



Clark County School District
Swainston Middle School
2021-2022 School Performance Plan:
A Roadmap to Success

Swainston Middle School has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Teresa Evans for more information.

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School Designations: ☒ Title I ☐ CSI ☐ TSI ☒ TSI/ATSI



School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	1094	0.6%	3.3%	52.1%	26.9%	10.3%	1.3%	5.5%	16.8%	15.3%	100.0%
District*	323,787	0.34%	6.06%	46.57%	14.72%	23.76%	1.62%	6.93%	12.73%	16.12%	75.54%
State*	496,938	0.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	12.68%	14.13%	65.8%

*Accountability Year 2019-2020. Source: nevadareportcard.nv.gov

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	18.94%	48	21.33%	38.8%	62	44.88%	28.9%	5.3%	32.03%
	District	36.1%*	49*	31.2*	47.4%*	49*	47.3*	28.9%*	5.5%**	31.9%*
2019	School	17.7%	50	21.3%	35.6%	46	38.5%	20%	5.8%	32.6%
	District	36.6%*	49*	31.5*	48.3%*	49*	48.2*	28.9%*	5.4%**	22.9%*
2020	School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	6.5%	24.4%
	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4.5%**	20.1%**

*Source: nevadareportcard.nv.gov

** Source: NDE Data File



4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	N/A	N/A	N/A
District	N/A	N/A	N/A

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	349	351	334
District*	379	368	361

*Source: datatool.nevadaschoolclimate.org; Results Across Topics; retrieved 6.22.2021

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Teresa Evans	Principal(s) (required)
Jennifer Hornyak	Other School Leader(s)/Administrator(s) (required)
Steve Brown, Erika Moosbrugger, Jennifer Spigel, Erin Varga, LaTanya Williams	Teacher(s) (required)
Susan Zimmerman	Paraprofessional(s) (required)
Rebecca Fay, Pauline Hawkins, Lexus Jackson	Parent(s) (required)
Idali Cervantes, Ronan Fay	Student(s) (required for secondary schools)
	Tribes/Tribal Orgs (if present in community)
	Specialized Instructional Support Personnel (if appropriate)
*Add rows as needed	



School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partner.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Back to School Night	8/5/21	1200+	Families & Parents meet teachers, checkout chromebooks, get information on school year expectations; Community building; Home/School connection
Title I Presentation	8/5/21	1200+	Required Title I presentation
SOT Meeting	8/25/21 2:30 -3:30	5	Welcome of new principal; Budget updates; Staffing update; Discussion of Summer Acceleration Program
SOT Meeting	9/8/21 2:30 -3:30	5	Staffing; Parent & Family Engagement; Focus on the future for kids
SOT Meeting	9/28/21 2:30 -3:30	5	Budget Approval
SOT Meeting	10/7/21 2:30 -3:30	9	Introduction of new team; Creation of group norms; Discussion of school budget
PAYBAC	11/10/21	20 guests	Guests speaking about their educational and professional background
Family Engagement Night (Academic Math & ELA)	TBA		
Counselor Parent Engagement Session	TBA		



<i>*Add rows as needed</i>			



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	<p>MAP Fall '21 Math & ELA (Met Projected Growth)</p> <ul style="list-style-type: none"> 22% Proficient Math 35% Proficient ELA 57% Proficient Science 26% Grade 6 - Met Projected Growth (Math) 22% Grade 7 - Met Projected Growth (Math) 17% Grade 8 - Met Projected Growth (Math) 37% Grade 6 - Met Projected Growth (ELA) 26% Grade 7 - Met Projected Growth (ELA) 40% Grade 8 - Met Projected Growth (ELA) <p>SBAC</p> <ul style="list-style-type: none"> 17.7% (Whole School) demonstrated proficiency in Math in 2019, a decrease of 1.24% (18.94% proficiency in 	<p>PBIS, Panorama, Districtwide Survey, Datalab data on behavior and attendance, data on small groups, interventions & referrals from counselors, Title I Outreach, and social worker data.</p>	<p>Lesson plans in Curriculum Engine, PLC documentation of meetings, data of accelerated course placement including high school credit bearing classes (Algebra I).</p> <p>Classroom observations showing that most students are engaged and prepared to work in class. Classroom observations showing that teachers do not consistently expect students to do rigorous tasks.</p> <p>The school has high quality instructional materials in all subjects.</p> <p>Teachers engage in weekly content/grade level PLCs and professional learning opportunities.</p> <p>Swainston offers extra-curricular activities for students to engage in.</p>



