



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

*Mannion 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 Todd C. Petersen for more information.*

<b>Principal:</b>	Todd Petersen
<b>School Website:</b>	MannionMiddleSchool.com
<b>Email:</b>	PeterTC@nv.ccsd.net
<b>Phone:</b>	702-429-2700

**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	1,530	0.3%	3.3%	20.5%	5.4%	61.1%	1.4%	8%	10.8%	1.5%	27%
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	45.33%	46	44.71%	64.62%	51	65.06%	55.4%	7.1%	40.91%
	District	36.1%*	49*	31.2*	47.4%*	49*	47.3*	28.9%*	5.5%**	31.9%*
2019	School	49.8%	51	49.8%	67.6%	53	67.7%	54%	10%	33.3%
	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	0%	25%
	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	397	380	378
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
Todd Petersen	<b>Principal(s)</b> <i>(required)</i>
Misty Hargraves & Tina Miller	<b>Other School Leader(s)/Administrator(s)</b> <i>(required)</i>
Kelly Smith, Liza Soares, Kristen Holzhouse, Michelle Oblad, Autumn Medina, Paige Johnson	<b>Teacher(s)</b> <i>(required)</i>
Kelle Bullard, Joy Mueller	<b>Paraprofessional(s)</b> <i>(required)</i>
Heather Skramstad, Heather Taylor	<b>Parent(s)</b> <i>(required)</i>
Zoe Taylor, Bryce Skramstad	<b>Student(s)</b> <i>(required for secondary schools)</i>
NA	<b>Tribes/Tribal Orgs</b> <i>(if present in community)</i>
NA	<b>Specialized Instructional Support Personnel</b> <i>(if appropriate)</i>
<i>*Add rows as needed</i>	



## 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
Event 2 - School Staff Members	October 30, 2021 (Virtual Recorded Presentation)	7 Responses	Teachers want more support and time for struggling learners as well as more incentives for positive behavior and academic accomplishments.
Event 2 - Parents	October 30, 2021 (Virtual Recorded Presentation)	55 Responses	Parents identified a drop in test scores and academic performance over the last 18 months. Students are looking for additional social and emotional support for their children from the school staff.
Event 2 - Students	October 30, 2021 (Virtual Recorded Presentation)	14 Responses	Students want harsher behavior consequences for those disrupting the learning of others. Students realize they are behind in their learning and want additional academic support. Students feel their social needs are being met.



# School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

## Inquiry Area 1 - Student Success

### Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
<b>Data Reviewed</b>	SBAC: ELA, Math, Science MAPs: Reading & Math	Quarter 1 Discipline Data & Quarter 1 Attendance Data	Regulation 6150 Supplemental Textbook checklist
<b>Problem Statement</b>	Upon reviewing students in the 61st percentile, there is a 15% drop in MAPs Scores between Fall, 2019 and Fall, 2021		
<b>Critical Root Causes</b>	Lack of consistent in-person learning and instruction for 18 months.		

### Part B

Student Success	
<p><b>School Goal:</b> By the Spring of 2021, students in the 61st percentile on MAPs will reflect a decrease in this achievement gap when:</p> <p>55% of the 6th graders will be at or above the 61st percentile in reading and 34% of the 6th graders will be at or above the 61st percentile in math.            60% of the 7th graders will be at or above the 61st percentile in reading and 45% of the 7th graders will be at or above the 61st percentile in math.            57% of the 8th graders will be at or above the 61st percentile in reading and 52% of the 8th graders will be at or above the 61st percentile in math.</p>	<p><b>Aligned to Nevada's STIP Goal:</b> Goal 3 - all students experience continued academic growth</p>



