



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

Lois & Jerry Tarkanian Middle School has established its 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 David Musemici for more information.

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School Designations: Title I CSI TSI TSI/ATSI



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](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	2013	.447%	16.29%	24.59%	10.18%	33.68%	3.67%	11.17%	8.7%	4.4%	38.6%
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%

*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	45.9%	57.0	48.3	68.4%	65.0	71.3	61%	5.5%	47.2%
	District	36.1%*	49*	31.2*	47.4%*	49*	47.3*	28.9%*	5.5%**	31.9%*
2019	School	49.2%	57	50.5	66%	58	67.7	55.1	13.5%	38.4%
	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	8.3%	28.1%
	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	382	367	364
District*	379	368	361

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

(MAP) Student Performance Data Current 8th-Graders												
		Math				Reading				Science		
Academic Year	School/ District	Mean RIT	Achievement Percentile	% met growth projection	Projected School Growth	Mean RIT	Achievement Percentile	% met growth projection	Projected School Growth	Mean RIT	Achievement Percentile	% met growth projection
2019-2020 Fall	School	210.8	63	62	6.1	206.7	66	62	6.2	214.4		
	District	N/A				N/A						
2019-2020 Winter	School	221.9	63	69	3.9	216.3	65	50	3.6	217.1		
	District	N/A				N/A						
2020-2021 Fall	School	223.1	64	61	7.3	217.8	70	50	4.6	N/A	N/A	N/A
	District	217.5				214.7						
2020-2021 Winter	School	225.0	56	33	5.7	217.6	54	40	4.3	N/A	N/A	N/A
	District	219.7				215.5						
2020-2021 Spring	School	235	81	51	7.4	218.9	53	35	4.2	N/A	N/A	N/A
	District	220.5				215.2						

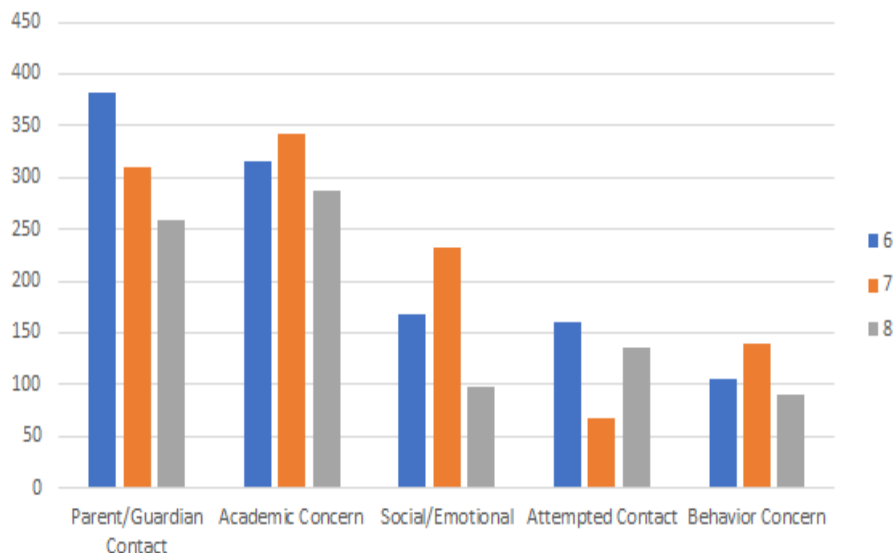


2021-2022 Fall	School	224.3	48	27	6.3	219.0	56	36	6.3	211.8		
	District	212.9				213.5				207.3		

