



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 06/29/2023



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/.

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	Principal(s) <i>(required)</i>
Christina Murakami(AP) Laura Alford(AP)	Other School Leader(s)/Administrator(s) <i>(required)</i>
Anneliese McKelley - English Language Arts Amy Dolan - Counselor Danette Lambeth: Learning Strategist	Teacher(s) <i>(required)</i>
Cindy Jacobs	Paraprofessional(s) <i>(required)</i>
Jason Oberg	Parent(s) <i>(required)</i>
Caroline Friebel	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
School Staff Meeting	05/23/2023	Reviewed spring data with staff and the SPP: Roadmap school goals and improvement strategies. Reviewed action plan for a continuous improvement effort.
School Organizational Team (SOT)	August	SOT will discuss progress towards SPP: Roadmap goals and continued improvement strategy efforts. Advice and feedback will be solicited to inform decisions about SPP: Roadmap revisions.
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
Data Reviewed	<ul style="list-style-type: none"> Statewide Assessments - 2023 SBAC data Formative Assessment Practices Interim Assessments - Winter 2022, Spring 2023, and Fall 2023 Summative Assessments Instructional Rounds (current and trend data) Observation Data CCSD Course Enrollment guide Placement Levels Individualized Education Programs (IEP) Grade Distribution for course realignment 	<ul style="list-style-type: none"> Parent Survey Results (Site developed) Counselor and SSP Tracking data Nevada School Climate / Social Emotional Learning (NV-SCEL) Survey 	<ul style="list-style-type: none"> Grade distribution for all students in grades PLC Notes
	<p><i>Areas of Strength: Spring MAP 23-23 data reflects an overall growth in the number of students in the 70th + percentile of 4.02% and an overall growth of seventh grade students of 5.13% from the previous Spring (22-23).</i></p>		
	<p><i>Areas for Growth: Over the past two years, the data reflects a growth stagnation in the percentage of students in the lowest percentiles.</i></p>		
Problem Statement	<p><i>As measured by the Spring 2023 MAP data, the percentage of students in the lower achievement range (< 40%) has improved slightly. The percentage of Math students was reduced by 1% and the percentage of Reading students by 3%. The SBAC data, when compared for the years 2020-2021 to 2021-2022, showed a Reading improvement of only .4% and math improvement of 3.9%.</i></p>		



Critical Root Causes	<i>Gaps in learning: Inadequate support for struggling learners: Implement targeted interventions, such as small-group instruction, tutoring, and additional academic support programs, to provide personalized help to students who are falling behind.</i>
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Part B

Student Success	
<p>School Goal: <i>The goal is that by the end of Spring instruction 2024, there will be a reduction of the number of students performing in the <40th percentile in Math and Reading by 3% from Fall of 2023 to Spring 2024, as measured by MAP Growth Assessments. .</i></p>	<p>Aligned to Nevada’s STIP Goal: <i>All students will experience continued academic growth. (GOAL 3)</i></p>
<p>Improvement Strategy: <i>This will be accomplished by establishing a Math and Reading support class specifically designed to address the needs of specific students in the lowest achieving percentile assessments. This initiative aims to significantly reduce the number of students falling within the low achieving range by providing targeted interventions and personalized support to facilitate their academic growth and success.</i></p> <p>Evidence Level: 2</p>	
<p>Intended Outcomes: Reduce the percent of students scoring below the 40th percentile in Mathematics from 31% (Spring 2023) to 28% (Spring 2024) and in Reading from 22% (Spring 2023) to 19% (Spring 2024) as measured by MAP Growth Assessment.</p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● Conduct a comprehensive data analysis: Review historical MAP Growth Assessment data to identify specific areas of weakness and patterns among students scoring below the 40th percentile in Mathematics and Reading. ● Develop an intervention plan: Create an intervention plan that outlines specific strategies, resources, and timelines for addressing the needs of students scoring below the 40th percentile in Mathematics and Reading. ● Implement research-based instructional practices: Incorporate research-based instructional practices that have proven effective in improving student achievement in Mathematics and Reading, such as explicit instruction, scaffolding, and differentiated learning activities. ● Provide additional instructional time with the creation of Math and Reading Support classes built into the master schedule. ● Foster a positive and supportive learning environment: Create a positive and inclusive classroom environment that promotes engagement, 	



motivation, and a growth mindset among students.

