Nye County School District

Tonopah Middle School

2023-2024 School Performance Plan:
A Roadmap to Success

Tonopah Middle School has established their school improvement roadmap for the 2023-24 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Melinda Jeffrey at mjeffrey@nyeschools.org for more information.

Principal: Melinda Jeffrey
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School Designations: ☒ Title I   ☐ CSI   ☐ TSI   ☐ ATSI   ☐ Zoom   ☐ Victory

School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see *Every Student Succeeds Act (ESSA)*, and for detailed information about the School and District rating system, see the *School Rating Overview*.

	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
Enrollment Data											
School	70	n/a	2.86	17.14	1.43	77.14	n/a	1.43	n/a	n/a	100
District	5,842	1.13	1.1	32.75	3.97	52.81	1.11	7.14	13.03	6.98	99.91
State	484,240	.77	5.5	44.15	12.22	28.39	1.48	7.48	12.93	13.5	81.48

Student Performance Data

Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2021	**School**	8.3	n/a	n/a	18.1	n/a	n/a	n/a	n/a	n/a
	District	9.3	n/a	n/a	34.9	n/a	n/a	18.1	7.3	n/a
2022	**School**	14	n/a	n/a	38.5	n/a	n/a	n/a	n/a	n/a
	District	21.8	n/a	n/a	34.7	n/a	n/a	22.6	5.9	n/a
2023	**School**	26.6%	n/a	n/a	38.5%	n/a	n/a	n/a	n/a	n/a
	District	23.3%	n/a	n/a	31%	n/a	n/a	22.4	<5	n/a

4 Year ACGR	School Climate Data

	Grad Rate 2019-2019-20	Grad Rate 2020-2020-21	Grad Rate 2021-2021-22
School	n/a	n/a	n/a
District	n/a	n/a	n/a

	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	349	330	71/100
District	362.5	362	66/100

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Melinda Jeffrey	**Principal(s)** *(required)*
Charles Keller	**Other School Leader(s)/Administrator(s)** *(required)*
Pamela Todd, Jessica Blackburn, Jill Katzenbach, Steven Stringer, Greg Smithey, & Lynne Dehner	**Teacher(s)** *(required)*
Frances Reyes & Sofia Cisneros Wickham	**Paraprofessional(s)** *(required)*
Shannon Stringer, Amber Carter, Danielle Skiles	**Parent(s)** *(required)*
Cole Jeffrey, Riley Stringer	**Student(s)** *(required for secondary schools)*
N/A	**Tribes/Tribal Orgs** *(if present in community)*
Anena Kipp (Interventionist), Matthew Hinshaw (EL/Gate), Lisa Maslach (School Counselor)	**Specialized Instructional Support Personnel** *(if appropriate)*

School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partner.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
6th Grade MS Orientation	8/7/2023	17	Parents and 6th Grade MS students were introduced to MS teachers and staff, MS requirements were reviewed with all students and families, and a tour of the school was given
Tonopah Schools Open House	8/7/2023	36	Families were welcomed into the school and were able to go classroom to classroom to meet staff and tour the school.
Staff Survey	10/12/2023	21 total staff responses amongst all levels	95% of teachers report they enjoy working at Tonopah Schools, 81% are committed to helping us become a 5 Star school by 2025, 90% feel they are respected by the administration, and 80% feel they have a say in what is happening at the school level.
Student Survey	10/23/2023	56 responses	68% of students feel that they belong at Tonopah Middle School, 47% believe that what they are learning will benefit them later in life and 78% say they are respected by staff.
Parent/Teacher Conferences	10/25/2023	21 parents/families in attendance	Families and Students were able to come in to interact with the classroom teachers to discuss grades and review students' progress in their classes.

Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	**Social and Emotional Learning**	**Access to Rigorous Texts and Tasks**
Data Reviewed	Past NWEA Results	Nevada School Climate SEL Survey results School Wide Student Survey Results	Past NWEA Results
Problem Statement	*Students are not actively engaged in their own learning and do not take ownership of their academic success*		
Critical Root Causes	*Students are not independent learners and are not willing to take risks and fully engage in their learning. Students are struggling with being independent, creative thinkers; thriving only on interaction with each other and the answers being available at their fingertips. There is also a noticeable lack of motivation for some students, as they do not know where to start when given a task.*		

Part B

Student Success	
School Goal: To increase the number of students meeting or exceeding their projected RIT score on the NWEA (from Fall to Spring) by 10% for students in Grades 6 through 8.	**Aligned to Nevada's STIP Goal:** Goal 3—All students experience continued academic growth.