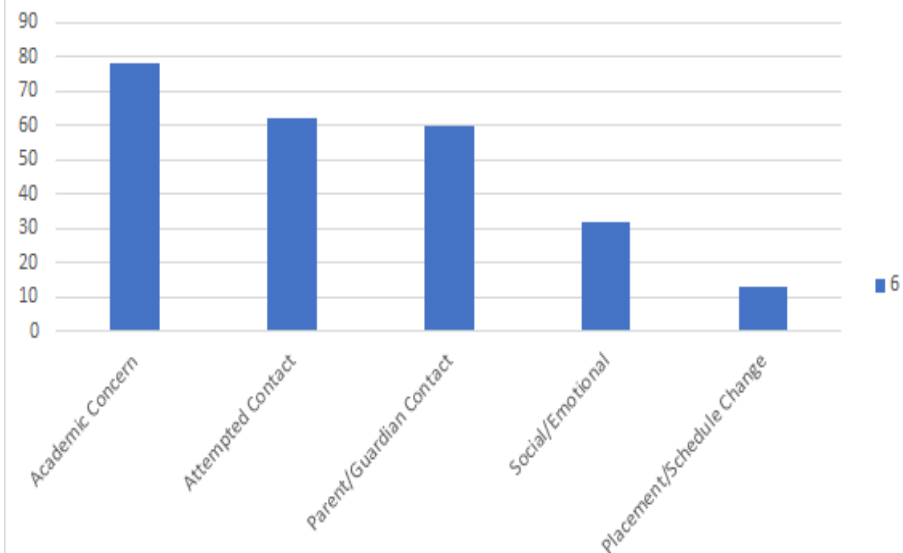
(MAP) Student Performance Data Current 7th-Graders												
		Math				Reading				Science		
Academic Year	School/District	Mean RIT	Achievement %	% met growth projection	Projected School Growth	Mean RIT	Achievement %	% met growth projection	Projected School Growth	Mean RIT	Achievement %	% met growth projection
2020-2021 Fall	School	215.5	55	37	5.9	212.9	66	52	5.8			
	District	217.5				214.7						
2020-2021 Winter	School	215.8	35	33	5.7	214.0	53	48	4.3	N/A		
	District	219.7				215.5						
2020-2021 Spring	School	223.1	50	58	8.7	214.3	43	35	5.3	N/A		
	District	220.5				215.2						
2021-2022 Fall	School	220.7	53	36	7.4	214.5	53	36	3.9	207.2		
	District	213.5				212.9				207.3		



