



# Clark County School District

## Faiss Middle School

### School Performance Plan: A Roadmap to Success

*Faiss 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:** Roger West

**School Website:** [www.faissmiddleschool.net](http://www.faissmiddleschool.net)

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**Phone:** 702-799-6850

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

*Our SPP was last updated on **May 23, 2024***





## School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating report at [http://nevadareportcard.nv.gov/DI/nv/clark/wilbur\\_and\\_theresa\\_faiss\\_middle\\_school/2023/nspf](http://nevadareportcard.nv.gov/DI/nv/clark/wilbur_and_theresa_faiss_middle_school/2023/nspf).

## 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
Roger West	Principal
Melissa Giannantonio, Amanda Skrogstad, Shirley Cunningham, Joe Vespo	Assistant Principals
Terri Romaniello	Instructional Strategist
Ashley Smith	Counselor
Nichole Gentry	Student Success Instructional Facilitator
Torrey Hayes	Special Education Facilitator
Cynthia Rotolo	Special Education Teacher
Renaye Barnes/Ashley Dowd	Office Manager/Site Based Technician
Nicole Hunt	Parent
Jessica Beeghly	Social Studies Teacher
Karen DelCasino	ELA Teacher
Langston Gentry / Cecelia West	Student



## 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
MAY SOT Meeting	5/13/2024	SOT discussed progress towards SPP: Roadmap goals and continued improvement strategy efforts. Advice and feedback were solicited to inform decisions about SPP: Roadmap revisions.
Faculty Senate Meeting to review ACT 3	5/23/24	Senate and CIT team discussed progress towards SPP: Roadmap goals and continued improvement strategy efforts. Advice and feedback were solicited to inform decisions about SPP: Roadmap revisions.



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# School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

## Inquiry Area 1 - Student Success

### Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
<b>Data Reviewed</b>	SBAC CRT Science WIDA MAP Growth Assessment Carnegie Math Exact Path Student Attendance Data	Districtwide Survey Results Panorama Education Survey Signs of Suicide (8th grade)	Administration observation data PLC Meetings Tier I instructional rounds Carnegie Math reports MAP Growth Assessment data HMH English Curriculum
	<p><i>Areas of Strength:</i> Based on Spring 23-24 MAP scores, ELA current 7th grade is 9% above what the schoolwide Projected CRT Proficiency average was for 23-24 school year on SBAC. They are currently at 54% proficiency.</p> <p><i>Areas of Strength:</i> Based on Spring 23-24 MAP scores, Math schoolwide Projected CRT Proficiency is at 42% for currently enrolled students on the SBAC 23-24. Current 6th grade is at 43% and current 7th grade is at 44% Projected CRT Proficiency.</p>		
	<p><i>Areas for Growth:</i> ELA and Math MAP Projected proficiency on SBAC</p>		
<b>Problem Statement</b>	<ol style="list-style-type: none"> <li>1. There is a disparity between academic classroom grades and performance on SBAC and MAP scores across content areas, more so in ELA.</li> <li>2. 2024-2025 ELA and History are utilizing new or relatively new curriculum. Due to this, implementation with fidelity is a current concern.</li> </ol>		



<b>Critical Root Causes</b>	Not all content areas had Tier I adopted curriculum, and those that did were not able to implement the curriculum with fidelity. Not all content areas had a complete district-provided Teacher Clarity Guide. Lack of a school-wide writing process.
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## Part B

