are all used as guidelines for planning purposes .

PART IX: REQUIRED ELEMENTS FOR NON-TITLE I SCHOOLS

Non-Title I schools, identified as "Needs Improvement," MUST complete this page.

1. Describe how and when the school will provide written notice to parents on the school's "Needs Improvement" status and/or AMAO status.

2. Describe the school's teacher mentoring program and how it supports the achievement of the school's annual goals and objectives.

Professional Development Plan

ACTION PLAN				MONITORING PLAN	
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Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
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Goal 1: Student Reading/Writing proficiency will increase to meet or exceed standards and previously established Pathway Performance Targets in the 2011-2012 school year, as measured by CRTs and Writing Proficiency Examination results. Although this goal pertains to all students, a focus will be on IEP, ELL, FRL, and minority students.

1.1	Professional development in AVID, CCSS, SIOP, Thinking Maps Cadre, as well as individual PD options in ELA	Aug 2011- June 2012	Title 73.5k funds for PD, 21st Century 16.75k funds for PD, WCDS in-service courses	Intervention Specialist, ELA, ELL, & SPED teachers and support staff	Documentation of PD for 2011-2012 by all SMS staff	Intervention Specialist, ELA, ELL, & SPED teachers and support staff
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Narrative Teachers will be taking part in several mandatory professional development opportunities for AVID, CCSS, PLC, and MAP data usage, as well as optional PD under a variety of topics

Goal 2: Student Math proficiency will increase to meet or exceed standards and established Pathway Performance Targets in the 2011-2012 school year as measured by CRTs and MAP data. Although this goal pertains to all students, a focus will be on IEP, ELL, FRL, and minority students. Additionally, we aim to increase participation in Algebra courses among 8th grade students as measured by scheduling/enrollment data.

2.1	Professional development in AVID, CCSS, & SIOP. NCTM conference, and other PD	Aug 2011- June 2012	Title 64.5k funds for PD, 21st Century 16.75k funds for PD, WCDS in-service courses	Intervention Specialist, Math, ELL, & SPED teachers and support staff	Documentation of PD for 2011-2012 by all SMS staff	Intervention Specialist, Math, ELL, SPED teachers and support staff
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Narrative Teachers will be taking part in several mandatory professional development opportunities for AVID, CCSS, PLC, and MAP data usage, as well as optional PD under a variety of topics.

Goal 3:
(if applicable)

3.1						
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Narrative

Parent Engagement Plan

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible

Goal 1: Student Reading/Writing proficiency will increase to meet or exceed standards and previously established Pathway Performance Targets in the 2011-2012 school year, as measured by CRTs and Writing Proficiency Examination results. Although this goal pertains to all students, a focus will be on IEP, ELL, FRL, and minority students.

1.2	SMS will offer a variety of Family Night events, Saturday events, and school wide activities relating to ELA	Aug 2011- June 2012	Connect Ed., IC, Advisory, counselors, admin., 21st Cent. Title I, website, newsletter	PIF, grant coordinator, admin., counselors, teachers, bilingual support staff	Surveys, advisory meetings, parent group attendance, sign-ins, CAYEN system data	Admin, PIF, 21st Century Grant Coordinator, ELA staff
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Narrative: Parents will be offered suggestions in ways to monitor their child’s progress, trainings for Infinite Campus, and methods for working with educators. A new “Parent Portal” is being set-up inside the main entrance to the school where parents can access Infinite Campus. When possible, Title I meetings will be held consecutively with our Parent/Faculty meetings and/or school events to increase the number of parents able to attend. Sparks Middle School is committed to the development of a useful, meaningful, and innovative website, designed to help both students and parents.

Goal 2: Student Math proficiency will increase to meet or exceed standards and established Pathway Performance Targets in the 2011-2012 school year as measured by CRTs and MAP data. Although this goal pertains to all students, a focus will be on IEP, ELL, FRL, and minority students. Additionally, we aim to increase participation in Algebra courses among 8th grade students as measured by scheduling/enrollment data.