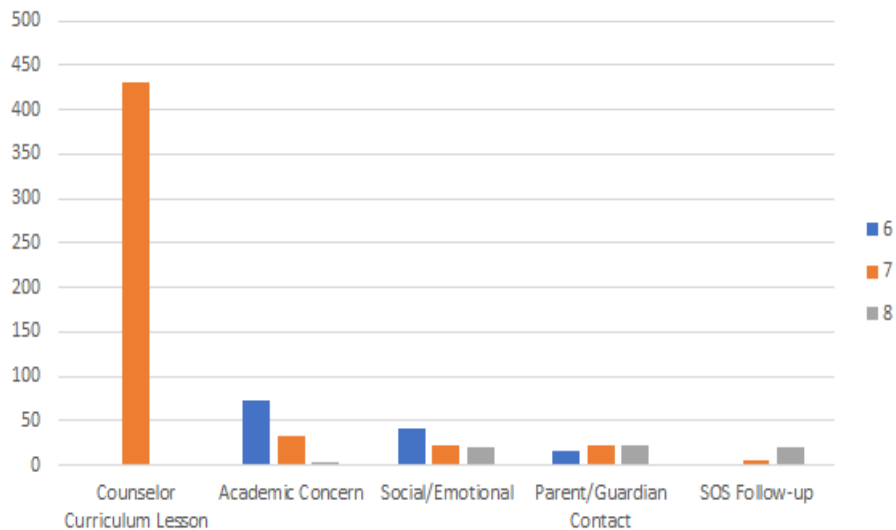
2019-2020 Top 5 Counselor Data



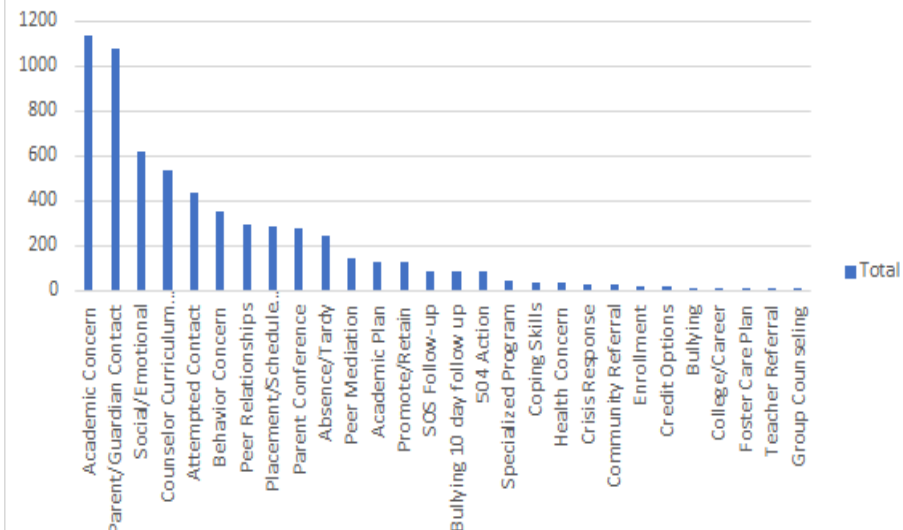
2020-2021 Top 5 Counselor Data



2021-2022 Top 5 Counselor Data

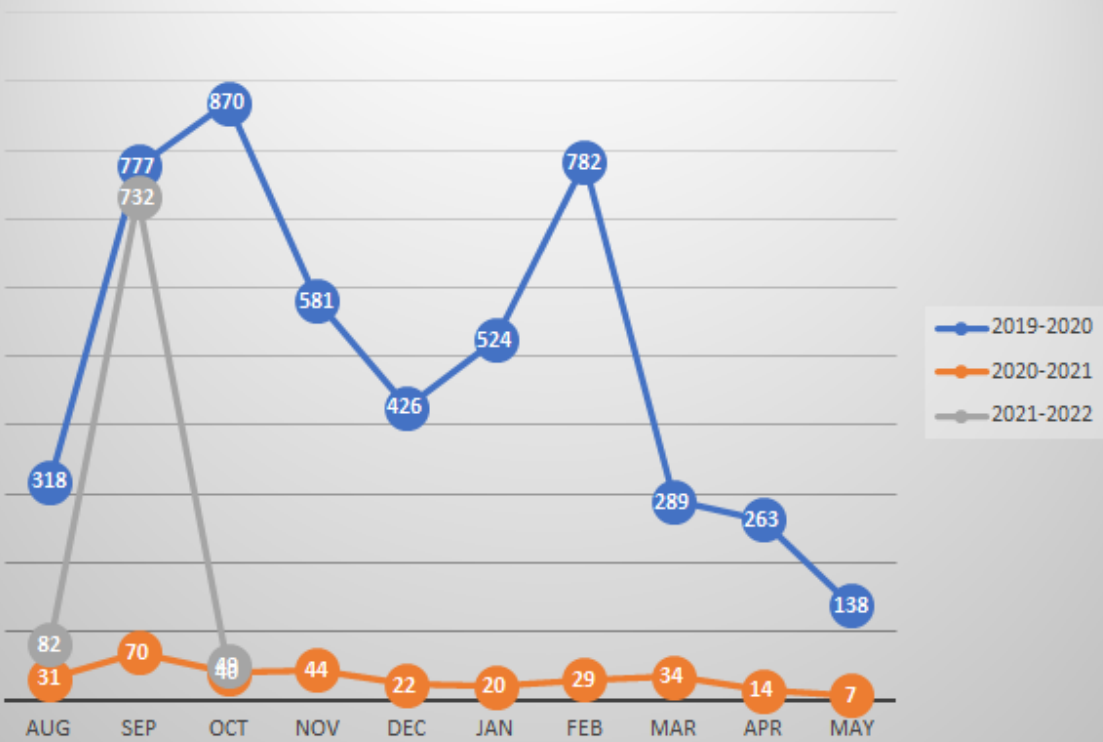


All Counselor Data - All 3 Years





All Counselor Data - All 3 Years by Month





Systems and Structures that support Continuous Improvement

Academic Systems

- RTI - Fundamentals of Math, Fundamentals of Reading & Writing, Fundamentals of Numeracy and Literacy
- Block scheduling - All students receive 80 minutes of ELA and 80 minutes of math each day.
- Core Common Preps
- Special Education Support - Learning Labs and classes w/ teachers pushed in
- ELL class developed for newcomer support

Behavioral Systems

- Addition of two Student Success Instructional Facilitator positions
- PBIS interventions and school-wide goals - 4B's - Be Respectful, Be Proud, Be Safe, Be Responsible
- Shark Bites incentive program (given to students for positive behavior and interactions)
- Be Kind incentives
- Super Shark - student of the month program
- Counselor involvement with minor behavior infractions
- Student Success Classroom w/ Learning Packet assignments
- T.A.B.S.

Social-Emotional Systems

- Panorama survey with follow up
- Signs of Suicide through 8th-grade health
- Imago classroom lessons
- Everfi classroom lessons
- Counselor self-referrals, peer referrals, staff referrals
- Care Solace referral system



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
Tonya Rose	Principal(s) <i>(required)</i>
David Musemici Anthony Muraco Kyle Martin	Other School Leader(s)/Administrator(s) <i>(required)</i>
Kathy Poelma Caitlin Watts Renee Durham	Teacher(s) <i>(required)</i>
Monica Penksa	Paraprofessional(s) <i>(required)</i>
Kelly Ostrovsky	Parent(s) <i>(required)</i>
Mia Musemici	Student(s) <i>(required for secondary schools)</i>



