



Clark County School District
Faiss Middle School
2022-2023

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

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



Our SPP was last updated on June 6, 2023

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/2022/nspf/.

Inclusion of this link replaces completion of the tables in the previous year's SPP.

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
	Counselor



Nichole Gentry	Student Success Instructional Facilitator
Torrey Hayes	Special Education Facilitator
Cynthia Rotolo	Special Education Teacher
Ashley Dowd/Renaye Barnes	Office Manager/Site Based Technician
Nicole Hunt	Parent
Jessica Beeghly	Social Studies Teacher
Karen DelCasino	ELA Teacher
London Gentry	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
SOT	8/15/2022	TITLE 1 UPDATES - Presentation and Discussion regarding the 2022-2023 Parent Engagement Policy
Faculty Senate	8/31/2022	Established committees to support MTSS and SSP
SOT	9/12/2022	Final 2022-2023 School Plan of Operation - Discussion and Voting on Approval of Faiss MS Budget and Review of Goals from the School Improvement Plan.



Faculty Senate	9/28/2022	Reflection of MTSS tiers discussed on Staff development day
SOT	10/10/2022	Discuss functions of the SOT team, selection of duties, agenda planning and marking of dates for all future meetings.
Faculty Senate	10/26/2022	MTSS (Tier I instruction academic, Tier I instruction SEL/Behavior, scaffolding and differentiation, Tier II/II), NSPF Rating Report, SPP Roadmap (revisit goals from 2021-2022, proposed goals)
SOT	11/14/2022	Title 1 updates and budget. Discussion regarding progress of grade reform. Agenda planning for upcoming dates.
SOT	12/12/2022	Update on Faiss grade reform policy. Discussion of fund raising ideas for the school. Policy review on the use of lockers. Maps data to be reviewed at upcoming meetings.
SOT	1/09/2023	Faiss administration discussing Reset Day. Reviewed data from Fall to Winter MAPs.
Faculty Senate	1/18/2023	Completed sign-up lists for committees, reviewed agenda for Staff Development day 1/23/23 and planning for 23-24 school year.
Faculty Senate	2/1/2023	Administration shared budget for proposal for 23-24 school year.
SOT	02/06/2023	Budget discussion and possible action on approval of the 2023-2024 Faiss MS budgets. Discussion of topics for Staff Development Day 4/23/23.
Faculty Senate	2/15/2023	Discussion of nomination process for licensed and support staff of the year and Title 1 Parent Engagement Night. Reviewed planning for 23-24 school



		year including position update, MTSS support, and PLC Protocol. Brief discussion of summer acceleration planning.
SOT	03/20/2023	School updates for hiring and master schedule. Budget updates to include all categories and a worksheet that has average salaries listed for positions.
Faculty Senate	3/29/2023	Updates for 23-24 school year including grading policy changes, PLC periods expectations, hiring of positions. Upcoming events Title 1 Parent Engagement Night and SBAC bootcamp. Planning for 23-24 school year including Tier 1 materials for all content areas, Tier 2 Interventions, Learning Intentions, MTSS, and restorative practices. Summer acceleration update. +
Faculty Senate	4/12/2023	Updates for 23-24 school year in relation to grading policy changes. Staff development day agenda to include teacher clarity and PLC process.
SOT	04/17/2023	Grade data reviewed including comparisons from the 21-22 and 22-23 school years. Data includes semester grades, MAPS correlation, and review grading policy changes for 23-24 school year.
SOT	05/08/2023	Review of Spring MAPs data in order to update the Faiss MS Roadmap.
Faculty Senate	5/10/2023	Closing of school procedures and expectations.



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 Moby Max 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 NoRedInk
	<i>Areas of Strength:</i> ELA made 11.9% growth on SBAC Assessment.		
	<i>Areas for Growth:</i> Math made 7.8% growth on SBAC Assessment. Our sub groups are not achieving at the same levels as the school average.		
Problem Statement	<ol style="list-style-type: none"> 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. 3. Our largest subgroup, Hispanic, has not rebounded to their pre-pandemic scores. 		
Critical Root Causes	Lack of differentiation between the different learners within the classroom. Need for teaching students self-awareness and self-advocacy.		



Part B

Student Success	
<p>School Goal:</p> <ol style="list-style-type: none"> 1. Increase the percentage of students projected proficient in math from 19% (fall) to 25% (winter) as measured by MAP Growth Assessment. Increase the % of students scoring proficient on the SBAC from 26.2% in 21-22 to 31.2% in 22-23. 2. Increase the percentage of students projected proficient in ELA from 43% (fall) to 50% (winter) as measured by MAP Growth Assessment. Increase the % of students scoring proficient on the SBAC from 51.6% in 21-22 to 56.6% in 22-23. 	<p>Aligned to Nevada’s STIP Goal: All students experience continued academic growth.</p>
<p>Improvement Strategy: Data Driven PLCs with common formative and summative assessments. Targeted PD on use of effective professional learning communities. 150 Minutes of PLC time embedded within master schedule Professional Development Days with Department curriculum alignment. Shared Canvas Sandbox 3-Aleks 1- Amplify Science 1- Carnegie 2-Edulastic- creates common formative and summative assessments 4-Actively Learn 1-MobyMax 4-Rethink Ed SEL 1-Professional development in MTSS</p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Carnegie Math EBI Level 1, Actively Learn 4</i></p>	
<p>Intended Outcomes: <i>Schoolwide all achievement levels will show improvement as evidenced by Winter and Spring MAPs</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● Provide PD on analyzing MAP student scores and how to apply that data to drive instruction. ● Provide PD on engagement strategies. ● ReThink 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.
- 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:

- *No District adopted Tier I ELA curriculum. PLCs utilize District approved supplemental materials to create standards aligned lessons.*
- *Limited time to facilitate PD opportunities. Utilize common preps to provide PD opportunities, use \$31.50 to provide after school or weekend PD.*
- *Incoming student achievement levels are lower than previous school years. Consistent communication with feeder schools regarding achievement data, RTI, chronic absenteeism, and MTSS is needed.*

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. Employ educational personnel who provide services for at-risk students. Two periods scheduled for students scoring as Level 1 or 2 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 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	<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>Actively Learn</p> <p>Shared Canvas Sandbox</p> <p>MobyMax</p> <p>Rethink Ed SEL</p>
	<p><i>Areas of Strength: Common summative assessments are utilized across PLCs</i></p>		
	<p><i>Areas for Growth: Common summative data can be utilized to guide common formative assessments across PLCs to demonstrate improved growth.</i></p>		
Problem Statement	<p>Teachers will use common formative assessment data to determine specific student areas to drive small group instruction (either to support or challenge).</p>		
Critical Root Causes	<p>Summative and formative data are currently not being used to determine needed tier 2 interventions.</p> <p>Lack of targeted PD on the use of effective professional learning communities.</p> <p>Due to large class sizes and the need for teachers to cover classes, PLC implementation has not been consistent</p> <p>Lack of targeted PD on how to implement tier 2 & tier 3 interventions</p>		



Part B

Adult Learning Culture

School Goal: By the end of the 2022-2023 school year, 100% of PLC meetings will follow a common structure to develop common, formative and summative assessments aligned to the standards at the appropriate level of rigor to inform instruction and monitor students' learning as measured by PLC observation forms.

STIP Connection: All students have access to effective educators.

Improvement Strategy:

Targeted PD on use of effective professional learning communities.
150 Minutes of PLC time embedded within master schedule
Professional Development Days with Department curriculum alignment.
Shared Canvas Sandbox
3-Aleks
1- Amplify Science
1- Carnegie
2-Edulastic- creates common formative and summative assessments
4-Actively Learn
1-MobyMax
4-Rethink Ed SEL
1-Professional development in MTSS

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *Amplify Science EBI Level 1, Actively Learn EBI Level 4, Carnegie Math EBI Level 1, PLC EBI Level 2*

Intended Outcomes: *Common summative data can be utilized to guide common formative assessments across PLCs to demonstrate improved growth.*

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
- Purchased teacher preps for class size reduction
- Learning strategist for tier 2 and tier 3 intervention assistance



- Instruction planned with scaffolds in which skills and concepts build upon one another with increasing rigor while maintaining high expectations for all students.
- Provide a SOSA position to assist with class coverage to ensure core content teachers their PLC time.

Resources Needed:

- Google Form walk through tool
- Teacher led PD about PLC
- PLC Guidelines
- Infinite Campus Gradebook Section Levels
- Shared Sandboxes in Canvas

Challenges to Tackle:

- Large class sizes
- Lost PLC preps due to substitute coverage
- Needed training on tier 2 and 3 instructional strategies
- Intervention supports

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

English Learners: Provide students with an academic language expansion class, focus language study class, and direct support within core classes

Foster/Homeless: Provide access to a safe school professional; provide school supplies, clothing, and basic necessities. Continuity of student's placement. Staff generated donations to support Title I HOPE students through the holidays

Free and Reduced Lunch: Provide access to a safe school professional; provide school supplies, clothing, and basic necessities

Migrant: Provide students with an academic language expansion class, focus language study class, and direct support within core classes

Racial/Ethnic Minorities: Provide a culture of inclusiveness through SEL and culturally competent curriculum campus-wide.

Students with IEPs: Provide a full time SEIF. Ensure compliance with students' IEPs.



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, social worker, strategists, and adult mentors. Implementation of Ron Clark 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 high rate of Chronically absent students.		
Critical Root Causes	<ul style="list-style-type: none"> ● Students who are doing poorly academically lack desire to attend. ● Students who feel disconnected from community lack desire to attend. ● Students report that they stay home for illness due to what is perceived as an expectation. ● 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 that were chronically absent by 10% from 26.2% to 16.2% by May 2023 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: Consultation with teacher, counselor, strategists, parents, and students regarding chronic absenteeism.	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Coaching EBI Level 2, Counselor EBI Level 1</i>	



Intended Outcomes: Students will attend school on a regular basis with less than 10% absences.

Action Steps:

- *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 parents.*
- *Provide masks for students who are anxious about illness.*
- *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 requirements for assignments that may be adjusted for students who are returning from extended absences.*
- *Student contracts for chronically absent students and monitor attendance with parents, counselors, and staff to provide mentorship.*
- *In addition to parents being notified in the school weekly newsletter, a parent link that highlights that “attendance matters” will be sent. The message will remind parents of free breakfast and lunch and that of after school tutoring, sports, clubs and activities that engage students’ interest in attending school regularly.*

Resources Needed:

- Attendance contracts for students
- Masks for students
- Tracking form for attendance
- 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.
- Attendance enforcement personnel.

Challenges to Tackle:

- Communication with families and communities about the importance of in-person attendance.
- Changing the mindset that working from home on Canvas is acceptable in lieu of in-person instruction.

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	\$ 6,956,144.70	Personnel, Supplies, Professional Development, supplemental curriculum, tutoring	1, 2, 3
Title I	\$ 303,960.00	Personnel, CSR (prep-buy), tutoring	1, 2, 3
Hope2	\$ 63,500.00	Personnel - CSM	1, 3