Improvement Strategy:

- Review topics within core classes (Math, English and Science) that appear on the NWEA tests
- Hold goal setting conferences with students to create student buy in for success on the NWEA.

Evidence Level: *3—Promising—PLC schedule has been created for training for teachers to help drive NWEA goal setting with students.*

Intended Outcomes:
6th, 7th, and 8th *grade students will participate in NWEA preparation through core academic content, exposing students to grade-level curriculum,*

which will allow all students preparing for the test to be more comfortable with the test at grade-level, thus increasing scores so all students experience continued academic growth.

Special education students will also receive support from the special education teacher, with the ability to utilize the resource room to receive small group instruction, thus increasing student success for all students.

Action Steps:
- Teachers will receive PD on looking at and analyzing NWEA data during PLC time provided by NWEA.
- Administrator will ensure accountability and analysis of data to prepare students for the NWEA tests.
- Teachers and administrators will ensure that grade-level, engaging curriculum is being taught to all students to prepare them for testing at grade-level.
- Administrator will ensure that NWEA goal setting is completed by classroom teachers with students using their Chromebooks prior to Winter and Spring testing so that students have an attainable goal to work toward.

Resources Needed:

- Access to the Internet
- Student Chromebooks
- PLC time for PD
- iReady for both ELA and Math

Challenges to Tackle:

- Teacher consistency with data analysis and student preparation
- Student buy in and attitude toward testing

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

English Learners:
SIOP and Kagan Strategies will be used and are specifically designed to support EL students along with our new El Paraprofessional. SIOP and Kagan strategies will benefit all students across all grade levels and subjects.

Foster/Homeless:
SIOP and Kagan Strategies will be used for all learners across all grade levels and subjects.

Free and Reduced Lunch:

All students receive FRL, but only because the district as a whole qualifies.

Migrant:
N/A

Racial/Ethnic Minorities:
 Track formative data across racial groups to measure if any disparities exist.

Students with IEPs:
SIOP and Kagan Strategies will be used for all learners across all grades levels and subjects.
Students will receive specialized instruction and extra practice in the resource room with the Special Education teacher, as needed.

Inquiry Area 2 - Adult Learning Culture
Part A

<table>
<tr><td colspan="4" align="center">Adult Learning Culture</td></tr>
<tr><td></td><td align="center">Instructional Practice</td><td align="center">Instructional Leadership</td><td align="center">Systems and Structures that Support Continuous Improvement</td></tr>
<tr><td align="center">Data Reviewed</td><td>Staff and Student surveys
NSCSEL data</td><td>Staff and Student surveys
NSCSEL data</td><td>Staff and Student surveys
NSCSEL data</td></tr>
<tr><td align="center">Problem Statement</td><td colspan="3">Teachers and students feel disconnected via relationships and trust.</td></tr>
<tr><td align="center">Critical Root Causes</td><td colspan="3">The continued effect of COVID-19 has caused relationships to diminish due to social distancing amongst both staff and students. Trust must be re-built amongst colleagues as well as staff to students. A culture must be developed where students know that all staff cares about them being here and they feel as if they belong.</td></tr>
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Part B

Adult Learning Culture
School Goal: *Using surveys to gauge growth and team building activities, Tonopah School students and staff will see a 10% increase involving both staff to staff and staff to student relationships. Relationships will improve using supportive measures such as our newly implemented Hope Squad to ensure that all staff and students are achieving their goals both personally and professionally.*   • **STIP Connection:** Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.

Improvement Strategy:
Use The Good, The Bad, and The Ugly strategy—update GBU and review it monthly with staff during PLC and with students in a different teacher's classrooms.
Staff and Student Feedback using a feedback survey through Google Forms three times per year (October, January, and April).
Students gaining a deeper understanding of the purpose of school and school staff in their education.
Hope Squad training will be provided to select staff and students throughout the school year to help affect school culture positively.
Garnering community volunteers to assist within the school setting.

Evidence Level: 3--Promising: By increased staff and student engagement, it will lead to academic growth.

Intended Outcomes:
School will become a more warm and inviting atmosphere for both staff and students so that we are supporting all members of the Tonopah Schools community thus, students will be more engaged in content and academic achievement will increase, which in turn will lead to an increased report of acceptance amongst students and a positive learning environment for all.