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 1	10/13/21 @ 7:30am	49	<ul style="list-style-type: none">● Full-time distance education because of Covid-19 during the 20-21 school year has had a major impact on students' academics, behavior, and social-emotional wellbeing● Parent involvement appears to currently be lower than normal● The national teacher shortage and resulting large class sizes are impacting students and teachers● The changes in CCSD's behavior/discipline policies are perceived to be ineffective● At the school level, prep buy-outs were offered but some teachers declined due to increased workload and student behavior
SOT Meeting	10/20/21 @ 3:30 pm	7	



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
Data Reviewed	2019-2020, 2020-2021, 2021-2022 MAP Data (Reading, Math, Science)	2019-2020, 2020-2021, 2021-2022 Counselor Data (Academic, Social-Emotional, Behavioral)
Problem Statement	Results for the Fall 2021 MAP Math Assessment indicate that the percentage of 8th-grade students that met their growth projection was 10 and 8 percentage points lower than 6th and 7th-grade students. Significantly underperforming as a group.	Observational and quantitative data indicate that students' needs are becoming more diverse. A greater percentage of time school counselors and support professionals spent with students is for non-academic issues. The severity of these non-academic issues is also trending higher. These diverse needs establish roadblocks for students and their academic achievement.
Critical Root Causes	<ul style="list-style-type: none"> To date in the 2021-2022 school year, 8th-grade students have the highest number of "F" grades for Q1 among the three grade levels Historically 8th-grade students have the highest apathy towards academics among the three grade levels 8th-grade students received only ½ of the 20-21 school year of Math instruction due to distance education in a critical 7th-grade year Interventions in place for the 21-22 school year have only benefited 8th-grade students for weeks prior to the first MAP testing period 	<ul style="list-style-type: none"> The Covid-19 Pandemic has had a significant impact on students and families in every aspect of their lives In recent years CCSD has instituted a variety of measures in assessing the non-academic needs of students, which result in greater awareness and a response to those needs. Social-emotional awareness, mental health, and social justice issues have been a greater part of national conversations and media reporting Changes in CCSD disciplinary procedures may have contributed to an increase in student behavioral issues.



	<ul style="list-style-type: none"> Teachers report that 8th-grade students have had more disciplinary issues in classrooms compared to the other grade levels so far into the 21-22 school year 	
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Part B

Student Success (Student Performance)	
<p>School Goal: <i>By the Spring 2022 MAP Math Assessment, the percentage of 8th-grade students that met their growth projection will be inline and (within 3 percentage points or a forward projection of 42%) with 6th and 7th-grade students' results, thus closing the achievement gap between the three grade levels.</i></p>	<p>Aligned to Nevada's STIP Goal: Statewide Plan for the Improvement of Pupils: Goal 3: <i>All students experience continued academic growth</i></p>
<p>Improvement Strategy: Establish a math-based after-school tutoring and support program for the remainder of the 2021-2022 school year.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4: Demonstrates a Rationale</p>	
<p>Intended Outcomes: Students will have free access to this program as well as being recommended by their teacher to seek additional help. Access to additional math support will provide students with additional opportunities to fill gaps and deepen their understanding of core concepts.</p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> Procure funds from the 2021-2022 school budget to pay teachers for the extended day Procure a math teacher(s) willing to support this program after their contracted day Once established, promote and encourage students and parents to utilize this program 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> Procure funds from the 2021-2022 school budget to pay teachers for the extended day Procure a math teacher(s) willing to support this program after their contracted day 	



Challenges to Tackle:

- Conduct a cost/benefit analysis for the cost of this program
- Procuring a teacher(s) who may already be overwhelmed with personal and professional responsibilities may be difficult

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

English Learners: Promote and encourage students and parents to utilize this program

Foster/Homeless: Promote and encourage students and parents to utilize this program

Free and Reduced Lunch: Promote and encourage students and parents to utilize this program

Migrant: Promote and encourage students and parents to utilize this program

Racial/Ethnic Minorities: Promote and encourage students and parents to utilize this program

Students with IEPs: Promote and encourage students and parents to utilize this program



Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture	
Systems and Structures that Support Continuous Improvement	
Data Reviewed	Academic, Social-Emotional, Behavioral Systems in place (2021-2022)
Problem Statement	PLC time per department/grade level is in place; however, the focus for the academic, social-emotional, and behavioral analysis is not clearly outlined.
Critical Root Causes	The structure and processes need to be more detailed and communicated to the PLC teams.

