



## Clark County School District

# Tarkanian Middle School

## School Performance Plan: A Roadmap to Success

*Tarkanian 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:** Tonya Rose

**School Website:** [tarkanianms.org](http://tarkanianms.org)

**Email:** [rosetl@nv.ccsd.net](mailto:rosetl@nv.ccsd.net)

**Phone:** 702-799-6801

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

*Our SPP was last updated on August 4, 2023*



# School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Tonya Rose	<b>Principal(s)</b> <i>(required)</i>
David Musemici Kyle Martin Margo Torea	<b>Other School Administrator(s)</b> <i>(required)</i>
Anthony Muraco Jenny Kotlarsic Renee Durham	<b>Teacher(s)</b> <i>(required)</i>
Monica Penksa	<b>Paraprofessional(s)</b> <i>(required)</i>
Colleen Calomino	<b>Parent(s)</b> <i>(required)</i>
Quinn Calomino	<b>Student(s)</b> <i>(required for secondary schools)</i>
	<b>Tribes/Tribal Orgs</b> <i>(if present in community)</i>
	<b>Specialized Instructional Support Personnel</b> <i>(if appropriate)</i>
<i>Add additional members/roles as necessary</i>	

# 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/lois\\_and\\_jerry\\_tarkanian\\_middle\\_school/2022/nspf/](http://nevadareportcard.nv.gov/DI/nv/clark/lois_and_jerry_tarkanian_middle_school/2022/nspf/).



# School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

## Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>The academic and social emotional impact of distance education on students appears to be abating over time with students regaining both hard and soft skills.</li> </ul>	<ul style="list-style-type: none"> <li>Academic deficits and social-emotional needs are still pervasive during a time with limited resources and qualified personnel, particularly with 8th grade students.</li> </ul>
<p><b>Problem Statement:</b> Results for the Fall 2022 through Spring 23, MAP Math Assessment indicate that the percentage of now 8th-grade students that met their growth projection was significantly lower than the other grade levels. Significantly underperforming as a group.</p> <p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>Historically 8th-grade students have the highest apathy towards academics among the three grade levels.</li> <li>Interventions in place for the 22-23 school year have only benefited these students for weeks prior to the first MAP testing period.</li> <li>Teachers report that students continue to have more disciplinary issues in classrooms compared to historic norms.</li> <li>Teachers agreed that stricter adherence to aligning learning tasks to standards would benefit student outcomes.</li> </ul>	

Student Success	
<p><b>School Goal:</b> Increase the percent of current 8th grade students <b>meeting or exceeding the established growth target</b> in math from 42% (Spring 23) to 52% (Spring 24), as measured by the MAP® Growth™ Assessments</p> <p><b>Formative Measures:</b></p> <ul style="list-style-type: none"> <li>MAP Growth Reports</li> <li>TMS PLC driven common assessments</li> <li>Progress monitoring tools (MATHia, Exact Path, Edulastic)</li> </ul>	<p><b>Aligned to Nevada’s STIP Goal:</b></p> <p><input type="checkbox"/> STIP Goal 1    <input type="checkbox"/> STIP Goal 2</p> <p><input checked="" type="checkbox"/> STIP Goal 3    <input type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5    <input type="checkbox"/> STIP Goal 6</p>



**Improvement Strategy:** Utilize progress monitoring tools to calibrate and make instructional adjustments biased on student performance. In addition, develop and implement common formative and summative assessments and learning tasks aligned to standards.

**Evidence Level:** Tier 4: Demonstrates a Rational

**Action Steps:** *What steps do you need to take to implement this improvement strategy?*

- Identify and schedule dedicated PLC time to progress monitor student performance across grade levels.
- Provide on-going PD for teachers in effected use and implementation of tool set.
- Procure funds from the 2023-2024 school budget to pay teachers for extended day intervention.

**Resources Needed:** *What resources do you need to implement this improvement strategy?*

- Administration and Math Department will collaborate during PLCs on progress monitoring tools, common classroom assessment data to design instruction targeted to students' needs.
- Procure funds from the 2023-2024 school budget to pay teachers for extended day intervention 4 days per week
- Expertise in providing PD in effected use and implementation of progress monitoring tool set.

**Challenges to Tackle:** *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* Teachers may become overwhelmed managing time, new curriculum, and new systems expectations.
- *Potential Solution:* Provide teachers with on-going meaningful professional development that directly supports their endeavors.

**Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Strategic Budget

**Lead:** *Who is responsible for implementing this strategy?*

TMS Administration and Math Department head



**Resource Equity Supports<sup>1</sup>:** *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

**English Learners**

- Challenge: Overcoming disproportionality in achievement among this group
- Support: QTEL trained teachers will be supporting Math teachers implementing our Student Success Goal.

**Foster/Homeless:**

- Challenge: Overcoming disproportionality in achievement among this group
- Support: School counselors will work cooperatively with Math teachers and the PLC process to ensure these students have access to resources.

**Free and Reduced Lunch:**

- Challenge: Overcoming disproportionality in achievement among this group
- Support: School counselors will work cooperatively with Math teachers and the PLC process to ensure these students have access to resources.

**Migrant:**

- Challenge: N/A
- Support: N/A

**Racial/Ethnic Groups:**

- Challenge: Overcoming disproportionality in achievement among this group
- Support: School counselors will identify students in need and provide mentoring opportunities focused on achievement

**Students with IEPs:**

- Challenge: Overcoming disproportionality in achievement among this group.
- Support: Special education teachers will actively participate in systematic targeting of this group through the PLC process and progress monitoring tools.

---

<sup>1</sup> “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)



## Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>Considerable progress has been made on with PLC's focus on data driven planning and outcomes</li> </ul>	<ul style="list-style-type: none"> <li>With numerous changes to the curriculum, teachers are still adapting and learning effective strategies to meet student needs</li> </ul>
<p><b>Problem Statement:</b> Overall student proficiency on summative exams remains an area of need. Many students and student sub-groups have not met their growth projection and/or targets further falling behind expected outcomes. The need for effective and targeted teacher development remains a priority need.</p> <p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>Historically, specific student sub-groups have fallen behind peers in achievement and other measures.</li> <li>Interventions in place for the 22-23 school year were not effective enough to meet all improvement targets.</li> <li>Teachers report that student disciplinary issues and apathy continue to be barriers.</li> </ul>	

Adult Learning Culture	
<p><b>School Goal:</b> By the end of the 2023-2024 school year, 100% of PLC meetings will be focused on grade level standards, common assessments, planning using district supported materials and pacing guides, and based on timely student data, and walkthrough observation data will show that in 80% of observations, tasks and instruction will be fully aligned with the standards.</p> <p><b>Formative Measures:</b></p> <ul style="list-style-type: none"> <li>PLC produced common assessments</li> <li>MAP testing</li> </ul>	<p><b>Aligned to Nevada's STIP Goal:</b></p> <p><input type="checkbox"/> STIP Goal 1    <input type="checkbox"/> STIP Goal 2</p> <p><input checked="" type="checkbox"/> STIP Goal 3    <input type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5    <input type="checkbox"/> STIP Goal 6</p>



**Improvement Strategy:** Utilize dedicated PLC time to review data from progress monitoring tools to calibrate and make instructional adjustments based on student performance across the grade levels.

**Evidence Level:** Tier 4: Demonstrates a Rational

**Action Steps:** *What steps do you need to take to implement this improvement strategy?*

- Identify and schedule dedicated PLC time to progress monitor student performance across grade levels
- Provide on-going PD for teachers in progress monitoring tools

**Resources Needed:** *What resources do you need to implement this improvement strategy?*

- Administration and Teacher Leaders will collaborate during PLCs on implementation goals and progress monitoring tools

**Challenges to Tackle:** *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* Teachers may become overwhelmed managing time, curriculum, and expectations.
- *Potential Solution:* Provide teachers with on-going meaningful professional development that directly supports their PLC endeavors.

**Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Strategic Budget

**Lead:** *Who is responsible for implementing this strategy?*

TMS Administration and  
Teacher Leaders

**Resource Equity Supports:** *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

**English Learners**

- Challenge: Overcoming disproportionality in achievement among this group
- Support: QTEL trained teachers will be supporting the PLC process and progress monitoring tools to ensure that ELLS are not left behind.

**Foster/Homeless:**



- Challenge: Overcoming disproportionality in achievement among this group
- Support: School counselors will work cooperatively with PLC's to ensure these students have access to resources.

**Free and Reduced Lunch:**

- Challenge: Overcoming disproportionality in achievement among this group
- Support: School counselors will work cooperatively with PLC's to ensure these students have access to resources.

