



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

Email: rosetl@nv.ccsd.net

Phone: 702-799-6801

School Designations:	Title I	CSI	TSI	TSI/ATSI
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Our SPP was last updated on 10/27/2022.



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/.

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 Morgo Torea	Other School Leader(s)/Administrator(s) <i>(required)</i>
Anthony Iverson Brian Thistlewaite Renee Durham	Teacher(s) <i>(required)</i>
Monica Penksa	Paraprofessional(s) <i>(required)</i>
Colleen Calomino	Parent(s) <i>(required)</i>
Quinn Calomino	Student(s) <i>(required for secondary schools)</i>



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
Staff Community Meeting	10/19/22	The staff remains concerned about meeting all of the students academic and SEL needs with limited resources and qualified personnel
SPP Roadmap Revision Meeting	10/18/22	SPP members were in support of continuing the SPP goals and revisions. They also were encouraged by the progress made last year.
SOT Meeting	10/13/22	SOT members were in support of the SPP and its goals



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, 2022-2023 MAP Data (Reading, Math, Science), 2018-2019, 2021-2022 SBAC Data(Reading, Math, Science)	2019-2020, 2020-2021, 2021-2022, 2022-2023 Counselor Data (Academic, Social-Emotional, Behavioral)
	<p><i>Areas of Strength:</i> 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.</p> <p>We grew 8.4% and 8% from Spring 21 to Spring 22 in SBAC ELA and math respectively.</p>	
	<p><i>Areas for Growth:</i> Academic deficits and social-emotional needs are still pervasive during a time with limited resources and qualified personnel.</p> <p>Our area of growth was only 46% in reading and 49% in Grade 8 for the Spring 22 MAPS testing.</p>	
Problem Statement	Results for the Fall 2022 MAP Math Assessment indicate that the percentage of 8th-grade students that met their growth projection was 16 and 21 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.



<p>Critical Root Causes</p>	<ul style="list-style-type: none"> ● To date in the 2022-2023 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 6th-grade year ● Interventions in place for the 22-23 school year have only benefited 8th-grade students for weeks prior to the first MAP testing period ● Teachers report that 8th-grade students continue to have more disciplinary issues in classrooms compared to pre-pandemic levels 	<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.
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Part B

<p style="text-align: center;">Student Success (Student Performance)</p>	
<p>School Goal: <i>By the Spring 2023 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 63%) 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:</p> <p>Statewide Plan for the Improvement of Pupils: Goal 3: <u>All students experience continued academic growth</u></p>
<p>Improvement Strategy: Establish a math-based after-school tutoring and support program for the remainder of the 2022-2023 school year.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4: Demonstrates a Rationale</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.

Action Steps:

- Procure funds from the 2022-2023 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
- Incorporate class size reduction into Math classrooms

Resources Needed:

- Procure funds from the 2022-2023 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 1b - Student Success

Part A

Student Success		
	Student Performance	Social and Emotional Learning
Data Reviewed	2019-2020, 2020-2021, 2021-2022, 2022-2023 MAP Data (Reading, Math, Science), 2018-2019, 2021-2022 SBAC Data(Reading, Math, Science)	2019-2020, 2020-2021, 2021-2022, 2022-2023 Counselor Data (Academic, Social-Emotional, Behavioral)
	<p><i>Areas of Strength:</i> 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.</p> <p>We grew 8.4% and 8% from Spring 21 to Spring 22 in SBAC ELA and math respectively.</p>	
	<p><i>Areas for Growth:</i> Academic deficits and social-emotional needs are still pervasive during a time with limited resources and qualified personnel.</p> <p>Our area of growth was only 46% in reading and 49% in Grade 8 for the Spring 22 MAPS testing.</p>	
Problem Statement	Results from the Spring 2022 SBAC (Math & ELA) Assessment indicate that the Special Education subgroup failed to meet its 2022 Measure of Interim Progress marks for both Math and ELA, scoring 6.2% and 18.8% respectively.	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.



<p>Critical Root Causes</p>	<ul style="list-style-type: none"> ● Special Education students with learning disabilities are challenged academically ● Special Education students may also have social and behavioral deficits that affect learning and performance ● Students received only ½ of the 20-21 school year of Math instruction due to distance education and one semester classes ● Interventions in place for the 21-22 school year were challenged by the impact of distance education ● Teachers report that students continue to have more disciplinary issues in classrooms compared to pre-pandemic levels ● Disproportional academic and social trends continue to be pervasive in some groups 	<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.
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Part B