	<p>2018). This is 12.9% below the district average.</p> <ul style="list-style-type: none">35.6% (Whole School) demonstrated proficiency in ELA in 2019, a decrease of 3.2% (38.8% proficiency in 2018). This is 10.9% below the district average.		
Problem Statement	<p>Highly effective instructional strategies that are research based, student-centered, and culturally responsive are not consistently implemented in Tier I instruction.</p> <p>Across all grade levels, students scored low in Operations and Algebraic Thinking. This is the area in which the school has the opportunity to show the greatest percentage of growth. 7th grade performed the lowest (19% proficient), 6th grade 22% proficient, and 8th grade 25% proficient.</p>		
Critical Root Causes	<p>Content not being taught or learned due to COVID-19 online learning year. Students in grades 6 and 7 are lacking necessary fundamental skills taught in elementary school. There is an inconsistency of skills due to a variety of curriculums being taught in the feeder schools.</p> <p>Student and staff transiency is high and teachers lack depth of training in PLC for planning, analyzing MAP data to drive planning, and implementing student-centered and culturally responsive instructional strategies.</p>		

Part B

Student Success	
School Goal: Increase the percent of students scoring above the 60th percentile in Math from 9% (fall) to 20% by May 2022 as measured by the Measures of Academic Progress (MAP). Increase the percent of students scoring above the 60th percentile in ELA from 17% to 25% by May 2022 as measured by the Measures of Academic Progress (MAP).	Aligned to Nevada's STIP Goal: Goal 2: All students have access to effective educators. Goal 3: All students experience continued academic growth.
Improvement Strategy: Tier I Instruction using rigorous curriculums, supports and strategies.	



Integration of Carnegie and myPerspective's Curriculums in all grade levels.
Integration of GoMath for courses with a teacher vacancy.
Plan embedded professional learning on analyzing data, planning lessons based on data and research based instructional strategies.
Creating quality performance tasks in weekly PLCs and monthly department meetings.

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

Carnegie (1); myPerspectives (3); PLCs (2); Data Analysis (2); Gizmos (1); MAP Accelerator (3); Mathia (3); Nearpod (3); GoMath (3)

Intended Outcomes:

Increased proficiency, students moving from LoAvg to Avg, on MAP Spring '22

Teachers planning more rigorous instruction aligned to grade level content standards, teaching in a more culturally responsive manner, and increasing student engagement will positively impact student learning and achievement.

Action Steps:

- Teachers will participate in PLC every week
- Teachers will use data from MAP interim assessments to inform planning, instruction, and differentiation.
- Teachers will use SBAC-like performance tasks as common summative assessments to provide students with the opportunity to practice constructing responses and demonstrate proficiency with multiple standards and content strands.
- Teachers will use the current and approved curriculum in math and ELA.
- Teachers will identify and implement focused small group learning.

Resources Needed:

- Curriculums: myPerspectives, Carnegie Math and GoMath
- Curriculum supports: Mathia, Gizmos
- Personnel
- Access to materials to support engaged, inquiry based learning
- Professional development for strategists and administration to support teachers in PLCs and to train teachers in PLCs
- Professional development for math teachers on using content area curriculum
- Professional development for math and ELA teachers to analyze MAP and assessment data and plan purposefully
- Professional development for teachers on instructional strategies to increase student engagement and on cultural responsiveness

Challenges to Tackle:

- Building PLC structures for teachers
- Providing adequate professional development without adequate staffing
- Lack of adequate staffing from support staff to licensed staff to administration
- Effects of the pandemic on student and staff absences

**Improvement Strategy:**

Teachers will use the PLC structures and department time to look at student assessment samples and conduct instructional rounds observing instructional strategies and level of student engagement to improve their own classroom and instructional practices. Staff implementation of the *Leader in Me* practices.

