



## Clark County School District

# Sig Rogich Middle School

## School Performance Plan: A Roadmap to Success

*Sig Rogich 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:** Susan Harrison-Rollins

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**Phone:** 702-799-6040

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

*Our SPP was last updated on 10/7/2022*



## 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/siq\\_roqich\\_middle\\_school/2022/nspf/](http://nevadareportcard.nv.gov/DI/nv/clark/siq_roqich_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
Susan Harrison-Rollins	<b>Principal(s)</b> <i>(required)</i>
David Kirkhart (AP) Tracy Wright (AP)	<b>Other School Leader(s)/Administrator(s)</b> <i>(required)</i>
Karen Kinsey: Librarian Yuni Aria: Mathematics Danette Lambeth: ELA	<b>Teacher(s)</b> <i>(required)</i>
Cindy Jacobs	<b>Paraprofessional(s)</b> <i>(required)</i>
Kim Samari	<b>Parent(s)</b> <i>(required)</i>
Thadus "Ray" Roberts, III	<b>Student(s)</b> <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
SOT Meeting	October	Provide ongoing feedback and info.
Website Posting	October	Ensure updates are posted on a regular basis



# 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>● 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>
	<p><i>Areas of Strength: Over the past two years, there has been an overall in both the 40th-69 percentile MAP Growth Achievement (3.3% increase) and the 0-39 percentile MAP Growth Achievement (2.96% increase) in Reading.</i></p>		



	<i>Areas for Growth: Over the past two years, there has been an overall decrease in the 70th and above percentile MAP Growth Achievement (6.28 decrease) in Reading.</i>
<b>Problem Statement</b>	<i>As measured by the Fall 2022 MAP data, students in the area of reading achievement demonstrated a 1.17 % decline from the previous 2020-2021 school year MAP data. Comparable SBAC data from 2020-2021 and 2021-2022 revealed an overall decrease of 4.6% in students at Level 4 and a 6.0% decrease in students at Level 3 of Sig Rogich Middle School students meeting achievement levels in the area of ELA.</i>
<b>Critical Root Causes</b>	<i>A decline in reading is exhibited by the lack of frequent formative assessments and benchmark assessments to determine student mastery of the standards and strategic and extended thinking, a lack of opportunities to reteach based on ongoing formative and summative assessments, and utilization of school-wide strategies and practices supporting our Vision for Learning</i>

**Part B**

Student Success	
<p><b>School Goal:</b>  <i>Based on the Fall 2022-2023 MAP data, 59% of students currently have mastered <b>RL.6.1, 7.1, and 8.1/R.I. 6.1, 7.1, and 8.1 (Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text)</b>, the goal is that by the end of Spring instruction, an increase of 10% of students will have demonstrated growth on the Spring MAP 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>This will be accomplished by increasing rigor through embedding strategic thinking/reasoning (Webb DOK 3) and extended thinking (Webb DOK 4) in every lesson with the use of Hess’s Cognitive Rigor Matrix. Growth will be measured through the use and monitoring of the school-wide lesson plan format, standards aligned and data-driven</i></p>	



*weekly PLC meetings, grade-level formative and summative assessments, analysis and discussion of MAP data, and the Sig Rogich designed School-Wide Reading/Writing Rubric. Students will be supported with targeted differentiation and scaffolding as needed.*

**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Carnegie Learning EBI Level 1

**Intended Outcomes:** Increase the percent of students scoring above the 70th percentile in mathematics from 47.46% (fall) to 58% (winter) to 75% (spring) by 2023 as measured by MAP Growth Assessment.

**Action Steps:**

- Teachers will integrate strategic and extended thinking skills through each lesson
- Scaffolding new concepts with prior knowledge during each lesson presentation
- Teachers will plan for re-teach and scaffolding opportunities in lesson planning and lesson delivery
- Math teachers will utilize the school-wide Reading, Analysis, and Writing rubric across the curriculum
- Question stems of teacher developed formative and summative assessments mirror MAP and SBAC questions

**Resources Needed:**

- Hess's Cognitive Rigor Matrix (paper)
- Question stems (MAP/SBAC) for teacher use
- Time
- Professional Training from RPDP
- PLC meetings for alignment

**Challenges to Tackle:**

- Professional Learning time for question stems, Hess's Cognitive Rigor Matrix, and data analysis
- Ensuring each class lesson includes strategic thinking strategies and extended thinking opportunities.

