

School Performance Plan

School Name

Faiss, Wilbur & Theresa MS

Address (City, State, Zip Code, Telephone):

9525 W Maule Ave

Las Vegas, NV 89148, (702) 799-6850

Superintendent/Assistant Chief:

Pat Skorkowski / Kristy Keller

For Implementation During The Following Years:

2016-2017

The Following MUST Be Completed:

Title I Status:

Served

Designation:

NA

Grade Level Served:

Middle School

Classification:

5 Star

NCCAT-S:

Not Required

***1 and 2 Star Schools Only:**

Please ensure that the following documents will be available upon request

☐

Use of Core Instructional Materials

☐

Scheduling

☐

Model School Visits

Members of Planning Team * ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
Kara Nieland	Parent	Jamie Gilbert	Assistant Principal
James Kettel	Teacher	Nichole Gentry	Teacher
Ashley Smith	Counselor	Stephanie Rubidoux	Teacher
Diane Reid	Learning Strategist	Karen Walkow	Teacher
Carlos Ramirez	Teacher	Roger West	Principal
Stephanie Dalton	Dean		

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)**DATA REVIEWED & ANALYZED:**

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Statewide Assessments	Achievement Gap Data	Achievement Gap Data
NA	Comparison of ELPA with other Assessments	NA
NA	NA	NA
NA	NA	NA
NA	NA	NA
Other:	Other: WIDA	Other:
Other:	Other:	Other:

Summary Statement: Please provide a brief description for how the analyzed data will impact your Inquiry and Action Planning process.

The school improvement team found that there is much to celebrate at Faiss MS. Faiss Middle School has very little teacher turnover, and earning a 5-Star rating attracts effective, highly-qualified teachers. There is a strong sense of community at Faiss MS where the teachers and support staff are collaborative and supportive of student success. The staff members are professional, respectful of school structures, and open-minded to new ideas. There is much pride in the outside community, and parent support is greatly appreciated. These school climate factors will help the school improve student achievement.

Gaps in student achievement are a concern for the staff at Faiss MS. According to the datalab.ccsd.net website, Faiss MS students in the Asian subgroup were proficient on the Math portion of SBAC at 52% while only 16% of Black students, 34% of Caucasian students, 16% of Hispanic students, 35% of multiracial students, 33% of Native American students, and 20% of Pacific Islander students were proficient. On the ELA portion of the SBAC assessment, 70% of Asian students were proficient while only 34% of Black students, 61% of Caucasian students, 42% of Hispanic students, 57% of multiracial students, 50% of Native American students, and 47% of Pacific Islander students were proficient.

Previous years' summative data:

Using data from the NSPF (growth measures of achievement in the form of MGP and AGP, status measures of achievement/proficiency rate, and gap measures for FRL, IEP, and ELL in the form of AGP) will provide context, strengthen the analysis, and explain the performance trends of our students and achievement trends at Faiss Middle School. Specifically, the data sources indicate the most significant positive trends in the following two areas. First, Faiss Middle School moved from 71.00 points (a four star school) to 89.67 points (a five star school) as evidenced from the 2013-2014 NSPF. Another positive trend due to exposure to grade level curriculum in the Resource and CC classrooms was that IEP students increased from 15% to 24% at or above proficiency as evidenced by the 2013-2014 NSPF. These data sources also indicate an area of concern. Although Faiss Middle School showed minor growth in achievement gaps growing from 16.0 to 18.7. It is still an area of concern in several subgroups (Hispanic, AF AM) as evidenced by the 2013-2014 NSPF. Due to state-wide server difficulties with the SBAC testing in 2014-2015, there is no available state assessment data for analysis, therefore, we will continue analysis of our 2013-14 data in comparison with the expected 2015-16 results.

HOPE 2 Intervention

Focus of Intervention:

The focus of our intervention is to decrease the frequency of out of school consequences for students through alternative behavioral interventions. The interventions are a life skills class and in-house suspension. The life skills class provides a foundation and support for students to be successful in school. The in-house intervention provides another step to Faiss' progressive discipline plan and an alternative to out of school consequences.

Monitoring Plan:

Each quarter discipline consequence data will be compiled, analyzed, and tracked. This data will track the number of incidences as well as the number of students that have received in-house suspensions, RPC's, suspensions, behavior school referrals, and expulsion recommendations. The data will be broken down by racial sub-groupings and compared to the previous year's data.

Evaluation Plan:

Each quarter and at the end of the year the discipline data will be compared to last year's data, as well as the previous quarterly data. The main goal is to significantly decrease our use of suspensions, referrals, and expulsion rates compared to last year. When comparing the end of the year data, it is expected that the data will show a decrease of at least 15% for out of school consequences.

