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
School Website: https://www.rogichms.info/
Email: Harrisj@nv.ccsd.net
Phone: 702-799-6040
School Designations: ☐ **Title I**   ☐ **MRI**   ☐ **CSI**   ☐ **TSI**   ☐ **ATSI**

Our SPP was last updated on 9/28/24

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/sig_rogich_middle_school/2024/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)** *(required)*
Christina Murakami(AP) Laura Alford(AP)	**Other School Leader(s)/Administrator(s)** *(required)*
Anneliese McKelley - English Language Arts Amy Dolan - Counselor Danette Lambeth: Learning Strategist	**Teacher(s)** *(required)*
Cindy Jacobs	**Paraprofessional(s)** *(required)*
Jason Oberg	**Parent(s)** *(required)*
Autumn Bartlett	**Student(s)** *(required for secondary schools)*

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		Discuss plan goals, strategies, action steps, and connected data to ensure progress is being made toward increasing outcomes for staff and students.
SOT Meeting	Ongoing (August - May)	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.
Website Posting		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	*Statewide Assessments - 2024 SBAC data* *Formative Assessment Practices* *Interim Assessments - Fall 2023, Winter 2023, and Spring 2024* *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*	*Parent Survey Results (Site developed)* *Counselor and SSP Tracking data* *Nevada School Climate / Social Emotional Learning (NV-SCEL) Survey*	*Grade distribution for all students* *PLC Notes* *Lesson Plans*
	Areas of Strength: Spring MAP 2024 data reflects an overall reduction in the number of students in the lowest 40th percentile by 8% in Math from the Spring 2023 data. Students in the 70th percentile and above increased by 13% in math.		
	Areas for Growth: While we had a 2% increase in our 70th percentile and above in reading, overall we have remained stagnant.		
Problem Statement	*As measured by the Spring 2024 MAP data, the percentage of students in the higher achievement range in reading (above 70%) has remained stagnant.*		
Critical Root Causes	*Inconsistent implementation of academic rigor and lack of understanding by teachers on how to effectively differentiate to increase rigor.*		

Part B

Student Success

School Goal: *By the end of Spring instruction 2025, 15% of students currently performing at the 70th percentile and above in reading on the Fall 2024 MAP assessment will show growth as measured by the Spring 2025 MAP Growth Assessment.*	**Aligned to Nevada's STIP Goal:** *All students will experience continued academic growth. (GOAL 3)*

Improvement Strategy: *This will be accomplished by:*
- *continuing to carefully monitor student achievement.*
- *leveling classes to ensure all students are appropriately placed.*
- *the learning strategist working closely with teachers and students to provide differentiated support that increases rigor in all classrooms.*
- *ensuring that instructional rounds are focused on maintaining rigor for our high achieving students.*
- *providing targeted professional learning focused on increasing rigor to move students in the 70th percentile and above.*
- *monitoring lesson plans.*

Intended Outcomes: Increase the academic growth of students performing in the 70th percentile and above in reading.

Action Steps:
- Conduct a comprehensive data analysis: Review historical MAP Growth Assessment data to identify specific areas of weakness and patterns among students scoring above the 70th percentile in rReading.

- Implement research-based instructional practices: Incorporate research-based instructional practices that have proven effective in improving student achievement in Reading, such as explicit instruction, scaffolding, and differentiated learning activities.

- Implement professional learning opportunities: Provide professional learning to teachers on effectively differentiating to increase rigor in the classroom.

- 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 strategies, using data and feedback from teachers and students, and make necessary adjustments to maximize their impact on student learning.

Resources Needed:
- MAP and Common Assessments Data
- 2024-2025 SBAC data
- Time
- PLC meetings for alignment

Challenges to Tackle:
- Differentiating lesson plans to promote increased rigor for high achieving students.
- Ensuring consistent alignment and communication amongst teachers in accelerated classes.
- Student Attendance
- Buy-In from students and parents.

Solutions to Challenges:
- Professional development to provide specific strategies to aid teachers in differentiating to support our accelerated students.
- 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.
- Student Attendance - attendance tracking and maintaining consistent communication on supports needed. Utilize our student success instructional facilitators to build connections with students and support improved attendance.
- Building Relationships - Establish a mentoring program focused on students with poor attendance in order to build relationships and improve their desire to come to school and to be successful.

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. Provide professional development for teachers on instructional strategies to support English learners.

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	*Formative Assessment Practices* *Interim Assessments* 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	*Formative Assessment Practices* *Interim Assessments* 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	*Administrator Observation Data* *Placement (Proficiency Levels)* Individualized Education Programs (IEP) Service Delivery Models Special Education Procedures-Whole School PLC Collaboration Logs
	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.		
	Areas for Growth: Consistent use of PLC template in meetings and data analysis. Increase in the implementation of rigorous learning opportunities.		
Problem Statement	*Teachers must consistently analyze student data, utilize data-driven, evidence-based teaching strategies, and develop effective structures that include learning progressions during PLCs.*		
Critical Root	Lack of personnel and teachers needing to cover classes and insufficient time and structures for collaboration and PLCs.		