Student Success	
<p><b>School Goal:</b></p> <ol style="list-style-type: none"> <li>Increase the percentage of students projected CRT proficient in math from 42% (spring 2024) to 45% (winter) to 48% (spring 2025) as measured by MAP Projected CRT Proficiency. Increase the % of students scoring proficient on the SBAC from 36.2% in 22-23 to 38% in 23-24.</li> <li>Increase the percentage of students projected CRT proficient in ELA from 45% (Spring 2024) to 48% (winter) to 51% (Spring 2025) as measured by MAP Projected CRT Proficiency. Increase the % of students scoring proficient on the SBAC from 46.9% in 22-23 to to 50% in 23-24.</li> </ol>	<p><b>Aligned to Nevada’s STIP Goal:</b> All students experience continued academic growth.</p>
<p><b>Improvement Strategy:</b> Ensure instruction and tasks are aligned to the NVACS through the consistent Implementation of ELA and math Tier I curriculum.</p> <p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Carnegie Math EBI Level 1, 1-Carnegie; Analyze data (Edulastic) 3;-Exact Path; HMH Into Literature (2); Amplify Science (1)</i></p>	
<p><b>Intended Outcomes:</b> All students receive instruction with evidence-based, scientifically researched Tier I instructional materials in ELA and math aligned to the standards that are culturally appropriate, relevant, and inclusive and support mastery of the standards.</p>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>Professional Development Days with Department curriculum alignment.</li> <li>Continue to consistently analyze MAP student scores and how to apply that data to drive instruction.</li> <li>Amplify Science will support ELA standards in the content areas.</li> <li>Provide PD on MTSS learning intentions and student success criteria (Tier I)</li> <li>Professional development in MTSS related to the gradual release model within Tier I</li> <li>Learning strategist for tier 2 and tier 3 intervention assistance</li> <li>Math/ ELA Based Family Night to share information with parents about standards so that they can engage in supporting students’ academic growth</li> <li>Teachers will engage in data comparison analysis with academic classroom grades and MAP/SBAC scores to drive instruction</li> <li>Utilize open teacher periods for MTSS push-in Tier I small-group support and gradual release.</li> </ul>	



- Utilize school-wide, cross-curricular writing process.

**Resources Needed:**

- ELMS MAP course(s) for self-selected PD.
- Math/ELA games, curriculum information for parents, MAP information for parents
- MAP Assessments
- Funding will come from the Strategic Budget
- Shared Canvas Sandbox

**Challenges to Tackle:**

- *Relatively New ELA Curriculum - provide PD and support*
- *Math Curriculum being used with consistency across grade levels - MTSS support and PLCs will ensure common instruction is occurring*
- *Consistent PLC time for analysis of MAP data during PLCs will allow teachers to incorporate learning intentions and success criteria.*
- *Ensuring that all content areas are implementing the school-wide writing process.*

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

English Learners: Provide instruction including strategies for language acquisition. One period is scheduled for students scoring as Level 1 or 2 on the WIDA exam and one period is scheduled for students scoring as Level 3-4 on the WIDA exam. Personnel provided for push-in to assist with core academic classes of lowest performing WIDA students.

Foster/Homeless: Implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.

Free and Reduced Lunch: Implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth. Safe Schools Professional works directly with students and families based upon referral from school staff.

Migrant: N/A

Racial/Ethnic Minorities: Track formative and summative assessment data to determine any possible disparities.

Students with IEPs: Track individual student goals to determine if instruction and interventions are meeting those goals. Implementing grade level Tier I instruction within the resource setting with accommodation.





## Inquiry Area 2 - Adult Learning Culture

### Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
<b>Data Reviewed</b>	<p>Aligned common formative and summative assessments across all content areas.</p> <p>Common curriculum/lesson plans across PLCs</p> <p>Shared pacing guides across PLCs</p> <p>Shared Staff Canvas Conference course</p> <p>Staff Handbook</p>	<p>Faculty Senate members</p> <p>Department Chairs</p> <p>Department administrators</p> <p>Learning/behavior strategists</p>	<p>150 Minutes of PLC time embedded within master schedule</p> <p>Professional Development Days with Department curriculum alignment.</p> <p>Edulastic- creates common formative and summative assessments</p> <p>Shared Canvas Sandbox</p> <p>Rethink Ed SEL</p> <p>Exact Path</p>
	<p><i>Areas of Strength: Common summative assessments are utilized across PLCs</i></p> <p><i>Areas of Strength: Cooperative PLC's with fully staffed licenced teachers in each content area and inclusive of special education teachers.</i></p>		
	<p><i>Areas for Growth:</i></p> <p><i>Reviewing, learning ,and implementing Tier I curriculum with fidelity.</i></p> <p><i>Analyzing data and revising instruction based on student need.</i></p> <p><i>Ensuring that all content areas are implementing the school-wide writing process.</i></p>		
<b>Problem Statement</b>	<p>There is a disparity between academic classroom grades and student scores on SBAC and MAP scores.</p>		
<b>Critical Root Causes</b>	<p>Common summative and formative assessments are inconsistent with the rigor required for SBAC.</p>		



