Clark County School District

Faiss Middle School

School Performance Plan: A Roadmap to Success

Enter school name 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:
School Website:
Email:
Phone:
School Designations: ☐ Title I ☐ CSI ☐ TSI ☐ TSI/ATSI

Our SPP was last updated on Click here to enter a date.

School Designations: ☑ Title I ☐ CSI ☐ TSI ☑ TSI/ATSI

Clark County School District
Faiss Middle School
2021-2022 School Performance Plan:
A Roadmap to Success

Wilbur & Theresa Faiss Middle School has established their school improvement roadmap for the 2021-22 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 Roger West for more information.

Principal: Roger West
School Website: www.faissmiddleschool.net
Email: westrd@nv.ccsd.net
Phone: 702-799-6850

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
School	1,252	.40%	15.65%	28.75%	17.81%	22.92%	2.08%	12.38%	11.02%	5.67%	100%
District*	323,787	0.34%	6.06%	46.57%	14.72%	23.76%	1.62%	6.93%	12.73%	16.12%	75.54%
State*	496,938	0.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	12.68%	14.13%	65.8%

Enrollment Data

*Accountability Year 2019-2020. Source: nevadareportcard.nv.gov

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)
2018	**School**	32.4	49	32.5	58.1	55	58.2	40.8	12.6	50.5
	District	36.1%*	49*	31.2%*	47.4%*	49*	47.3%*	28.9%*	5.5%**	31.9%*
2019	**School**	32.7	50	31.8	58	54	60.2	43.8	7.6	19.7
	District	36.6%*	49*	31.5%*	48.3%*	49*	48.2%*	28.9%*	5.4%**	22.9%*
2020	**School**	N/A	N/A	N/A	N/A	N/A	N/A	N/A	12.6	32.2
	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4.5%**	20.1%**

*Source: nevadareportcard.nv.gov
** Source: NDE Data File

4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	N/A	N/A	N/A
District	N/A	N/A	N/A

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	369	359	353
District*	379	368	361

*Source: datatool.nevadaschoolclimate.org; Results Across Topics; retrieved 6.22.2021

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
Georgena Reagh	Assistant Principal
Amanda Skrogstad	Assistant Principal
Ashley Smith	Counselor
Amanda Edwards	Counselor
Vannessa Apo	Behavior Counselor
Latasha Jenkins	Special Education Facilitator
Nichole Gentry	Special Education Teacher
Ashley Dowd	Site Based Technician
Nicole Hunt	Science Teacher/Parent
Terri Romaniello	Math Teacher/Math Strategist
Karen DelCassino	ELA Teacher
Laziyah Jenkins	Student

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
Outreach Event	February 9, 2021 1:30-3:00 pm	25	Community feedback was that they felt their involvement in the SPP was important. Community members would like to be updated on a consistent basis.

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	Our smallest population, minority groups, are the ones failing academically. Abnormal to see this high number of F's in core classes? Taking a deeper look into what core classes the students are failing, data displays Math 7 as one area.	Chronic absenteeism: 10-11% in a normal year to 36% this year. Students are struggling with online learning, motivation, self-management, time, emotions, and workload.	Possible 6150 Committee Work
Problem Statement	1. There is a significant gap between minority groups and their failure rate in core classes, compared to the highest population of students. 2. Problem Statement: There is a significant increase in absenteeism from previous years to this year.		
Critical Root Causes	Lack of differentiation between the different learners within the classroom. Are we teaching students self-awareness and self-advocacy? Social emotional learning.		

Part B

Student Success	
School Goal: 1. Increase the percent of students scoring above the 61st percentile in math from 22% (fall) to 24% (winter) to 30% (spring) by May 2022 as measured by MAP Growth Assessment.	**Aligned to Nevada's STIP Goal:** All students experience continued academic growth.

2.	Increase the percent of students scoring above the 61st percentile in ELA from 32% (fall) to <mark>33%</mark> (winter) to <mark>35%</mark> (spring) by May 2022 as measured by MAP Growth Assessment.	

Improvement Strategy: Data Driven PLCs with common formative and summative assessments.