Causes	

Part B

<table>
<tr><td colspan="2" align="center">**Adult Learning Culture**</td></tr>
<tr>
<td>**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.</td>
<td>**STIP Connection:** Goal 2, All students have access to effective educators. Goal 3: All students experience continued academic growth.</td>
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<tr>
<td colspan="2">**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.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:* Professional Learning Communities (PLC) (2);</td>
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<tr>
<td colspan="2">**Intended Outcomes:** Increased PLC Collaboration time and increased the efficacy of PLC groups.</td>
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<tr>
<td colspan="2">**Action Steps:**
- ● 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; attendance and monitoring by supervising administrators.
- ● PLC+ Task Alignment to Standards Tool to be completed quarterly by each PLC and use of the District's Teacher Clarity Guides within meetings.</td>
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<tr>
<td colspan="2">**Resources Needed:**
- ● Further training on PLC template and data analysis.</td>
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<tr>
<td colspan="2">**Challenges to Tackle:**
- ● Teachers are not thoroughly familiar with the intended focus of PLCs. Teachers need to remain focused on academic standards and student success criteria.</td>
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- Some teachers are unable to meet during the instructional day due to prep sells.
- The amount of time on staff development days is limited.

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 engage in 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.
- Training on effectively using PLC template and data analysis.

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.

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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 Behavior Attendance Focus Ed Quarterly Report- Quarter 4 CCSD Climate Survey Citizenship rubric	CCSD Climate Survey PLC Task Submissions Staffing levels Professional Development Evaluations Teacher/Student mentoring program	*SOT Attendance and Information* *District-wide Parent Survey Results* *Site-Based Parent Survey Results* *(Connectedness)*
	Areas of Strength: Rogich Middle School students are actively involved in a number of cubs, sports, and school-based activities, as well as high parent involvement.		
	Areas for Growth: Building consistent restorative disciplinary practices among veteran and new staff members to assist students in self-regulating their behavior. 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. Decrease the amount of negative classroom behaviors to promote student success.		
Problem Statement	Student behavior is impeding student learning particularly for students in the lowest 40th percentile as shown by the data.		
Critical Root Causes	Lack of communicating and reinforcing Tier 1 behavioral expectations.		

Part B

Connectedness	
School Goal: Reduce the number of behavior events from 854 in the 2023-2024 school year to 810 or less in the 2024-2025 school year. This represents a 5% decrease in behavior events.	**STIP Connection:** STIP Goal 6 All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.

Improvement Strategy: Improve emphasis on our Tier I Citizenship Rubric. Provide staff training on the recently revised Citizenship Rubric. Teachers will communicate to students the expectations on the revised rubric and embed the rubric within classroom routines. Student Success Instructional Facilitators will proactively monitor student behaviors with an emphasis on restorative practices.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:* Creating a Positive School Climate and Culture (2);

Intended Outcomes: With the use of the citizenship rubric, student behavior will improve which will lead to greater student academic achievement.

Action Steps:
- Provide professional development on the revised rubric
- Teachers will implement the citizenship rubric
- Tier 1 implementation
- Monitor behavior and attendance data

Resources Needed:
- Rubric
- PD presentation
- Student incentives
- Time

Challenges to Tackle:
- Buy-in from teachers and students
- Time to implement and reinforce expectations within the classroom

Potential Solutions to address challenges:
- Provide professional development on the revised rubric

● Student Success Instructional Facilitators will proactively monitor student behaviors	

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

English Learners: Build into our data analysis protocol the practice of disaggregating data to ensure that all students are receiving the support they need to be successful. 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 of the Citizenship Rubric expectations. Ensure that families receive a copy of the Citizenship Rubric and provide additional details, as needed.

Foster/Homeless: Build into our data analysis protocol the practice of disaggregating data to ensure that all students are receiving the support they need to be successful

Free and Reduced Lunch: Build into our data analysis protocol the practice of disaggregating data to ensure that all students are receiving the support they need to be successful

Migrant: Build into our data analysis protocol the practice of disaggregating data to ensure that all students are receiving the support they need to be successful. Implement culturally responsive instructional practices that acknowledge and value the diverse backgrounds, experiences, and languages of all students.

Racial/Ethnic Minorities: Efforts have been made to create inclusive programs in support of historically underrepresented or marginalized populations within student groups. Emphasize the importance of implementing culturally responsive instructional strategies with teachers and staff.

Students with IEPs: Accommodations and supports are available to support students in the classroom.

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	$2,078,913.00	Service level agreements Payroll	Inquiry Area 1 - Student Success

		Prep buys Supplies	
At-Risk Funds	$9,404.95	Licensed staff Supplies	Inquiry Area 1 - Student Success; Inquiry Area 3 - Connectedness
EL Funds	$31,052.83	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