## Part B

Adult Learning Culture	
<p><b>School Goal:</b> Administration attendance and participation in content area PLC's will track the implementation of the school-wide writing process aligned to the NVACS Curriculum Tier I instruction.</p> <p><b>Professional Learning Community (PLC) observations</b> where Assessment Item/Task Alignment are discussed, selected, and/or evaluated are discussed will be X% at the end of semester 1 and Y% at the end of semester 2, [year] as measured by the PLC Observation Tool.</p>	<p><b>STIP Connection:</b> All students have access to effective educators.</p>
<p><b>Improvement Strategy:</b> Teachers will consistently engage in the PLC process following the CCSD PLC Framework to develop common formative and summative assessments aligned to the standards at the appropriate level of rigor to inform Tier I instruction while consistently utilizing the school-wide writing process.</p>	
<p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Amplify Science EBI Level 1, Actively Learn EBI Level 4, Carnegie Math EBI Level 1, PLC EBI Level 2; HMH Into Literature (2); Build a committed staff and provide professional development (1);</i></p>	
<p><b>Intended Outcomes:</b> Student achievement in classroom academic grades will align more with SBAC/ MAP scores.</p>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"><li>● Targeted PD on the use of a school-wide writing process.</li><li>● 150 Minutes of PLC time embedded within the master schedule</li><li>● Training for PLC Leads (Super PLC meeting held monthly)</li><li>● PLCs and MTSS support monitored by the admin</li><li>● Create/utilize common formative/summative assessments using Edulastic and the common Tier I curriculum.</li><li>● Provide PD for all teachers in their PLCs on analyzing the data from common formative assessments and how to use that data to drive instruction.</li><li>● Shared progress reports with families showing students' progress on mastery of standards.</li><li>● Learning/Behavior strategists will provide instructional coaching for teachers.</li><li>● All academic and behavior standards will clearly define learning intentions, behavior intentions, and success criteria.</li><li>● Administration attendance and participation in content area PLC's will track the implementation of the school-wide writing process aligned to the NVACS Curriculum Tier I instruction.</li></ul>	

**Resources Needed:**

- 24-25 updated Google Form for MTSS support and PLC monitoring
- Teacher-led PD about the school-wide writing process
- Updated 24-25 PLC Plan Template to include gradual release and implementation of school-wide writing process
- Shared Sandboxes in Canvas

**Challenges to Tackle:**

- Large class sizes - the master schedule has been purposely built to level class sizes
- Lost PLC preps due to substitute coverage - Provide a SOSA position to assist with class coverage to ensure core content teachers have their PLC time.
- Guidance documents and training will be provided on how to implement school-wide writing process
- Administration and PLC leads will follow through with observation to ensure accountability.

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

English Learners: Provide instruction including strategies for language acquisition. One period is scheduled for students scoring as Level 1 or 2 on the WIDA exam and one period is scheduled for students scoring as Level 3-4 on the WIDA exam. Personnel provided for push-in to assist with core academic classes of lowest performing WIDA students.

Foster/Homeless: Implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.

Free and Reduced Lunch: Implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth. Safe Schools Professional works directly with students and families based upon referral from school staff.

Migrant: N/A

Racial/Ethnic Minorities: Track formative and summative assessment data to determine any possible disparities.

Students with IEPs: Track individual student goals to determine if instruction and interventions are meeting those goals.



