



Clark County School District

# Sig Rogich Middle School

## 2021-2022 School Performance Plan: A Roadmap to Success

*Sig Rogich 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 Susan Harrison-Rollins and/or David Kirkhart for more information.*

**Principal:** Susan Harrison-Rollins  
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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	1569	0.32%	13.1%	18.0%	4.78%	52.45%	1.1%	10.26%	5.4%	9.95%	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%

\*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	59.19%	52	57.27%	73.11%	61	74.3%	60.6%	24.6%	67.39%
	District	36.1%*	49*	31.2*	47.4%*	49*	47.3*	28.9%*	5.5%**	31.9%*
2019	School	60.4%	47	56.1%	72.8%	54	72%	56.4%	16.1%	46.5%
	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	18.1%	32%
	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
<b>School</b>	N/A	N/A	N/A
<b>District</b>	N/A	N/A	N/A

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
<b>School</b>	376	356	352
<b>District*</b>	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
Susan Harrison-Rollins	<b>Principal(s) (required)</b>
David Kirkhart	<b>Other School Leader(s)/Administrator(s) (required)</b>
Claudine Robinson: Performing Arts Michelle Saitta: ELA Rhonda Moline: Science Jennifer Pritchard: Mathematics Tracy Wright: ELA	<b>Teacher(s) (required)</b>
Cindy Jacobs	<b>Paraprofessional(s) (required)</b>
Jessica Smaka	<b>Parent(s) (required)</b>
Logan Michel	<b>Student(s) (required for secondary schools)</b>



## 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
Parent Google Form/Connectedness	9/17/21-9/21/21	574	Parents split in understanding and using Canvas. Staff need to utilize Canvas with fidelity. Need to get information out to parents/guardians/community about the general school community. "Roughrider Weekly Wire"...for upcoming events, issues, etc. (same message for all; classroom news, faculty spotlight, community news)  CANVAS and COMMUNICATION
Student Survey Panorama/ Check-in Student Survey Panorama/Connectedness	6/9/2021 9/15/2021	400 210	How well do people at your school understand you as a person? (42%) (Lack of individuality)  High responses for how they feel about other students but self-regulation is an issue. (Acceptance/Self Control)  Two years in a row students don't feel connected to staff/adults at SRMS. (Build relationships)
Faculty Meeting	9/13/2021, 9/16/2021, 10/4/2021	72 72 72	Comfortable with implementation of schoolwide programs (Canvas, JS format) non-negotiables (PBL, notebooks, etc.)



# 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
<b>Data Reviewed</b>	<ul style="list-style-type: none"> <li>Nevada School Performance Framework (NSPF)</li> <li>Statewide Assessments</li> <li>Formative Assessment Practices</li> <li>Interim Assessments</li> <li>Summative Assessments</li> <li>Instructional Rounds (current and trend data)</li> <li>Achievement Gap Data</li> <li>Teacher/Administrator Observation Data</li> <li>Placement (Proficiency Levels)</li> <li>Individualized Education Programs (IEP)</li> <li>Service Delivery Models</li> <li>Special Education Procedures-Whole School</li> </ul>	<ul style="list-style-type: none"> <li>Panorama Survey Data (current and trend)</li> <li>Parent Survey Results (Site developed)</li> <li>Counselor and SSP Tracking data</li> <li>Nevada School Climate / Social Emotional Learning (NV-SCEL) Survey</li> </ul>	<ul style="list-style-type: none"> <li>Nevada School Performance Framework (NSPF)</li> <li>Statewide Assessments</li> <li>Formative Assessment Practices</li> <li>Interim Assessments</li> <li>Summative Assessments</li> <li>Instructional Rounds (current and trend data)</li> <li>Achievement Gap Data</li> <li>Teacher/Administrator Observation Data</li> <li>Placement (Proficiency Levels)</li> <li>Individualized Education Programs (IEP)</li> <li>Service Delivery Models</li> <li>Special Education Procedures-Whole School</li> </ul>
<b>Problem Statement</b>	<p>As measured by the 2021-2022 MAP data, students in the area of math achievement demonstrated a 9% decline from the previous 2020-2021 school year MAP data. Comparable PSAT data from two years ago, 2019-2020, and MAP data from 2021-2022 revealed that 40% of Sig Rogich Middle School students did not meet achievement levels in the area of math.</p>		