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

PLCs (2); Data Analysis (2); Leader in Me (4)

Intended Outcomes:

Student engagement and learning will increase as measured by MAP and SBAC assessments.

Action Steps:

- Teachers will look at student assessment samples as well as summary assessment data to drive instructional planning.
- Teachers will evaluate the quality and effectiveness of their formative and summative assessments.
- Implement structured, data-based decision making during weekly PLCs.
- Teachers will plan peer instructional rounds and plan their own look fors to improve on their teaching practices.
- Staff will participate in the *Leader in Me* professional development to increase cultural responsiveness and student engagement.

Resources Needed:

- Personnel
- Professional development for strategists and administration to support teachers in PLCs and to train teachers in PLCs
- Professional development for math teachers on using content area curriculum
- Professional development for math and ELA teachers to analyze MAP and assessment data and plan purposefully
- Professional development for teachers on instructional strategies to increase student engagement and on cultural responsiveness

Challenges to Tackle:

- Building PLC structures for teachers
- Providing adequate professional development without adequate staffing
- Lack of adequate staffing from support staff to licensed staff to administration
- Effects of the pandemic on student and staff absences

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

English Learners: Implementation of intervention periods based upon WIDA scores. After school Level 1 WIDA support.

Foster/Homeless: Title 1 Advocate monitors and provides support to homeless students who lack a fixed, regular, and adequate nighttime



residence. These students are provided with immediate enrollment in school. All students at Swainston have free school breakfast and lunch. Our advocate ensures that all foster and homeless students have backpacks with school supplies, transportation, emergency clothing, and weekend food. Swainston has provided foster and homeless students with chromebooks and hotspots.

Free and Reduced Lunch: All students at Swainston have free school breakfast and lunch. The social worker and counselors provide a safe place for students in need to receive support and additional clothing and shoes.

Migrant: Implementation of intervention periods based upon WIDA scores. After school Level 1 WIDA support. The social worker and counselors provide a safe place for students in need to receive support and additional resources.

Racial/Ethnic Minorities: High Level Tier 1 Instruction. Tier II intervention classes focused on literacy skills with additional support for math are provided for those students who are credit-deficient and lack evidence of adequate academic achievement.

Students with IEPs: Focus and implementation on IEP goals. To promote academic achievement for IEP students, 7 special education teachers provide instruction in classrooms supported by small class sizes and aides in applied reading, English and math. Additionally, 5 special education teachers provide support in general education classrooms for students with IEPs in reading, English, math and science.

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	Lesson plans, Classroom observation notes, MAP assessment data, District survey, Nevada School Performance Framework, SBAC assessment data	Classroom observation notes, Feedback conference notes, Instructional walk-throughs, District survey	Scheduled NEPF observation cycle dates, Instructional walk-throughs, Feedback conference notes, District survey, Attendance of staff at PD, PLC weekly meetings
Problem Statement	Inconsistent grade level Tier I instruction lacked academic rigor, student discourse, and use of academic vocabulary in order to close achievement gaps across subgroups and grade levels. Teachers lack the knowledge and skills to implement effective Tier I instructional practices, training, and support to improve student learning. Math teachers are learning a new math curriculum (Carnegie Math).		