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
--	---	---	---	---	--------------------------------

Priority Need/Goal 1:

Reduce the overall achievement gap percentage points between highest performing and ethnic/racial subgroups in reading.

Root Causes:

The school improvement team determined the root cause is that there is a need to strengthen the way that teachers analyze data from assessments aligned to standards.

Measurable Objective 1:

Reduce the reading proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 12 to 11.3 by 2017 as measured by state assessments.

Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
1.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Provide on-going school-wide professional development (PLCs) on the development of standards-based formative assessments, SBAC Digital Library implementation, and SBAC Interim assessment applications. During PLCs, teachers will analyze data from these assessments and determine individual student needs.	Classroom teachers, learning strategist, district personnel from IDPL and RPDP will work together to complete this action step. Resources needed for implementation will be professional development time.	Professional development agendas and sign-in sheets, and PLC minutes will serve as evidence that this action step has occurred.	These action steps will occur through weekly site-based collaboration time and PLCs. The administration will monitor these action steps.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Teachers will provide parent contact for failing students at Quarter 2 and Quarter 4 progress reporting. Additionally, staff will develop a presentation over the rigor, relevance, and tips for success on the state assessment, Smarter Balanced Assessment Consortium, to parents. Finally, in a partnership with FACES, Faiss will be offering classes for parents and families on how to support student success.	Teachers and administration will work to complete this action step. Resources needed for implementation will be a parent conferencing script, standardized documentation for tracking parent contact, and parent contact post cards.	Standardized documentation for tracking parent contact, agendas and sign-in sheets will serve as evidence that this action step has occurred.	This action step will occur at Quarter 2 and Quarter 4 progress reporting. A parent meeting over the SBAC will be held during second semester. Administration and teachers will work together to ensure that this action step has occurred.	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
Teachers will align curriculum, instruction, and assessments in support of reading and SBAC Claim Writing.	Teachers, learning strategist and administration will work to complete this action step. Resources needed are PLC time, SBAC Digital Library, and sample learning activities for individualization (best practices).	PLC minutes, lesson plans, observations, and walk through data will serve as evidence that this action step has occurred.	This action steps will occur in weekly tutoring and in daily instruction. Administration and teachers will work together to ensure that this action step has occurred.	N/A

Comments:

1.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
Provide multiple opportunities for additional student support through tutoring outside of the regular school day, fundamentals, and ELL support classes.	Administration, learning strategist, and licensed teachers will work to complete this action step. Tutoring (Title I \$17,250) and Title I carryover funds (\$7,452) software instruction supplies (Title I \$5,300), and NJHS and NHS student volunteers.	Homework club and tutoring sign-in logs, master schedule, and teacher extended pay logs will serve as evidence that this action step has occurred.	This action steps will occur daily. Administration, learning strategist, and licensed teachers will work together to ensure that this action step has occurred.	N/A

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
--	---	---	---	---	--------------------------------

Priority Need/Goal 2:

Reduce the overall achievement gap percentage points between highest performing and ethnic/racial subgroups in math.

Root Causes:

The school improvement team determined the root cause is that there is a need to strengthen the way that teachers analyze data from assessments aligned to standards.

Measurable Objective 1:

Reduce the math proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 20.9 to 19.9 by 2017 as measured by state assessments.

Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
2.1 Professional Development (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
Provide on-going school-wide professional development (PLCs) on the development of standards-based formative assessments, SBAC Digital Library implementation, and SBAC Interim assessment applications. During PLCs, teachers will analyze data from these assessments and determine individual student needs.	Classroom teachers, learning strategist, district personnel from IDPL and RPDP will work together to complete this action step. Resources needed for implementation will be professional development time.	Professional development agendas and sign-in sheets, and PLC minutes will serve as evidence that this action step has occurred.	These action steps will occur through weekly site-based collaboration time and PLCs. The administration will monitor these action steps.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
Teachers will provide parent contact for failing students at Quarter 2 and Quarter 4 progress reporting. Additionally, staff will develop a presentation over the rigor, relevance, and tips for success on the state assessment, Smarter Balanced Assessment Consortium, to parents. Finally, in a partnership with FACES, Faiss will be offering classes for parents and families on how to support student success.	Teachers and administration will work to complete this action step. Resources needed for implementation will be a parent conferencing script, standardized documentation for tracking parent contact, and parent contact post cards.	Standardized documentation for tracking parent contact, agendas and sign-in sheets will serve as evidence that this action step has occurred.	This action step will occur at Quarter 2 and Quarter 4 progress reporting. A parent meeting over the SBAC will be held during second semester. Administration and teachers will work together to ensure that this action step has occurred.	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
Teachers will align curriculum, instruction, and assessments in support of math and SBAC Claim Concepts & Procedures	Teachers, learning strategist and administration will work to complete this action step. Resources needed are PLC time, SBAC Digital Library, and sample learning activities for individualization (best practices).	PLC minutes, lesson plans, observations, and walk through data will serve as evidence that this action step has occurred.	This action steps will occur in weekly tutoring and in daily instruction. Administration and teachers will work together to ensure that this action step has occurred.	N/A