- Engage parents and guardians: Establish regular communication channels with parents and guardians to update them on their child's progress, provide resources for supporting learning at home, and encourage their involvement in the educational process.
- Evaluate and adjust interventions: Continually evaluate the effectiveness of the implemented interventions, using data and feedback from teachers and students, and make necessary adjustments to maximize their impact on reducing the percentage of students scoring below the 40th percentile in Mathematics and Reading.

Resources Needed:

- MAP and Common Assessments Data
- 2023 SBAC data
- Time
- PLC meetings for alignment

Challenges to Tackle:

- Student Attendance
- Ensuring consistent alignment and communication with general education classes.
- Buy-In from students and parents.

Solutions to Challenges:

- Student Attendance - attendance tracking and maintain consistent communication on supports needed
- Alignment - Curriculum mapping monitored by department admin supervisor
- Buy-In - Clearly communicate the benefits of the educational program to both students and parents. Highlight the positive outcomes and how it caters to the specific needs of students.

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

English Learners: Provide targeted English language development instruction to English learner students, focusing on improving their proficiency in academic English to support their understanding and success in Mathematics and Reading; Implement culturally responsive instructional practices that acknowledge and value the diverse backgrounds, experiences, and languages of English learner students. Incorporate culturally relevant materials, examples, and resources to enhance their engagement and understanding; and offer small-group instruction specifically tailored to the needs of English learner students to allow for more individualized support and targeted instruction to address their language and content gaps.

Foster/Homeless: Implement targeted academic support programs and additional academic interventions to address skill gaps, provide extra



support, and promote academic growth.

Free and Reduced Lunch: Continuously monitor and analyze data on student performance to identify trends and areas for improvement. Use this data to inform instructional decisions and target interventions effectively; use of technology (hot spots for families), and mentorship programs to improve achievement.

Migrant: Implement culturally responsive teaching; provide targeted English language development support to help migrant students improve their language proficiency. Offer specialized English as a Second Language (ESL) classes, language support services, or bilingual instructional approaches to facilitate their academic progress; and offer small-group instruction specifically tailored to the needs of English learner students to allow for more individualized support and targeted instruction to address their language and content gaps.

Racial/Ethnic Minorities: Implement culturally responsive teaching strategies; ensure equitable access to educational resources for racial and ethnic minority students, including textbooks, technology, and learning materials, as well as addressing any systemic barriers that may hinder their access to resources; and engage and involve parents and families of racial and ethnic minority students through regular communication, to foster partnerships between families and the school to create a collaborative and supportive educational environment.

Students with IEPs: Develop comprehensive and tailored IEPs for students with Individualized Education Plans that outline specific academic goals, accommodations, and modifications to support their learning in Mathematics and Reading. Regularly review and update the IEPs based on ongoing assessments and progress monitoring; provide specialized instruction to address the unique learning needs of students with IEPs; utilize assistive technology; ensure that assigned paraprofessionals work with students with IEPs in the classroom, providing effective additional assistance and individualized attention to support their academic growth.



Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	<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 of newly created support classes have not occurred for the 23-24 school year.</i>		
Problem Statement	<i>Teachers must consistently analyze student data, utilize data-driven, evidence-based teaching strategies, and develop effective structures that include learning progressions during PLCs.</i>		
Critical Root Causes	Lack of personnel and teachers needing to cover classes; and insufficient time and structures for collaboration and PLCs.		