**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
	<i>Areas of Strength: School-wide site-developed Reading, Analysis, and Writing Rubric, school-wide Lesson plan format, and non-negotiables for lesson implementation focused on strategic and extended thinking have been developed and implemented across curriculum.</i>		
	<i>Areas for Growth: Full implementation and utilization have not occurred</i>		
<b>Problem Statement</b>	<i>In support of Goal 1 (Student Success), teachers' lessons do not contain Strategic Thinking and Extended Thinking opportunities for students based on Reading Literature (RL) or Reading Informational (RI) texts.</i>		
<b>Critical Root</b>	Development and implementation of strategic and extended thinking strategies have not been embedded in classroom		



<b>Causes</b>	teachers' planning, data analysis, and re-teaching.
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## Part B

Adult Learning Culture	
<b>School Goal:</b> Increase the number of staff who effectively plan and implement strategic and extended thinking learning opportunities for all students.	<b>STIP Connection:</b> All students have access to effective educators. (Goal 2)
<b>Improvement Strategy:</b> Provide training on best practices to increase student achievement in RL. 6.1, 7.1, and 8.1/ R.I. 6.1, 7.1, and 8.1. As measured by Hess's Cognitive Rigor Matrix, thorough completion of the school-wide lesson plan format, weekly PLC meetings, formative and summative assessments, MAP data, and School-wide Reading, analysis, and writing Rubric	
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): EBI Level 4	
<b>Intended Outcomes:</b> Increase the number of staff who implement with fidelity strategic and extended thinking strategies in each lesson to support increased student achievement with fidelity to 100% as measured by lesson plan reviews, PLCs, formal and informal classroom observations, and targeted professional learning (Fall 2022: 75%, Winter 2023: 84%, and Spring 2023: 100%).	
<b>Action Steps:</b> <ul style="list-style-type: none"> <li>● Monthly targeted trainings/support to support the implementation of the school-wide Reading, Analysis, and Writing Rubric, lesson plan format, and Hess's Cognitive Rigor Matrix</li> <li>● Monitoring of daily lesson plans by administrative supervisors</li> <li>● Instructional Rounds (monthly)</li> </ul>	
<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>● Monthly schedule of Professional Learning times</li> <li>● Professional Learning</li> </ul>	
<b>Challenges to Tackle:</b>	



- Time for collaboration, will schedule regular PLC meetings
- Teacher buy-in, will focus on data-driven outcomes to demonstrate success of the strategy
- Follow-up, establish expectation for administration to engage in follow-up conferences with teachers

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

English Learners: Focused lessons for ELL students (ELL classes)

Foster/Homeless: Alternative assignments based on student need

Free and Reduced Lunch: Focused lessons for FRL students

Migrant: Alternative assignments based on student need

Racial/Ethnic Minorities: Canvas documents and lessons 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>	Counselor/SSP data logs Safe Voice/Go Guardian reports Clubs and Activities rosters	Staffing levels Professional Development Evaluations	<i>District-wide Parent Survey Results Site-Based Parent Survey Results (Connectedness) Grant review</i>
	<i>Areas of Strength: Rogich Middle School students are actively involved in a number of clubs, sports, and school-based activities.</i>		
	<i>Areas for Growth: Overall attendance and participation in clubs, activities, and sports, as well as after school events have not been consistently tracked.</i>		



<b>Problem Statement</b>	In 2021-2022, 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.
<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 53% as evidenced by student survey results. <i>“How connected do you feel to the adults at your school?” Total participation and involvement will be monitored by rosters, attendance counts at after school events, and increased clubs and activities offered after school</i></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 survey results (Winter 2022: 63%, Spring 2022: 73%). <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>● Involvement tracking through IC ACT tab</li> </ul>	
<p><b>Resources Needed:</b></p> <ul style="list-style-type: none"> <li>● Teacher availability</li> <li>● Bulletin board/space</li> </ul>	



- Targeted teacher training on how to build relationships with students
- Student assemblies to celebrate all students - Student of the Month
- Recognizing various students (not just selected students)

**Challenges to Tackle:**

- Money for student celebrations, will address with SGF team
- All students need to be celebrated for improvement (not just selected students)
- Not all families can attend assemblies during the school day, will explore flexible scheduling
- Incentives for positive behaviors, will create guidance

**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	\$7537049.15	Service level agreements Payroll Prep buys Supplies	Student Success Goal, Adult Learning Culture Goal, Connectedness Goal



At-Risk Funds	\$197576.25	Licensed staff Supplies	Student Success Goal, Adult Learning Culture Goal, Connectedness Goal
EL Funds	\$144839.05	Licensed staff Supplies	Student Success Goal, Adult Learning Culture Goal, Connectedness Goal