Comments:

2.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
Provide multiple opportunities for additional student support through tutoring outside of the regular school day, fundamentals, and ELL support classes.	Administration, learning strategist, and licensed teachers will work to complete this action step. Tutoring (Title I \$17,250) and Title I carryover funds (\$7,452) software instruction supplies (Title I \$5,300), and NJHS and NHS student volunteers.	Tutoring sign-in logs, master schedule, and teacher extended pay logs will serve as evidence that this action step has occurred.	This action steps will occur daily. Administration, learning strategist, and licensed teachers will work together to ensure that this action step has occurred.	N/A

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
---	---	---	---	---	--------------------------------

Priority Need/Goal 3:

Increase staff members' knowledge and skills related to cultural competency that are needed to meet the instructional needs of diverse learners.

Root Causes:

Faiss MS staff lacks sufficient training in regards to cultural competency as indicated by district achievement gaps.

Measurable Objective 1:

100% of staff will participate in a mandatory cultural competency professional development session during the 2016-2017 school year as measured by sign-in sheets.

Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
3.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
The school's Equity and Diversity Education Department Liaison attends trainings and brings back information to staff. Information is shared in staff meetings.	Training materials from Equity and Diversity Education Department Equity and Diversity Education Department Liaison	Staff meeting sign- in sheets, agenda	The principal is responsible for ensuring this action step takes place during the 2016-2017 school year. Equity and Diversity Liaison is responsible for attending professional development quarterly and sharing information with the staff.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
3.2 Family Engagement (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

3.3 Curriculum/Instruction/Assessment (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

3.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I , Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Title I	\$223,410	Personnel, 10 prep buyouts for class size reduction and add accelerated classes, collaboration, materials, instructional supplies, family engagement, tutoring, and instructional software.	Goals 1 and 2
HOPE2	\$67,000	Life skills class, prep buyout for reduce class size, prep buyout for behavior mentor, and in-house suspension	Goals 1, 2 and 3

COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.

The PLC system empowers all teachers to have a voice in school policy and instructional practices. Faiss Middle School has very little teacher turnover, and earning a 5 star rating attracts effective, highly-qualified teachers.

2. Describe the school's strategies to increase family engagement in accordance with Section 1118 of NCLB (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.

Faiss MS will involve parents in an organized, ongoing and timely way in the planning, review, and improvement of Title I programs, school improvement plan and parent involvement policy. Faiss MS will hold PAC meetings for parents and family members at least once per month throughout the school year and coordinate activities for National Parent Involvement Day. Faiss MS will include parents in the academic achievement of students by maintaining consistent and clear communication with parents.

3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).

Faiss MS will provide transition activities for incoming 6th grade students in the spring of each school year to include pre-registration visits to the elementary schools by the administration and counselors, a pre-registration family night at the campus of Faiss MS, and a new student orientation in the summer. Transition activities for outgoing 8th grade students include: joint community events with Sierra Vista HS, Magnet Presentations, and a welcome assembly for future Sierra Vista students.

4. Identify the measures that include teachers in decisions regarding the use of academic assessments.

Faiss MS operates on a professional learning community model. Under these collaborative groups teachers are empowered to make decisions regarding formative and summative assessments and instruction decisions based on student achievement data, which include: MI, RI, Aimsweb, ALEKS, SBAC, Springboard, and teacher made assessments.

5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts

Available services are coordinated to provide additional support for students needing support to reach proficiency and appropriate growth measures. All funding sources are coordinated to support the school performance plan. Title I sources are used for peer-to-peer tutoring, Learning Strategist, System 44, Read 180, Math 180, ALEKS, and teacher collaboration.

APPENDIX A - Professional Development Plan

1.1

Provide on-going school-wide professional development (PLCs) on the development of standards-based formative assessments, SBAC Digital Library implementation, and SBAC Interim assessment applications. During PLCs, teachers will analyze data from these assessments and determine individual student needs.