<p style="text-align: center;">Student Success (Student Performance)</p>	
<p>School Goal: <i>By the Spring 2023, SBAC Results for the Special Education subgroup will meet the Measure of Interim Progress (MIP) for Math and ELA, (26.5% for Math, and 29.6% for ELA)</i></p>	<p>Aligned to Nevada’s STIP Goal:</p> <p>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 2022-2023 school year.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4: Demonstrates a Rationale</p>	
<p>Intended Outcomes: Through inclusive practices and progress monitoring focused on standards, students should show measurable and meaningful growth on summative assessments. Access to additional support will provide students with additional opportunities to fill gaps and deepen their understanding of core concepts.</p>	



Action Steps:

- Promote inclusive practices in all settings
- Continue to Refine Tier 1 & 2 interventions and in both the General Ed and Special Ed classrooms
- Continue to progress monitor student performance on grade level standards
- Identify targeted students for intervention and conduct a needs assessment
- Promote and encourage students and parents to utilize all available resources
- Address any barriers preventing students from accessing interventions
- Incorporate the “Paper” academic resources into all core classrooms

Resources Needed:

- Procure funds from the 2022-2023 school budget to pay teachers for the extended day learning and support opportunities
- Procure a teacher(s) willing to support students 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 (2022-2023)
	<i>Areas of Strength:</i> Teachers remain committed to holistic student achievement and wellbeing. Our teachers have built in PLC time scheduled into the master schedule and consistently met on a daily/weekly basis.
	<i>Areas for Growth:</i> Limitations to qualified personnel and resources continue to be barriers to goals. Our areas of growth would be to clearly define the process to incorporate social-emotional learning and behavior issues in addition to the academic growth. Additional training for teachers needs to include the PLC + documents.
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 Spring of 2023, 80% of PLC meetings will incorporate both relevant behavioral/social emotional and targeted academic data that is inclusive, actionable, and solution-driven, as measured by the TMS PLC checklist.	STIP Connection: Statewide Plan for the Improvement of Pupils Goal 3: <u>All students experience continued academic growth</u>
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:

- Refine the current PLC processes to incorporate non-academic needs
- Support the leadership team and refine the roadmap to the PLC revisions
- Incorporate the new PLC+ processes

Resources Needed:

- Procure funds from the 2022-2023 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, 2022-2023 Counselor Data (Academic, Social-Emotional, Behavioral) Panorama Data/Survey	Districtwide Survey	Districtwide Survey
	<i>Areas of Strength:</i> Awareness and support of social-emotional impacts on students continues to be a priority for student achievement		
	<i>Areas for Growth:</i> Pervasive social-emotional needs are still challenges during a time with limited resources and qualified personnel.		
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	
<p>School Goal: By Spring of 2023, 50% of families referred to community agencies (Care Solace, Hazel Health, The Harbor, Social Worker) by school counselors will follow-through with assistance and/or support for behavioral/social emotional issues, measured by the TMS Counselor Crisis Plan Checklist.</p>	<p>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></p>
<p>Improvement Strategy: Establish additional awareness, incentives, and recognition programs that support students’ non-academic needs</p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4: Demonstrates a Rationale</p>	
<p>Intended Outcomes: By addressing students’ non-academic needs will allow them a clearer path to focus on academic achievement.</p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● Procure funds from the 2022-2023 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 ● Incorporate Rethink Ed (SEL Curriculum) into existing electives ● Incorporate the PLC + strategies 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● Procure funds from the 2022-2023 school budget to pay staff for the additional time and responsibilities 	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> ● 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 	
<p>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</p>	
<p>English Learners: All student groups present a need for non-academic support. Therefore all groups will benefit from additional support systems.</p>	



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)
2022-2023 General Budget	\$28,807.00	Enact class size reduction in math classrooms, and establish a math-based after-school tutoring and support program for the remainder of the 2022-2023 school year.	<i>By the Spring 2023 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 63%) with 6th and 7th-grade students' results, thus closing the achievement gap between the three grade levels.</i>
2022-2023 General Budget	\$55,687.00 \$121,660.00	Full time SEIF supporting Special Ed students and teachers with standards based instruction Extended day for IA's supporting Special Education teachers and students Class size reduction through prep period buyouts	<i>By the Spring 2023, SBAC Results for the Special Education subgroup will meet there Measure of Interim Progress (MIP) for Math and ELA,(26.5% for Math, and 29.6% for ELA)</i>
2022-2023 General Budget	\$48,473.00	Extended day for school counselors supporting students with academic and social-emotional needs	Winter of 2022 incorporate additional measures that provide students access and opportunities to get help with non-academic issues
2021-2022 General Budget	N/A	Refine and continue to implement an effective school-wide novel PLC process and incorporate PLC + strategies	By winter of 2022, refinement of the universal PLC process incorporating both behavioral and academic data that is solution-driven for student success.