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

Intended Outcomes: *Schoolwide all achievement levels will show improvement as evidenced by Winter and Spring MAPs*

Action Steps:
- Provide PD on analyzing math MAP student scores and how to apply that data to drive instruction. Provide PD on engagement strategies.
- Provide PD on engagement strategies.
- Next Steps ADV curriculum for social emotional learning
- Math Based Family Night
- Share attendance initiatives, incentives, and updated chronic absenteeism on the website and in the weekly What is Happening email.
- Math MAP assessment
- Next Steps Curriculum

Resources Needed:
- ELMS MAP course(s) for self-selected PD.
- Teacher Led PD for Math PLCs on 9.13.2021.
- Teacher Led PD break out sessions on 9.13.2021.
- Monthly Teacher Led engagement strategy examples (can be recorded).
- Next Steps Curriculum
- Math games, curriculum information for parents, MAP information for parents
- Attendance data from FocusEd. Website updated in a timely manner, weekly email.
- Math MAP Assessment
- Curriculum
- Funding will come from Strategic and Title 1.

Challenges to Tackle:
-

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

English Learners:

Foster/Homeless:

Free and Reduced Lunch:

Migrant:

Racial/Ethnic Minorities:

Students with IEPs:

Inquiry Area 2 - Adult Learning Culture
Part A

	Adult Learning Culture		
	Instructional Practice	**Instructional Leadership**	**Systems and Structures that Support Continuous Improvement**
Data Reviewed			95% of teachers think they have enough PLC time-we need to purposefully plan for that next year. 80% of teachers are using common formative assessments and use that info to drive instruction. The data is only used 54% of the time to form small groups.
Problem Statement	Teachers will use common formative assessment data to determine specific student needs to drive small group instruction (either to support or challenge).		
Critical Root Causes	Lack of PLC guidelines for using data to drive instruction.		

Part B

Adult Learning Culture

School Goal: Increase the percentage of teachers who use formative assessment data to drive targeted instruction from 54% in February 2021 to 70% in February 2022 as shown by the PLC teacher survey.	STIP Connection: All students experience continued academic growth.

Improvement Strategy:

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):

Intended Outcomes:

Action Steps:
- 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
- Shared progress reports showing students' progress on mastery of standards.
- Teacher created common formative assessments

Resources Needed:
- Google Form walk through tool
- Teacher led PD about PLC
- PLC Guidelines
- Infinite Campus progress reports
- As needed by each PLC
- Funding will come from Hope 2.

Challenges to Tackle:
-

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

English Learners:

Foster/Homeless:

Free and Reduced Lunch:

Migrant:

Racial/Ethnic Minorities:

Students with IEPs:

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	**Staff**	**Family & Community Engagement**
Data Reviewed		Staff were surveyed on a variety of school connectedness factors and 31% of our staff strongly agree there are appropriate professional development opportunities offered at Faiss. Administration will create and use a structure to identify the specific professional development needs of both licensed and support staff. This structure will be used to plan staff-led (when appropriate) research based, differentiated, effective professional development for all staff.	
Problem Statement	Problem Statement: Staff were surveyed on a variety of school connectedness factors and 31% of our staff strongly agree there are appropriate professional development opportunities offered at Faiss. Administration will create and use a structure to identify the specific professional development needs of both licensed and support staff. This structure will be used to plan staff-led (when appropriate) research based, differentiated, effective professional development for all staff.		
Critical Root Causes	Lack of differentiated professional development.		

Part B

Connectedness	
School Goal: Increase the percent of staff members who strongly agree that there are the appropriate number of professional development opportunities from	**STIP Connection:** All students have access to effective educators.

31% as shown by the PD staff survey in February 2021 to 50% as shown by the PD staff survey in February 2022.	

Improvement Strategy:

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

Intended Outcomes:

Action Steps:
- Purposefully planned PD including teacher choice break out rooms that can be PLC, topic, or content area specific.
- Share with all stakeholders on the website and in the weekly What is Happening email topics of PD and video examples of strategies that are implemented.
- Curriculum and Instruction: Dependent on PD topics.

Resources Needed:
- *Teacher survey of PD topics.*
- *Teacher leaders to plan and facilitate PD sessions.*
- *Materials TBD*
- *Website updated in a timely manner, weekly email.*
- *Funding will come from Hope 2.*
- *Dependent on PD topics.*
- *Funding will come from Academic Support Funds, Strategic, and Title 1.*

Challenges to Tackle:
-

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

English Learners:

Foster/Homeless:

Free and Reduced Lunch:

Migrant:

Racial/Ethnic Minorities:

Students with IEPs:

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	$5,918,431.84	Personnel, Supplies, Professional Development	1, 2, 4
Title I	$344,238.30	Personnel	1, 2, 4
Academic Support Funds	$272,020.00	Personnel	3
Hope2	$63,500.00	Personnel- Behavior Strategist	2