## Inquiry Area 3 - Connectedness

### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
<b>Data Reviewed</b>	Chronic Absenteeism by groups/grade level	Grade/teacher/tardies	Survey/Focus Groups/SOT Meeting
	<i>Areas of Strength:</i> Faiss MS provides an array of school based activities, clubs, sports and academic assistance to promote a willingness to attend school. Faiss MS provides mentorship and student support through various on-site counselors, social worker, strategists, and adult mentors. Implementation of Ron Clark and 5 STAR PBIS.		
	<i>Areas for Growth:</i> Decrease the number of students absent during 1st and 2nd hour. Decrease overall chronic absenteeism in all subgroups for all periods.		
<b>Problem Statement</b>	Problem Statement: Faiss MS has a high rate of Chronically absent students.		
<b>Critical Root Causes</b>	<ul style="list-style-type: none"> <li>● Students who are doing poorly academically lack the desire to attend.</li> <li>● Students who feel disconnected from the community lack the desire to attend.</li> <li>● Students report that they stay home for illness due to what is perceived as an expectation.</li> <li>● Students report anxiety with school attendance and upon returning from long absences, so they continue to stay home.</li> </ul>		

### Part B

Connectedness	
<b>School Goal:</b> Reduce the percentage of students who were chronically absent from 19% in May 2024 to 16% by May 2025, as measured by attendance records.	<b>STIP Connection:</b> All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.
<b>Improvement Strategy: Implement a comprehensive attendance plan to ensure all student groups are in school.</b>	



**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *Coaching EBI Level 2, Counselor EBI Level 1*

**Intended Outcomes:** Students will attend school on a regular basis.

**Action Steps:**

- *Teachers will plan and implement explicit engagement strategies*
- *Consultation with teachers, counselors, strategists, families, and students regarding chronic absenteeism.*
- *A team will monitor and review the percentage of Regular Attenders, At-Risk, Chronic & Severe Chronic Absent students twice each month as a collaborative team. Data will help the team determine communication needs to students and families.*
- *Provide counseling and extended tutoring for students who have been absent from school to help make up missed work to decrease anxiety.*
- *Work with staff to modify assignment requirements that may be adjusted for students returning from extended absences.*
- *Student contracts for chronically absent students and monitor attendance with families, counselors, and staff to provide mentorship.*
- *In addition to being notified in the school's weekly newsletter, a parent link that highlights that "attendance matters" will be sent. The message will remind families of free breakfast and lunch and of after-school tutoring, sports, clubs, and activities that engage students' interest in attending school regularly.*
- *Share attendance initiatives, incentives, and updated chronic absenteeism on the website and in the weekly What is Happening email.*

**Resources Needed:**

- Updated 24-25 attendance contracts for students
- Parent link for "attendance matters"
- Newsletter communication "What's happening at Faiss" re: attendance matters.
- SEL lesson schoolwide that focuses on the importance of attendance.
- Morning Announcements that promote positive attendance.
- Attendance enforcement personnel.

**Challenges to Tackle:**

- Families may not be aware of the importance of attendance - Regular communication with families and communities
- Changing the mindset that working from home on Canvas is acceptable in lieu of in-person instruction - Consultation with teacher, counselor, strategists, families, and students.

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

English Learners: Provide targeted lessons to the ELL classes on importance of attendance.

Foster/Homeless: Provide social worker, behavior / learning strategist, and counselor mentorship.



Free and Reduced Lunch: Free breakfast and lunch are provided for all students who attend school.

Migrant: Provide social worker, behavior / learning strategist, and counselor mentorship.

Racial/Ethnic Minorities: Provide social worker, behavior / learning strategist, and counselor mentorship.

Students with IEPs: Provide targeted lessons to resource and self contained classes on importance attendance.

## 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)
Strategic Budget	\$7,775,836	Personnel, Supplies, Professional Development, supplemental curriculum, tutoring	1, 2, 3
PCFP - Weighted Funds	\$721,551	Additional personnel will be needed to support block scheduling, class size reduction, and enhanced elective selections.	
Title III - EL	\$ 288,465	Extra duty tutoring, additional staff for intensive language supports and smaller class size. Incentive pay for licensed staff.	
Hope2	\$ 63,500.00	Personnel - CSM	1, 3

