



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

Email: westrd@nv.ccsd.net

Phone: 702-799-6850

School Designations: Title I MRI CSI TSI ATSI

Our SPP was last updated on Feb 6, 2025



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/2024/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. |
| School wide staff meeting | 8/08/24 | Discussed SPP Roadmap goals and continued improvement strategy efforts with staff. Opened document for review and feedback. |
| Faculty Senate Meeting | 8/21/24 | Senate discussed contents of discussion for the next CIP meeting to be held on 9/5 which will include completing Act II status tracker 1. |
| August SOT Meeting | 8/26/24 | SOT discussed progress towards SPP: Roadmap goals and continued improvement strategy efforts. Advice and feedback were solicited to inform decisions about SPP: Roadmap revisions. |
| CIP Meeting | 9/5/24 | Review, share and discuss progress monitoring data and review summative data connected to the NSPF Complete Status Check 1 tab in Status Tracker Revise the SPP: Roadmap, as needed, |
| SBAC /WIDA Recognition | 9/5/24 | Shared SBAC and WIDA data with parents. |
| SOT meeting | 9/24/2024 | Shared a new Adult Learning Goal for SPP with SOT to obtain feedback and guidance. |



| | | |
|------------------------|-----------|---|
| Faculty Senate Meeting | 10/8/2024 | Shared new Adult Learning Goal for SPP with Faculty Senate to obtain feedback and guidance. |
| Faculty/Senate Meeting | 1/15/2025 | SPP winter data discussed with senate members and Act II next steps were planned. |
| SOT Meeting | 1/13/2025 | SPP presented by staff on the Roadmap for School Success including Winter MAPS Data Review |



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 |
| Data Reviewed | 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 8th 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> | | |
| Problem Statement | <ol style="list-style-type: none"> 1. There is a disparity between academic classroom grades and performance on SBAC and MAP scores across content areas, more so in ELA. 2. 2024-2025 ELA and History are utilizing a new or relatively new curriculum. Due to this, implementation with fidelity is a current concern. | | |



| | |
|-----------------------------|--|
| Critical Root Causes | 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. |
|-----------------------------|--|

Part B

| Student Success | |
|--|---|
| <p>School Goal:</p> <ol style="list-style-type: none"> 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 38.2% (currently enrolled) in 23-24 to 43.2% in 24-25. 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 47.3% (currently enrolled) in 23-24 to 52.3% in 24-25. | <p>Aligned to Nevada's STIP Goal: All students experience continued academic growth.</p> |
| <p>Improvement Strategy: Ensure instruction and tasks are aligned to the NVACS through the consistent implementation of ELA and math Tier I curriculum</p> | |
| <p>Evidence Level (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>Intended Outcomes: <i>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.</i></p> | |
| <p>Action Steps:</p> <ul style="list-style-type: none"> Professional Development Days with Department curriculum alignment. Continue to consistently analyze MAP student scores and how to apply that data to drive instruction. Amplify Science and National Geographic Social Studies curriculums will support ELA standards in the content areas. Provide PD on MTSS learning intentions and student success criteria (Tier I) Professional development in MTSS related to the gradual release model within Tier I Learning strategist for tier 2 and tier 3 intervention assistance Math/ ELA Based Family Night to share information with parents about standards so that they can engage in supporting students' academic growth | |



- Teachers will engage in data comparison analysis with academic classroom grades and MAP/SBAC scores to drive instruction
- Utilize open teacher periods for MTSS push-in Tier I small-group support and gradual release.
- 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
- Professional learning on “Soaring into Literacy” school wide literacy program

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 “Soaring into Literacy” school wide literacy program.*