Part B

Adult Learning Culture	
<p>School Goal: Ensure that all teachers are actively and regularly participating in the PLC + process to foster the consistent use of standards-based, rigorous, and grade-level appropriate instruction and learning tasks for Tier I Instruction. This will be accomplished by admin supervision of weekly meetings, monthly classroom walkthroughs, and review of weekly lesson plans. Instructional monitoring observation data will show that in 85% of observations, tasks and instruction will be fully aligned with the standards.</p>	<p>STIP Connection: Goal 2, All students have access to effective educators. Goal 3: All students experience continued academic growth</p>
<p>Improvement Strategy: Implement specific PLC structures aligned with the PLC + model to foster the consistent use of standards-based, rigorous, and grade-level appropriate instruction and learning tasks for Tier I Instruction.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Professional Learning Communities (PLC) (2);</p>	
<p>Intended Outcomes: Increased PLC Collaboration time and increased the efficacy of PLC groups.</p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● Effective communication and training on the expectations for PLCs. Professional development for teachers that includes learning progressions and success criteria, as well as weekly meeting expectations. ● PLC+ Standard Unwrapping to be completed weekly by each PLC. and attendance and monitoring with supervising admin. ● PLC+ Task Alignment to Standards Tool to be completed quarterly by each PLC, and use of the District’s Teacher Clarity Guides within meetings. 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● PLC+ training 	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> ● Teachers are out of the habit of meeting with PLCs groups and need a refresher on expectations and structures. ● Some teachers are unable to meet during the instructional day due to prep sells. 	



- The amount of time on staff development days is limited.

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

Potential Solutions to address challenges:

- PLCs - Ensure that all teachers are aware of the importance of PLCs in professional development and student success. Communicate the purpose and benefits of PLCs to all staff members.
- PLC meetings - We will attempt a hybrid approach where some PLC meetings take place in person during prep periods, while others occur virtually, allowing teachers to join remotely during their prep time, and record sessions to view at other times.
- SDD - make PLC training a priority and ensure that all needed instruction is built into agenda.

English Learners: Provide targeted English language development instruction to English learner students, focusing on improving their proficiency in academic English to support their understanding and success in Mathematics and Reading; Implement culturally responsive instructional practices that acknowledge and value the diverse backgrounds, experiences, and languages of English learner students. Incorporate culturally relevant materials, examples, and resources to enhance their engagement and understanding; and offer small-group instruction specifically tailored to the needs of English learner students to allow for more individualized support and targeted instruction to address their language and content gaps.

Foster/Homeless: Implement targeted academic support programs and additional academic interventions to address skill gaps, provide extra support, and promote academic growth.

Free and Reduced Lunch: Continuously monitor and analyze data on student performance to identify trends and areas for improvement. Use this data to inform instructional decisions and target interventions effectively; use of technology (hot spots for families), and mentorship programs to improve achievement.

Migrant: Implement culturally responsive teaching; provide targeted English language development support to help migrant students improve their language proficiency. Offer specialized English as a Second Language (ESL) classes, language support services, or bilingual instructional approaches to facilitate their academic progress; and offer small-group instruction specifically tailored to the needs of English learner students to allow for more individualized support and targeted instruction to address their language and content gaps.

Racial/Ethnic Minorities: Implement culturally responsive teaching strategies; ensure equitable access to educational resources for racial and ethnic minority students, including textbooks, technology, and learning materials, as well as addressing any systemic barriers that may hinder their access to resources; and engage and involve parents and families of racial and ethnic minority students through regular communication, to foster partnerships between families and the school to create a collaborative and supportive educational environment.



Students with IEPs: Develop comprehensive and tailored IEPs for students with Individualized Education Plans that outline specific academic goals, accommodations, and modifications to support their learning in Mathematics and Reading. Regularly review and update the IEPs based on ongoing assessments and progress monitoring; provide specialized instruction to address the unique learning needs of students with IEPs; utilize assistive technology; ensure that assigned paraprofessionals work with students with IEPs in the classroom, providing effective additional assistance and individualized attention to support their academic growth.