**Migrant:**

- Challenge: N/A
- Support: N/A

**Racial/Ethnic Groups:**

- Challenge: Overcoming disproportionality in achievement among this group
- Support: School counselors will work cooperatively with PLC's to ensure these students have access to resources.

**Students with IEPs:**

- Challenge: Overcoming disproportionality in achievement among this group.
- Support: Special education teachers will actively participate in systematic targeting of this group through the PLC process.

### Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>● "Whole Child" considerations have been emphasized by District Leadership for the past few years.</li> <li>● TMS has historically addressed SEL student issues.</li> <li>● SEL and Academic resources and tools continue to evolve.</li> </ul>	<ul style="list-style-type: none"> <li>● Increased classroom attendance and seat time</li> <li>● Differentiated interventions for individual issues</li> <li>● More intervention for SEL and academic needs</li> </ul>
<p><b>Problem Statement:</b> TMS students continue to have growing SEL and Academic needs that impact attendance, achievement, and well being. According to TMS Counselor data, 7,904 individual student interactions were documented, with 45% being for an academic issue and 55% noted as non-academic.</p> <p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>● Socio economic inequity continues to be a barrier</li> <li>● Funding for dedicated SEL staff remain a challenge</li> <li>● SEL and Academic needs continue to grow</li> </ul>	





## Connectedness

**School Goal:** By Spring 2024, TMS Counselor data will show that 60% of student interactions will be for academic issues and 40% will be for non-academic needs.

**Formative Measures:**

- Panorama Survey Results
- Teacher progress reports and report card grades
- TMS Counselor Data

**Aligned to Nevada’s STIP Goal:**

- STIP Goal 1     STIP Goal 2
- STIP Goal 3     STIP Goal 4
- STIP Goal 5     STIP Goal 6

**Improvement Strategy:** TMS Counselors will provide 100 intervention lessons in classrooms, addressing critical SEL and academic challenges.

**Evidence Level:** Tier 1- Strong Evidence.

**Action Steps:** *What steps do you need to take to implement this improvement strategy?*

- Identify and use research supported resources
- Prepare lesson plans that address critical SEL and academic challenges
- Allot time and schedule classrooms for intervention lessons
- Provide staff PD on recognizing signs and symptoms of students in need

**Resources Needed:** *What resources do you need to implement this improvement strategy?*

- Counselor bandwidth to conduct aggressive lesson implementation goals
- Continued support from RethinkEd, EVERFI, and Boys Town.
- Additional support from CCSD for student wraparound services
- Additional support from CCSD for parent barriers to successful intervention

**Challenges to Tackle:** *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* Due to student enrollment projections and tight budgets, we are

**Lead:** *Who is responsible for implementing this strategy?*

TMS Counselors and Administration



proceeding with only two counselors serving TMS students. As a result, counselor bandwidth will be stretched and at a premium.

- *Potential Solution:* TMS Administration and other Licensed personnel will have expanded roles in assisting and supporting TMS Counselors and related issues.

**Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Extended day for school counselors supporting students with academic and social-emotional needs

**Resource Equity Supports:** *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

**English Learners**

- Challenge: Overcoming cultural and communication issues may impact progress among this group.
- Support: QTEL trained teachers will be supporting the counselors to ensure that ELLS needs are included..

**Foster/Homeless:**

- Challenge: Access to community resources and mobility may impact progress among this group.
- Support: School counselors will work cooperatively with teachers to ensure these students have access to resources.

**Free and Reduced Lunch:**

- Challenge: Access to resources may impact progress among this group.
- Support: School counselors will work cooperatively with PLC's to ensure these students have access to resources.

**Migrant:**

- Challenge: N/A
- Support: N/A

**Racial/Ethnic Groups:**

- Challenge: Overcoming disproportionality in achievement among this group
- Support: School counselors will work cooperatively with teachers to ensure these students have access to resources.

**Students with IEPs:**

- Challenge: Overcoming disproportionality in achievement among this group.
- Support: Special education teachers will actively participate in systematic targeting of this group through the intervention process.



## 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
CIP Team: Roadmap Revision	7/24/23	<ul style="list-style-type: none"><li>• The team is excited to implement the revisions and to show evidence based progress.</li></ul>
School Community Meeting	8/16/23	<ul style="list-style-type: none"><li>• Curriculum changes and time for non-academic issues remain as pressing issues</li></ul>
Community Outreach/SOT Meeting	8/16/23	<ul style="list-style-type: none"><li>• Growing student SEL challenges continue to be a concern</li></ul>