2.2	SMS will offer a variety of Math related Family Night events, Saturday events, and school wide activities.	Aug 2011- June 2012	Connect Ed., IC, Advisory, counselors, Admin., 21st Cent. Title I, website, newsletter	PIF, grant coordinator, Admin., counselors, teachers, bilingual support staff	Surveys, advisory meetings, parent group attendance, sign-ins, CAYEN system data	Admin, PIF, 21st Century Grant Coordinator, Math staff
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Narrative: Sparks Middle School encourages our families to be advocates for the students that attend our school and those within our community. Since families, school staff, and our community are equal partners in the decisions that affect our children, teachers and staff will reach out to communicate and work with parents. Parents will be active participants in the school improvement planning and evaluation process and in the parent involvement plan. Working together we will inform, empower and create policies practices and programs that will improve our students’ future.

Goal 3:
(if applicable)

3.2						
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Narrative:

APPENDIX A

Restructuring/Turnaround Schools ONLY

- [Nevada Option a]** Replace all or most of the staff who are relevant to failure of the school to make AYP;
- [Nevada Option b]** Enter into a contract with an entity, such as a management company, with a demonstrated record of effectiveness to operate public school;
- [Nevada Option c]** Request that NDE oversee the operation of the school, if agreed to by NDE; or
- [Nevada Option d]** *Nevada Option d only applies to schools where the NDE is responsible for restructuring as the LEA.*
- [Nevada Option e]** Take any other action to restructure the governance of the school if the actions is designed to improve the academic achievement of the pupils enrolled in the schools and has substantial promise of ensuring that the schools makes AYP. *(Under this option, NDE requires that the LEA changes the governance structure of the school in a significant manner that either diminishes school-based management and decision making or increases control, monitoring, and oversight of the school's operations and educational program by the LEA.)*
In addition to what is defined under Option e above, the following examples may constitute "any other action to restructure the governance of the school" [USDOE Non-Regulatory School Improvement Guidance G-8; §1116(b)(8)(B)(v)]:
 - * Close the school and reopen it as a focus or theme school with new staff or staff skilled in the focus area (e.g., math and science, dual language, communication arts);
 - * Reconstitute the school into smaller autonomous learning communities (e.g., school-within-a-school model, learning academies, etc.);
 - * Dissolve the school and assign students to other schools in the district;
 - * Pair the school in restructuring with a higher performing school so that K-3 grades from both schools are together and the 4-5 grades from both schools are together; or
 - * Expand or narrow the grades served, for example, narrowing a K-8 school to a K-5 elementary school.

V. Approval and Assurances

This plan is legally sufficient and meets all the requirements established by Federal, State, and District entities. The Washoe County School District will implement this plan as described above at the beginning of the N5 school year.

	Print Name	Signature	Date
Superintendent			
Area Superintendent			

For NDE Use Only

Date: _____ **Approval Status:** _____

NDE Comments:

APPENDIX B

Goal 1: Student Reading/Writing proficiency will increase to meet or exceed standards and previously established Pathway Performance Targets in the 2011-2012 school year, as measured by CRTs and Writing Proficiency Examination results. Although this goal pertains to all students, a focus will be on IEP, ELL, FRL, and minority students.

Measurable Objective(s): In 2010-2011, 31% of SMS population met or exceeded standards in the area of Reading, as measured by CRT scores. By 2012, 33% will meet or exceed Reading standards as measured by CRT test results. In 2010-2011, 49% of 8th grade students met or exceeded standards in the area of Written Expression, as measured by the 8th grade Writing Proficiency Exam. Results for 2011-12 will indicate a maintained level of proficiency.