<b>Critical Root Causes</b>	<i>A 9 % decline in math is exhibited by the failure to implement an overall technology based math program and coordination of paper pencil computation with state standards. The lack of frequent formative assessments and benchmark assessments to determine student mastery of the standards, and a lack of opportunities to reteach based on ongoing formative and summative assessments. The need for all stakeholders to understand the mastery of computation is balanced with problem solving, applying mathematics, and making real world connections.</i>
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## Part B

Student Success	
<p><b>School Goal:</b>  <i>Increase the percent of all students proficient in mathematics from 60% to 75% by the end of academic year, as measured by MAP Growth Assessment.</i></p>	<p><b>Aligned to Nevada’s STIP Goal:</b> <i>All students experienced continued academic growth. (GOAL 3)</i></p>
<p><b>Improvement Strategy:</b> <i>Targeted training to help teachers understand the standards to align paper and pencil math computation with technology based mathematical programs to move students from mastering basic computational skills and number concepts to more complex ideas and mathematical reasoning, including problem solving.</i></p>	
<p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Carnegie Learning EBI Level 1</p>	
<p><b>Intended Outcomes:</b> Increase the percent of students scoring above the 60th percentile in mathematics from 60% (fall) to 68% (winter) to 75% (spring) by 2022 as measured by MAP Growth Assessment.</p>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● Teachers will integrate the Carnegie Math supplemental materials to support increased student problem solving skills and student achievement</li> <li>● Scaffolding new concepts with prior knowledge during each lesson presentation</li> <li>● Teachers will plan for re-teach and scaffolding opportunities in lesson planning and lesson delivery</li> <li>● Math teachers will utilize Khan Academy to provide instructional support</li> <li>● Question stems of teacher developed formative and summative assessments mirror MAP and SBAC questions</li> </ul>	

**Resources Needed:**

- Class sets for Carnegie Math materials (paper)
- Question stems (MAP/SBAC) for teacher use
- Time
- Professional Training from RPDP
- Establish a Math Specialist
- PLC meetings for alignment

**Challenges to Tackle:**

- Time
- Professional Learning time for question stems, Carnegie Math, and data analysis
- Relating a deep mathematical thinking to real life scenarios

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

English Learners: Sentence starters (question starters), use of technology to translate, and peer-to-peer supports

Foster/Homeless: Sentence starters (question starters), use of technology (hot spots for families), and peer-to-peer supports

Free and Reduced Lunch: Sentence starters (question starters), use of technology (hot spots for families), and peer-to-peer supports

Migrant: Sentence starters (question starters), use of technology to translate, and peer-to-peer supports

Racial/Ethnic Minorities: diversity inclusion of all ethnic and racial minorities in content presented

Students with IEPs: individual learning goals are linked to grade level curriculum/content



## Inquiry Area 2 - Adult Learning Culture

### Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
<b>Data Reviewed</b>	<i>Formative Assessment Practices</i> <i>Interim Assessments</i> Summative Assessments Instructional Rounds (current and trend data) Achievement Gap Data Administrator Observation Data Placement (Proficiency Levels) Individualized Education Programs (IEP) Service Delivery Models Special Education Procedures-Whole School PLC Collaboration Logs	<i>Formative Assessment Practices</i> <i>Interim Assessments</i> Summative Assessments Instructional Rounds (current and trend data) Achievement Gap Data Administrator Observation Data Placement (Proficiency Levels) Individualized Education Programs (IEP) Service Delivery Models Special Education Procedures-Whole School PLC Collaboration Logs	<i>Administrator Observation Data</i> <i>Placement (Proficiency Levels)</i> Individualized Education Programs (IEP) Service Delivery Models Special Education Procedures-Whole School PLC Collaboration Logs
<b>Problem Statement</b>	As measured by a site-based survey, 21.4 % of faculty are inexperienced with implementing Canvas with fidelity.		
<b>Critical Root Causes</b>	21.4% of faculty indicated the Canvas LMS as overwhelming due to lack of targeted training.		





## Part B

Adult Learning Culture	
<b>School Goal:</b> Increase the number of staff who utilize Canvas LMS with fidelity to 90% as measured by staff surveys and Canvas usage.	<b>STIP Connection:</b> All students have access to effective educators. (Goal 2)
<b>Improvement Strategy:</b> Provide training on best practices to utilize the Canvas LMS.	
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Canvas LMS EBI Level 4	
<b>Intended Outcomes:</b> Increase the number of staff who utilize Canvas LMS with fidelity to 90% as measured by staff surveys (Fall 2021: 78%, Winter 2022: 84%, and Spring 2022: 90%) and Canvas usage.	
<b>Action Steps:</b> <ul style="list-style-type: none"><li>● Six teachers were selected to serve as Canvas Champions</li><li>● Canvas Champions will develop a school-wide template/exemplar school within the Canvas Platform.</li><li>● Monthly targeted Canvas trainings/support</li><li>● Monitoring of Canvas LMS usage by administrative supervisors</li><li>● Teacher self-help classrooms</li></ul>	
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>● Canvas LMS</li><li>● Canvas check-ins</li><li>● Monthly schedule of Professional Learning times</li></ul>	
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>● Time for collaboration</li><li>● Teacher buy-in</li><li>● Follow-up</li></ul>	
<b>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</b>	
English Learners: Canvas focused lessons for ELL students (ELL classes)	