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	Counselor/SSP data logs Safe Voice/Go Guardian reports Clubs and Activities rosters Focus Ed Quarterly Report- Quarter 4 CCSD Climate Survey	CCSD Climate Survey PLC Task Submissions Staffing levels Professional Development Evaluations	<i>SOT Attendance and Information District-wide Parent Survey Results Site-Based Parent Survey Results (Connectedness)</i>
	<i>Areas of Strength: Rogich Middle School students are actively involved in a number of clubs, sports, and school-based activities, as well as high parent involvement.</i>		
	<i>Areas for Growth: Increase the frequency of events that provide opportunities for parent/student engagement beyond Academics. The school community would benefit from the addition of a Safe-School Professional/dedicated social worker support for identification, referrals, and follow-up on wraparound services.</i>		
Problem Statement	In 2023, 45% of SRMS parents indicated they do not feel welcomed on campus, and 21% of students responded that they do not feel safe at school.		
Critical Root Causes	Students need structured opportunities to interact with peers in a variety of settings to develop social interaction skills, and build bonds with one another. Gatherings and school events were limited. Lack of counselors and SSP.		

Part B

Connectedness	
School Goal: Increase the percentage of parents who feel welcomed on campus and students who feel safe at school by 3 percentage points from 2022-2023	STIP Connection: STIP Goal 6 All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.



to 2023-2024 as measured by the Districtwide survey..	
Improvement Strategy: Increase the number and frequency of family/community activities offered at Sig Rogich Middle School.	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Creating a Positive School Climate and Culture (3);	
Intended Outcomes: An increase in family and community engagement in school events and activities will foster a sense of belonging and school pride among all families.	
Action Steps: <ul style="list-style-type: none">● Facilitate the implementation of additional student clubs and activities as needed based on student interests.● Plan and facilitate events that include families.● Involvement tracking through IC ACT tab	
Resources Needed: <ul style="list-style-type: none">● Materials for events● Teacher availability● Student assemblies to celebrate all students - Student of the Month● Staff and/or community to plan events	
Challenges to Tackle: <ul style="list-style-type: none">● Money for student celebrations, will address with SGF team● Planning events can be time consuming and logistically challenging.● Students have varied interests and therefore a large variety of activities would be needed to reach all students.● Not all families can attend assemblies during the school day, will explore flexible scheduling	
Equity Supports. What, specifically, will we do to support the following student groups around this goal?	
<p>English Learners: Blackboard translation features will be provided for important events and to provide documents/handouts in preferred language(s) to support parent comprehension and engagement.</p> <p>Foster/Homeless: Programs are designed to keep all students in class rather than on out of school suspensions. They are also designed to mentor and remediate children as needed to ensure a safe learning environment for all students.</p> <p>Free and Reduced Lunch: Low or no cost activities will be offered to students and families. If a student/family wants to participate in an activity</p>	



but has concerns regarding the cost, parents can request financial support from the site. A donation/sponsorship account is maintained to support such requests.

Migrant: Blackboard translation features will be provided for important events and to provide documents/handouts in preferred language(s) to support parent comprehension and engagement.

Racial/Ethnic Minorities: Clubs, activities, and events are developed based on student and family interest and participation. They are organized with staff and/or community support. Site-based support is provided to help identify staff sponsorship, locations, and necessary materials. Efforts have been made to create inclusive programs in support of historically underrepresented or marginalized populations within student groups.

Students with IEPs: Accommodations and supports are available to include students in activities, groups, and clubs based on student interest.

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	\$7,844,015.50	Service level agreements Payroll Prep buys Supplies	Inquiry Area 1 - Student Success
At-Risk Funds	\$165,143.78	Licensed staff Supplies	Inquiry Area 1 - Student Success; Inquiry Area 3 - Connectedness
EL Funds	\$112,935.77	Licensed staff Supplies	Student Success Goal, Adult Learning Culture Goal, Connectedness Goal
SGF/Teacher Appreciation Account	Up to \$10,000	Supplies for morale boosters and activities	Inquiry Area 2 - Adult Learning Culture