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 |
| Data Reviewed | Teacher contact log. Two-way communication with parents for communication-related to academic progress and growth | Faculty Senate members Department Chairs Department administrators Learning/behavior strategists | 150 Minutes of PLC time embedded within the master schedule and prep minutes Professional Development Days with Department curriculum alignment with embedded time to communicate with parents/guardians. IC Teacher contact log for tracking contact. |
| | <i>Areas of Strength: Teachers are good at one-way communication (100% of students receive 1 way documented communication in the form of emails). Teacher 1:1 conferences with Admin reflect two-way communication in the form of paper logs and calendar documents.</i> | | |
| | <i>Areas for Growth: Currently, the percentage of two-way parent communication stands at 11%. This baseline will serve as a reference point for measuring progress. Analyzing the existing data from the Teacher Contact Log Report is essential to understand how communication has been recorded and what types of interactions have occurred. Additionally, another area for growth is to help teachers move data from a written log to an electronic school-wide traceable format in IC.</i> | | |
| Problem Statement | There is a disparity between anecdotal and traceable data in parent two-way communication about student academic progress and growth. | | |
| Critical Root Causes | Teachers have reported a need for more time to contact parents, more comfort in making two-way phone calls to parents, and that parents are not available to take calls. There is also a lack of knowledge about how to document two-way communication correctly in IC. | | |



Part B

| Adult Learning Culture | |
|---|---|
| <p>School Goal: Increase the percentage of two-way parent communication at the school from 11% of students receiving documentation of two-way communication in the teacher contact log to 80% as measured by the Teacher Contact Log Report by the end of the academic year.</p> | <p>STIP Connection: All students have access to effective educators. Engage in Effective Communication</p> |
| <p>Improvement Strategy: 1) Provide training sessions on effective communication techniques with parents. This could include workshops on active listening, cultural competency, and using technology for outreach. 2) Establish a routine schedule for teachers to reach out to parents. 3) Set up a system for tracking teacher-parent interactions through the Teacher Contact Log Report monthly. This will allow for adjustments in strategies based on what is working effectively. 4) Provide guidance on using the teacher contact log in IC. (printed sheet) Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Infinite Campus Teacher Contact Log</i></p> | |
| <p>Intended Outcomes: <i>Student achievement in classroom academic grades will align more with SBAC/ MAP /SLG /Class Academic Grade based on an increase in parent two-way communication.</i></p> | |
| <p>Action Steps:</p> <ul style="list-style-type: none"> ● 150 Minutes of PLC time embedded within the master schedule ● Teacher Contact Log monitored by the admin ● Provide PD for all on using that data to drive instruction and increase opportunities for two-way communication with parents. ● Shared progress reports with families showing students’ progress on mastery of standards with a parent response opportunity. ● Learning/Behavior strategists will provide instructional coaching for teachers. ● Set up a system for tracking teacher-parent interactions through the Teacher Contact Log Report every month. This will allow for adjustments in strategies based on what is working effectively. | |
| <p>Resources Needed:</p> <ul style="list-style-type: none"> ● Teacher Contact Log in IC ● Guide doc checklist ● Printed quarterly progress reports and Quarter report cards. | |
| <p>Challenges to Tackle:</p> | |



- 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 on best practices for two-way communication with parents will be provided.
- Administration and PLC leads will follow through with observation and tracking of Teacher Contact Logs 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 |
| Data Reviewed | 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, safe school professional, 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. | | |
| Problem Statement | Problem Statement: Faiss MS has a moderate rate of Chronically absent students. | | |
| Critical Root Causes | <ul style="list-style-type: none"> • Students who are doing poorly academically lack the desire to attend. • Students who feel disconnected from the community lack the desire to attend. • Students report that they stay home for reasons other than illness. • Students report anxiety with school attendance and upon returning from long absences, so they continue to stay home. | | |

Part B

| Connectedness | |
|--|--|
| School Goal: Reduce the percentage of students who were chronically absent from 15.7% in May 2024 to 14% by May 2025, as measured by attendance records. | STIP Connection: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated. |
| Improvement Strategy: Implement a comprehensive attendance plan to ensure all student groups are in school. | |



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 |