Critical Root Causes	Teacher retention and retirement played a role in inconsistent grade level Tier I instruction in core classes. Teachers do not have the training to use effective Tier I instructional practices, align learning tasks to standards, use data to drive instruction, and implement rigorous instruction and assessments. Students lack fundamental skills that were not taught due to the COVID-19 online learning year.
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Part B

Adult Learning Culture	
School Goal: Provide professional development on the use of data to intentionally plan daily and unit lessons and use effective instructional strategies aligned to the Nevada Educator Performance Framework (NEPF) best practices. Provide professional development on cultural responsiveness through <i>Leader in Me</i> .	STIP Connection: Goal 2: All students have access to effective educators Goal 5: All students have access to new and continued educational opportunities supported by funding that is administered transparently, consistently, and in accordance with legislative or grant guidelines Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated
Improvement Strategy: Provide teachers with training to analyze math and ELA data and use the data to engage in intentional unit and lesson planning which reflect the use of effective Tier I instructional strategies.	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): PLCs (2); Data Analysis (2)	
Intended Outcomes: Teachers use math and ELA MAP data to create unit and lesson plans that require the use of Tier I instructional strategies.	
Action Steps: <ul style="list-style-type: none">● Provide professional development on the intentional use of math and ELA MAP data and other formative and summative data to plan and drive instruction.● Provide professional development on the use of effective instructional strategies aligned to the Nevada Educator Performance Framework (NEPF) best practices.● Ask teachers who are strong in the targeted and strategic areas to provide professional development to their peers.● Provide time for data analysis.	



- Review of baseline MAP data, identify standards by which students are deficient.

Resources Needed:

- Hiring of additional learning strategist to focus on student engagement & cultural competency instructional strategies
- Personnel
- Collaboration Time
- Extra duty pay and/or prep buy for teacher leaders with expertise in data analysis and student engagement strategies
- Funding for substitutes for instructional rounds

Challenges to Tackle:

- Personnel
- Attendance
- Teacher buy-in
- Development, training and implementation of strategies
- Qualified & trained licensed staff to deliver professional development on analyzing MAP data to used to drive instruction

Improvement Strategy:

Provide teachers with training on cultural responsiveness through *Leader in Me*.

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

4: New strategy being implemented to build teacher knowledge, skills and strategies through Leader in Me (4)

Intended Outcomes:

Teachers use the strategies presented through *Leader In Me* to improve student engagement, cultural responsiveness, and increase student proficiency scores as indicated on MAP growth assessment.

Action Steps:

- Provide professional development on student engagement and cultural responsiveness through *Leader In Me*.
- Provide professional development on the use of effective instructional strategies aligned to the Nevada Educator Performance Framework (NEPF) best practices.

Resources Needed:

- Professional development materials for *Leader In Me*
- Hiring of additional learning strategist to focus on student engagement & cultural competency instructional strategies
- Personnel
- Collaboration Time



- Extra duty pay and/or prep buy for teacher leaders with expertise in data analysis and student engagement strategies

Challenges to Tackle:

- Personnel
- Attendance
- Teacher buy-in
- Development, training and implementation of strategies
- Qualified & trained licensed staff to deliver professional development on analyzing MAP data to used to drive instruction

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

English Learners: Implementation of intervention periods based upon WIDA scores. After school Level 1 WIDA support.

Foster/Homeless: Title 1 Advocate monitors and provides support to homeless students who lack a fixed, regular, and adequate nighttime residence. These students are provided with immediate enrollment in school. All students at Swainston have free school breakfast and lunch. Our advocate ensures that all foster and homeless students have backpacks with school supplies, transportation, emergency clothing, and weekend food. Swainston has provided foster and homeless students with chromebooks and hotspots.

Free and Reduced Lunch: All students at Swainston have free school breakfast and lunch. The social worker and counselors provide a safe place for students in need to receive support and additional clothing and shoes.

Migrant: Implementation of intervention periods based upon WIDA scores. After school Level 1 WIDA support. The social worker and counselors provide a safe place for students in need to receive support and additional resources.

Racial/Ethnic Minorities: High Level Tier 1 Instruction. Tier II intervention classes focused on literacy skills with additional support for math are provided for those students who are credit-deficient and lack evidence of adequate academic achievement.

Students with IEPs: Focus and implementation on IEP goals. To promote academic achievement for IEP students, 7 special education teachers provide instruction in classrooms supported by small class sizes and aides in applied reading, English and math. Additionally, 5 special education teachers provide support in general education classrooms for students with IEPs in reading, English, math and science.