Mid-Year		End-of-Year	
1.1	Professional development in AVID, CCSS, SIOP, Thinking Maps Cadre, as well as individual PD options in ELA	1.1	Professional development in AVID, CCSS, SIOP, Thinking Maps Cadre, as well as individual PD options in ELA
Progress		Progress	
Barriers		Barriers	
Next Steps		Next Steps	
1.2	SMS will offer a variety of Family Night events, Saturday events, and school wide activities relating to ELA	1.2	SMS will offer a variety of Family Night events, Saturday events, and school wide activities relating to ELA
Progress		Progress	
Barriers		Barriers	
Next Steps		Next Steps	

1.3	Extended Day Tutoring and Interventions, Saturday School, ELL/SPED push-in support	1.3	Extended Day Tutoring and Interventions, Saturday School, ELL/SPED push-in support
Progress		Progress	
Barriers		Barriers	
Next Steps		Next Steps	
1.4	Targeting for Reading placement into instructional programs, common planning and assessment, PLCs	1.4	Targeting for Reading placement into instructional programs, common planning and assessment, PLCs
Progress		Progress	
Barriers		Barriers	
Next Steps		Next Steps	
1.5	Monitoring of student progress through continual record keeping and parent/teacher conferences.	1.5	Monitoring of student progress through continual record keeping and parent/teacher conferences.
Progress		Progress	
Barriers		Barriers	
Next Steps		Next Steps	

APPENDIX B (Continued)

Goal 2: Student Math proficiency will increase to meet or exceed standards and established Pathway Performance Targets in the 2011-2012 school year as measured by CRTs and MAP data. Although this goal pertains to all students, a focus will be on IEP, ELL, FRL, and minority students. Additionally, we aim to increase participation in Algebra courses among 8th grade students as measured by scheduling/enrollment data.

Measurable Objective(s): In 2010-2011, 54% of population were at or above proficiency in Math, as measured by CRT scores, which exceeded our target by 26%; however, our subgroups remain below target. By 2012, IEP, ELL, FRL, and minority students. will meet specified Pathway Performance Targets. 2010-2011 data indicate that 27% percent of our students were enrolled in Algebra and 45% were deemed proficient by the Credit by Exam. For the 2011-2012 school year, 32% of the 8th grade students will be enrolled in Algebra I, 50% of the students enrolled in Algebra will score proficient on the Credit by Exam.

Mid-Year		End-of-Year	
2.1	Professional development in AVID, CCSS, & SIOP. NCTM conference, and other PD	2.1	Professional development in AVID, CCSS, & SIOP. NCTM conference, and other PD
Progress		Progress	
Barriers		Barriers	
Next Steps		Next Steps	
2.2	SMS will offer a variety of Math related Family Night events, Saturday events, and school wide activities.	2.2	SMS will offer a variety of Math related Family Night events, Saturday events, and school wide activities.
Progress		Progress	
Barriers		Barriers	
Next Steps		Next Steps	

2.3	Extended Day Tutoring and Interventions, Saturday School, ELL/SPED push-in support.	2.3	Extended Day Tutoring and Interventions, Saturday School, ELL/SPED push-in support.
Progress		Progress	
Barriers		Barriers	
Next Steps		Next Steps	
2.4	Student assessment and placement for math instruction, increase Alg. participation for 8th grade students.	2.4	Student assessment and placement for math instruction, increase Alg. participation for 8th grade students.
Progress		Progress	
Barriers		Barriers	
Next Steps		Next Steps	
2.5	Monitoring of student progress through continual record keeping and parent/teacher conferences.	2.5	Monitoring of student progress through continual record keeping and parent/teacher conferences.
Progress		Progress	
Barriers		Barriers	
Next Steps		Next Steps	

APPENDIX B (Continued)

Goal 3:
(if applicable)

Measurable Objective(s):

Mid-Year		End-of-Year	
3.1		3.1	
Progress		Progress	
Barriers		Barriers	
Next Steps		Next Steps	
3.2		3.2	
Progress		Progress	
Barriers		Barriers	
Next Steps		Next Steps	

3.3		3.3	
Progress		Progress	
Barriers		Barriers	
Next Steps		Next Steps	
3.4		3.4	
Progress		Progress	
Barriers		Barriers	
Next Steps		Next Steps	
3.5		3.5	
Progress		Progress	
Barriers		Barriers	
Next Steps		Next Steps	