Foster/Homeless: Alternative assignments based on student need
Free and Reduced Lunch: Technology supports (SBT)
Migrant: Technology supports (SBT)
Racial/Ethnic Minorities: Canvas documents are diverse and representatives of all ethnicities and cultures
Students with IEPs: Peer helpers, Support from teacher/scaffolding lesson, Asynchronous learning

### Inquiry Area 3 - Connectedness

#### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
<b>Data Reviewed</b>	Panorama Survey Data (current and trend) Counselor/SSP data logs Safe Voice/Go Guardian reports Clubs and Activities rosters	Staffing levels Professional Development Evaluations	<i>District-wide Parent Survey Results</i> <i>Site-Based Parent Survey Results (Connectedness)</i> <i>Grant review</i>
<b>Problem Statement</b>	43% of SRMS students indicated they do not feel welcomed and supported on campus and 37% of students responded they do not have a trusted adult on campus to go to for help/advice as evidenced by the Panorama Survey data from Fall 2021.		
<b>Critical Root Causes</b>	Students have lack of resources Staff availability Teachers not purposefully building the positive relationships with students		



## Part B

Connectedness	
<p><b>School Goal:</b>            Increase connectivity between students and staff by from 28% to 53% as evidenced by Panorama student survey results. <i>“How connected do you feel to the adults at your school?”</i></p> <p>Decrease student behavioral referrals for classroom misbehaviors from 380 during the first quarter to 165 by the end of the fourth quarter as measured by Infinite Campus.</p>	<p><b>STIP Connection:</b> All students and adults learn and work together in a safe environment where identities and relationships are valued and celebrated.</p>
<p><b>Improvement Strategy:</b> Provide additional information for students about opportunities for involvement.</p>	
<p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): EBI Level 4</p>	
<p><b>Intended Outcomes:</b> Increased connectivity with students (<i>improved climate/culture</i>). Increase connectivity between students and staff as evidenced by Panorama student survey results (Winter 2022: 40%, Spring 2022: 53%). <i>“How connected do you feel to the adults at your school?”</i></p>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● Before/after school mentorships</li> <li>● Increased student communication about co-curricular/extra-curricular opportunities</li> <li>● Create a central location for student information (“Fathead” refrigerator in cafeteria to post student work, information, etc.)</li> <li>● Posting of office hours by all staff</li> </ul>	
<p><b>Resources Needed:</b></p> <ul style="list-style-type: none"> <li>● Teacher availability</li> <li>● Bulletin board/space</li> <li>● Targeted teacher training on how to build relationships with students</li> <li>● Student assemblies to celebrate all students - Student of the Month</li> <li>● Recognizing various students (not just selected students)</li> </ul>	
<p><b>Challenges to Tackle:</b></p> <ul style="list-style-type: none"> <li>● Money for student celebrations</li> <li>● All students need to be celebrated for improvement (not just selected students)</li> </ul>	



- Not all families can attend assemblies during the school day
- Incentives for positive behaviors

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

English Learners: Translate written communication in to common languages

Foster/Homeless: Late bus/transportation to support after school involvement/mentoring

Free and Reduced Lunch: Late bus/transportation to support after school involvement/mentoring

Migrant: Late bus/transportation to support after school involvement/mentoring

Racial/Ethnic Minorities: Involve all students in planning events/increase leadership opportunities for all students

Students with IEPs: Late bus/transportation to support after school involvement/mentoring

**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)
General Budget	\$8,193,031.05	Service level agreements Payroll Prep buys Supplies	Student Success Goal, Adult Learning Culture Goal, Connectedness Goal
At-Risk Funds	\$118,248.00	Licensed staff Supplies	Student Success Goal, Adult Learning Culture Goal, Connectedness Goal
EL Funds	\$118,248.00	Licensed staff Supplies	Student Success Goal, Adult Learning Culture Goal, Connectedness Goal