Goal 1 Additional PD Action Step (Optional)

2.1

Provide on-going school-wide professional development (PLCs) on the development of standards-based formative assessments, SBAC Digital Library implementation, and SBAC Interim assessment applications. During PLCs, teachers will analyze data from these assessments and determine individual student needs.

Goal 2 Additional PD Action Step (Optional)

3.1

The school's Equity and Diversity Education Department Liaison attends trainings and brings back information to staff. Information is shared in staff meetings.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Teachers will provide parent contact for failing students at Quarter 2 and Quarter 4 progress reporting. Additionally, staff will develop a presentation over the rigor, relevance, and tips for success on the state assessment, Smarter Balanced Assessment Consortium, to parents. Finally, in a partnership with FACES, Faiss will be offering classes for parents and families on how to support student success.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Teachers will provide parent contact for failing students at Quarter 2 and Quarter 4 progress reporting. Additionally, staff will develop a presentation over the rigor, relevance, and tips for success on the state assessment, Smarter Balanced Assessment Consortium, to parents. Finally, in a partnership with FACES, Faiss will be offering classes for parents and families on how to support student success.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:

Reduce the overall achievement gap percentage points between highest performing and ethnic/racial subgroups in reading.

Measurable Objective(s):

- Reduce the reading proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 12 to 11.3 by 2017 as measured by state assessments.

Status

N/A

Comments:
1.1 Professional Development:
1.2 Family Engagement:
1.3 Curriculum/Instruction/Assessment:
1.4 Other:

	Mid-Year	End-of-Year
1.1	Provide on-going school-wide professional development (PLCs) on the development of standards-based formative assessments, SBAC Digital Library implementation, and SBAC Interim assessment applications. During PLCs, teachers will analyze data from these assessments and determine individual student needs.	
Progress		
Barriers		
Next Steps		
1.2	Teachers will provide parent contact for failing students at Quarter 2 and Quarter 4 progress reporting. Additionally, staff will develop a presentation over the rigor, relevance, and tips for success on the state assessment, Smarter Balanced Assessment Consortium, to parents. Finally, in a partnership with FACES, Faiss will be offering classes for parents and families on how to support student success.	
Progress		

Barriers		
Next Steps		
1.3	Teachers will align curriculum, instruction, and assessments in support of reading and SBAC Claim Writing.	
Progress		
Barriers		
Next Steps		
1.4	Provide multiple opportunities for additional student support through tutoring outside of the regular school day, fundamentals, and ELL support classes.	
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

Reduce the overall achievement gap percentage points between highest performing and ethnic/racial subgroups in math.

Measurable Objective(s):

- Reduce the math proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 20.9 to 19.9 by 2017 as measured by state assessments.

Status
N/A

Comments:
2.1 Professional Development:
2.2 Family Engagement:
2.3 Curriculum/Instruction/Assessment:
2.4 Other:

	Mid-Year	End-of-Year
2.1	Provide on-going school-wide professional development (PLCs) on the development of standards-based formative assessments, SBAC Digital Library implementation, and SBAC Interim assessment applications. During PLCs, teachers will analyze data from these assessments and determine individual student needs.	
Progress		
Barriers		
Next Steps		
2.2	Teachers will provide parent contact for failing students at Quarter 2 and Quarter 4 progress reporting. Additionally, staff will develop a presentation over the rigor, relevance, and tips for success on the state assessment, Smarter Balanced Assessment Consortium, to parents. Finally, in a partnership with FACES, Faiss will be offering classes for parents and families on how to support student success.	
Progress		

Barriers		
Next Steps		
2.3	Teachers will align curriculum, instruction, and assessments in support of math and SBAC Claim Concepts & Procedures	
Progress		
Barriers		
Next Steps		
2.4	Provide multiple opportunities for additional student support through tutoring outside of the regular school day, fundamentals, and ELL support classes.	
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation**Priority Need/Goal 3****Priority Need/Goal 3:**

Increase staff members' knowledge and skills related to cultural competency that are needed to meet the instructional needs of diverse learners.

Measurable Objective(s):

- 100% of staff will participate in a mandatory cultural competency professional development session during the 2016-2017 school year as measured by sign-in sheets.

Status

N/A

Comments:**3.1 Professional Development:****3.2 Family Engagement:****3.3 Curriculum/Instruction/Assessment:****3.4 Other:**

	Mid-Year	End-of-Year
3.1	The school's Equity and Diversity Education Department Liaison attends trainings and brings back information to staff. Information is shared in staff meetings.	N/A
Progress		
Barriers		
Next Steps		
3.2		N/A
Progress		

Barriers		
Next Steps		
3.3		N/A
Progress		
Barriers		
Next Steps		
3.4		N/A
Progress		
Barriers		
Next Steps		