Part B

Adult Learning Culture	
School Goal: By winter of 2021, utilize a universal PLC process incorporating both behavioral and academic data that is solution-driven for student success.	STIP Connection: Statewide Plan for the Improvement of Pupils Goal 3: <i>All students experience continued academic growth</i>
Improvement Strategy: Develop and implement an effective school-wide novel PLC process.	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale) 4:Demonstrates a Rationale	
Intended Outcomes: By incorporating a PLC process that addresses students' academic and non-academic needs will allow them a clearer path to academic achievement.	
Action Steps: <ul style="list-style-type: none"> ● Revise current PLC processes to incorporate non-academic needs ● Establish a leadership team and roadmap to the PLC revisions 	
Resources Needed: <ul style="list-style-type: none"> ● Procure funds from the 2021-2022 school budget to pay staff for the additional time and responsibilities 	



Challenges to Tackle:

- Conduct a cost/benefit analysis for the cost of this endeavor
- Procuring school leaders who may already be overwhelmed with personal and professional responsibilities may be difficult

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

English Learners: All student groups will benefit from a PLC process focused on a variety of student needs.

Foster/Homeless: All student groups will benefit from a PLC process focused on a variety of student needs.

Free and Reduced Lunch: All student groups will benefit from a PLC process focused on a variety of student needs.

Migrant: All student groups will benefit from a PLC process focused on a variety of student needs.

Racial/Ethnic Minorities: All student groups will benefit from a PLC process focused on a variety of student needs.

Students with IEPs: All student groups will benefit from a PLC process focused on a variety of student needs.



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	2019-2020, 2020-2021, 2021-2022 Counselor Data (Academic, Social-Emotional, Behavioral)	Districtwide Survey	Districtwide Survey
Problem Statement	Observational and quantitative data indicate that students' needs are becoming more diverse. A greater percentage of time school counselors and support professionals spent with students is for non-academic issues. The severity of these non-academic issues is also trending higher. These diverse needs establish roadblocks for students and their academic achievement.		
Critical Root Causes	<ul style="list-style-type: none"> • The Covid-19 Pandemic has had a significant impact on students and families in every aspect of their lives • In recent years CCSD has instituted a variety of measures in assessing the non-academic needs of students, which result in greater awareness and a response to those needs. • Social-emotional awareness, mental health, and social justice issues have been a greater part of national conversations and media reporting • Changes in CCSD disciplinary procedures may have contributed to an increase in student behavioral issues. 		

Part B

Connectedness	
School Goal: By Winter of 2021 incorporate additional measures that provide students access and opportunities to get help with non-academic issues	Aligned to Nevada's STIP Goal: Statewide Plan for the Improvement of Pupils Goal 6: <u>All students learn in safe environments where identities and relationships are valued and celebrated</u>
Improvement Strategy: Establish additional awareness, incentives, and recognition programs that support students' non-academic needs	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4: Demonstrates a Rationale	



Intended Outcomes: By addressing students' non-academic needs will allow them a clearer path to focus on academic achievement.

Action Steps:

- Procure funds from the 2021-2022 school budget to pay school counselors and other licensed professionals for additional student-centered responsibilities
- Procure a licensed professional(s) willing to support students non-academic needs

Resources Needed:

- Procure funds from the 2021-2022 school budget to pay staff for the additional time and responsibilities

Challenges to Tackle:

- Conduct a cost/benefit analysis for the cost of these resources
- Procuring a teacher(s) who may already be overwhelmed with personal and professional responsibilities may be difficult

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

English Learners: All student groups present a need for non-academic support. Therefore all groups will benefit from additional support systems.

Foster/Homeless: All student groups present a need for non-academic support. Therefore all groups will benefit from additional support systems.

Free and Reduced Lunch: All student groups present a need for non-academic support. Therefore all groups will benefit from additional support systems.

Migrant: All student groups present a need for non-academic support. Therefore all groups will benefit from additional support systems.

Racial/Ethnic Minorities: All student groups present a need for non-academic support. Therefore all groups will benefit from additional support systems.

Students with IEPs: All student groups present a need for non-academic support. Therefore all groups will benefit from additional support systems.



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)
2021-2022 General Budget	\$9614.32	Establish a math-based after-school tutoring and support program for the remainder of the 2021-2022 school year.	<i>By the Spring 2021 MAP Math Assessment, the percentage of 8th-grade students that met their growth projection will be inline (within 3 percentage points) with 6th and 7th-grade students' results.</i>
2021-2022 General Budget	\$35,544.40	Establish additional awareness, incentives, and recognition programs that support students' non-academic needs	By Winter of 2021 incorporate additional measures that provide students access and opportunities to get help with non-academic issues
2021-2022 General Budget	N/A	Develop and implement an effective school-wide novel PLC process.	By winter of 2021, utilize a universal PLC process incorporating both behavioral and academic data that is solution-driven for student success.