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	Attendance data, Districtwide student survey data, Panorama	Districtwide staff survey data	Districtwide Parent survey data
Problem Statement	Students at Swainston MS struggle with feeling that they are safe at school, both emotionally and physically and feeling that they can be successful in school.		
Critical Root Causes	SBAC, MAP, and WIDA data indicate that many of our students are not achieving at grade level. Students do not feel successful in school and, consequently, do not feel safe at school, both emotionally and physically.		

Part B

Connectedness	
School Goal: Increase the percent of students who feel safe at school from 71% to 83% by 2022, as measured by the Districtwide Survey. Reduce chronic absenteeism from 16.6% (2018-2019) to 12.1% by June 2023, as measured by CCSD Datalab, and reported on the NSPF.	STIP Connection: Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated
Improvement Strategy: Focus on student achievement by supporting teachers in building relationships with their students so students feel safe and ready to learn and include parents in daily updates regarding their student's attendance and schoolwork with Parentlink messages and support in using Infinite Campus Parent Portal.	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3-Promising, working with support staff to send messages to parents regarding attendance and incorporating discipline structures so that students feel safe at school.	
Intended Outcomes: The chronic absenteeism rate will be reduced, more students will participate in after-school activities/clubs, more students will feel they are safe	



on campus.

Action Steps:

- Implementation of Positive Behavior Intervention and Supports (PBIS) schoolwide
- Implementation of progressive discipline supports for students
- Implementation of restorative justice practices
- Implementation of culturally responsive teaching practices to build rapport and relationships with all students to create an inclusive environment for Tier I instruction

Resources Needed:

- Personnel - Student Success Coordinators, Counselor, and Social Worker
- Funding for staff for athletics and after-school activities/clubs
- Funding and implementation of *Leader In Me* culturally responsive strategies
- Planning time to implement PBIS schoolwide

Challenges to Tackle:

- Hiring dedicated and qualified staff to run after school activities/clubs
- Low teacher morale
- Student apathy
- Student aggressive behaviors

Improvement Strategy:

Communicate with parents/guardians and feeder schools regarding student proficiency and behavior data.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3-Promising, working with support staff to send messages to parents regarding attendance and incorporating discipline structures so that students feel safe at school.

Intended Outcomes:

Increase parent engagement by 50%

Action Steps:

- Swainston representative will be present at community events, have information available about Swainston during parent events at feeder elementary schools
- Provide weekly school updates to parents/guardians via Parentlink
- Provide weekly school updates on the school website
- Advertise school events on school website and via Parentlink

**Resources Needed:**

- Personnel
- Planning Time
- Calendar of feeder schools parent/guardian engagement meetings/events

Challenges to Tackle:

- Personnel
- Planning Time
- Parent/guardian positive attendance
- Staff willing to help facilitate events

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

English Learners: Implementation of intervention periods based upon WIDA scores. After school Level 1 WIDA support.

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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 Fund	\$6,906,184.28	<ul style="list-style-type: none">• Staffing• Prep buyouts• Instructional supplies• Technology• Improve campus climate• Substitute collaboration pay• Operational costs	Goals 1, 2, and 3
Hope 2	\$68,000	<ul style="list-style-type: none">• Reduce suspensions and expulsions• Student supervision	Goals 1, 2, and 3
Title I	\$417,490.00	<ul style="list-style-type: none">• Class size reduction• Site liaison extra duty pay• Extra technology• Increase attendance• Title I outreach & family specialists• Parent engagement activities	Goals 1, 2, and 3
English Learners	\$227,725.00	<ul style="list-style-type: none">• Increase achievement for ELL and FRL in lowest quartile on SBAC	Goals 1, 2, and 3
At-Risk Students	\$192,305.00	<ul style="list-style-type: none">• Increase achievement for ELL and FRL in lowest quartile on SBAC	Goals 1, 2, and 3



Social Work in Schools	\$0/in-kind	<ul style="list-style-type: none">• 1 School Safety Professional/Social Worker on campus	Goals 1, 2, and 3
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