Action Steps:
- *Create a Google Forms feedback survey to give to both staff and students three times per year*
- *Data analysis by the staff and administration based on Google Forms feedback from both staff and students*
- *Staff and Student Shout Outs & Recognition*
- *Staff check-in and check-out during PLC meetings*
- *Quarterly staff check in meetings with the administrator*

- *Weekly meetings with Hope Squad advisors and peers*
- *Hope Squad parent meeting*

Resources Needed:
- *Teacher and staff buy in*
- *Student buy in*
- *Hope Squad curriculum and staff*
- *QPR Training for Hope Squad lead advisor*

Challenges to Tackle:
- *Difficulty of buy-in by the middle school students and at the teacher level*
- *Students wanting to be Hope Squad peers*
- *Students taking it seriously*

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

English Learners:
Hire using Title One funds an EL paraprofessional who will assist in helping develop relationships with the EL students and their families using language friendly to the family.

Foster/Homeless:
Ensure that families are welcomed and valued by building relationships with trusted staff members who are approachable, friendly, receptive to concerns, and is a champion for both the student and family to support student learning and success at Tonopah Schools.

Free and Reduced Lunch:
Ensure that families are welcomed and valued by building relationships with trusted staff members who are approachable, friendly, receptive to concerns, and is a champion for both the student and family to support student learning and success at Tonopah Schools.

Migrant:
N/A

Racial/Ethnic Minorities:
Ensure that families are welcomed and valued by building relationships with trusted staff members who are approachable, friendly, receptive to concerns, and is a champion for both the student and family to support student learning and success at Tonopah Schools.

Students with IEPs:

Ensure that families are welcomed and valued by building relationships with trusted staff members who are approachable, friendly, receptive to concerns, and is a champion for both the student and family to support student learning and success at Tonopah Schools.			

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	**Staff**	**Family & Community Engagement**
Data Reviewed	Monthly ADA Chronic Absenteeism Reports	Staff Absenteeism through Frontline	Monthly ADA Chronic Absenteeism Reports
Problem Statement	*Students do not feel school attendance is critical to success.*		
Critical Root Causes	*Students do not feel that attendance is important for academic success because if they do not feel cared about and feel as if they belong or that someone notices when they are not here, they do not feel connected to come to school.*		

Part B

Connectedness	
School Goal: Average Daily Attendance will increase by 5% over the 2023-2024 school year based on results from the 2022-2023 Average Daily Attendance rates.	**STIP Connection:** Goal 3—*All students experience continued academic growth* Goal 6—*All students and adults learn and work together in safe environments where relationships are valued and celebrated.*

Improvement Strategy: Seek student feedback on ways to improve student attendance through open forums where students can discuss their needs and expectations of the school as a whole to improve attendance.

Evidence Level :
3 - Promising: Data regarding effectiveness will be collected throughout the year and the plan revised as needed.

Intended Outcomes:
The intended outcome is an increase in student attendance at school and school based after school activities.

Action Steps:
- *Student forum based around improving attendance*
- *Staff review of student feedback to determine what makes students want to come to school or not*
- *Intrinsic motivation built within students so they want to attend school and school based activities.*
- *Increase communication to families and staff of school-based happenings*
- *Increase school social events with staff to bring families into the school setting (school wide bingo night, literacy night, project showcase, etc.)*

Resources Needed:
- *Truancy Officer—Diversion Step (Community Service toward School)*
- *Money for food & drinks for school social events*

Challenges to Tackle:
- Lack of Parental Support
- Lack of Student buy-in

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

English Learners:
Any activities will include all students. Parents will be involved, thus being able to support their students. EL paraprofessional to support language barrier between EL families and school.

Foster/Homeless:
Transportation and any materials and/or equipment needed will be made available at little or no cost to the student.

Free and Reduced Lunch:
Any activities will include all students. Parents will be involved, thus being able to support their students.

Migrant:
N/A

Racial/Ethnic Minorities:
Any activities will include all students. Parents will be involved, thus being able to support their students.

Students with IEPs:
Any activities will include all students. Parents will be involved, thus being able to support their students.

Additionally, the special education teacher is available to help facilitate activities, providing help to any student who needs additional support.

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
Title 1	$12,362.80	EL Para salary & benefits (20%), Scholastic News, Chromebooks	Goals One, Two & Three
BSCA	$6,438.16	Hope Squad Advisor salary and curriculum	