<p><b>Improvement Strategy:</b> <i>Teachers will continue to PLC weekly to plan quality instruction and reflect on student achievement data.</i></p>
<p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2</p>
<p><b>Intended Outcomes:</b> <i>Teachers will collaborate to present high-quality Tier 1 instruction that aligns with the NVACs while consistently reviewing student achievement data provided through MAPs as well as aligned instructional activities and assessments.</i></p>
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"><li>● <i>Provide Professional development on effective PLC Structures</i></li><li>● <i>Require Weekly Instructional Learning Guides by all teachers to provide parents, students, and administration with insight into each classroom.</i></li></ul>
<p><b>Resources Needed:</b></p> <ul style="list-style-type: none"><li>● <i>Reserve Tuesdays for weekly PLC time (no conferences, no interruptions)</i></li><li>● <i>Provide financial incentives for teachers to plan outside of contract time. Planning includes review of upcoming assessments as well as reflection on previous instruction through a review of student achievement data.</i></li></ul>
<p><b>Challenges to Tackle:</b></p> <ul style="list-style-type: none"><li>● <i>Lack of substitutes available for common release time</i></li><li>● <i>Overall conditions decrease teacher willingness to participate in additional outside planning and reflection - regardless of a financial incentive</i></li><li>● <i>Administration is struggling to meet the needs of teachers due to increased need for daily management and supervision.</i></li></ul>
<p><b>Improvement Strategy:</b> <i>Administration will financially support additional planning and student achievement data reflection time that reflects the PLC Model presented in August, September, October Professional Developments.</i></p>
<p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3</p>
<p><b>Intended Outcomes:</b> <i>Teachers will collaborate to present high-quality Tier 1 instruction that aligns with the NVACs while consistently reviewing student achievement data provided through MAPs as well as aligned instructional activities and assessments.</i></p>
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"><li>● <i>Provide Professional development on effective PLC Structures</i></li><li>● <i>Require Weekly Instructional Learning Guides by all teachers to provide parents, students, and administration with insight into each classroom.</i></li></ul>
<p><b>Resources Needed:</b></p>



- *Reserve Tuesdays for weekly PLC time (no conferences, no interruptions)*
- *Provide financial incentives for teachers to plan outside of contract time. Planning includes review of upcoming assessments as well as reflection on previous instruction through a review of student achievement data.*

**Challenges to Tackle:**

- *Lack of substitutes available for common release time*
- *Overall conditions decrease teacher willingness to participate in additional outside planning and reflection - regardless of a financial incentive*
- *Administration is struggling to meet the needs of teachers due to increased need for daily management and supervision.*

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

English Learners: All ELL students will be enrolled in Tier 2 Social Studies for additional academic support.

Foster/Homeless: Safe School Professional reviews students who identify themselves as foster/homeless and in need of additional support (financial, academic, emotional, etc.)

Free and Reduced Lunch: Safe School Professional reviews students who identify themselves as FRL and in need of additional support (financial, academic, emotional, etc.)

Migrant: Implement a consistent use of Regulation 6150 to ensure supplemental instructional resources reflect the diversity of our community.

Racial/Ethnic Minorities: Implement a consistent use of Regulation 6150 to ensure supplemental instructional resources reflect the diversity of our community.

Students with IEPs: Hire additional staff to eliminate a strain on special education teachers who struggle to meet the legal demands and academic monitoring of IEP students.

## Inquiry Area 2 - Adult Learning Culture

### Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement



<b>Data Reviewed</b>	<i>Teacher attendance data and staff development surveys as well as CCSD Survey by teachers. Data collection from administrative accounts of purchased programs.</i>	<i>Leadership Team Meeting Agendas</i>	<i>Professional Practice Goal devoted to Grading Reform</i>
<b>Problem Statement</b>	<i>There is a need for immediate positive reinforcement , fair consequences, consistent classroom structure, mentorship opportunities, after school opportunities, more academic options, and more electives that engage higher level academics.</i>		
<b>Critical Root Causes</b>	<i>Teachers need additional support due to significant gaps in student learning along with additional resources to provide engaging lessons and learning opportunities for all students.</i>		

## Part B

Adult Learning Culture	
<b>School Goal:</b> <i>PLCs will be provided access to diverse instructional materials that enhance student learning and provide additional after school learning opportunities for students to decrease classroom interruptions caused by learning deficits.</i>	<b>STIP Connection:</b> <i>Goal 2 - All students have access to effective educators.</i>
<b>Improvement Strategy:</b> <i>Implement consistent PLC procedures across the campus so that all students have access to common high quality instructional activities and learning opportunities regardless of their assigned teacher.</i>	
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2	
<b>Intended Outcomes:</b> <i>PLCs will lay the foundation for quality instruction that utilizes the available resources - ChromeBooks for all learners, Achieve3000, Edulastic, Canvas, Actively Learn, NearPod, PearDeck, etc.</i>	
<b>Action Steps:</b> <ul style="list-style-type: none"> <li>● <i>Administration will meet with their assigned PLC to monitor collaboration, consistency in planning, and effectiveness of implementation.</i></li> </ul>	
<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>● <i>Professional development opportunities on available resources, effective implementation, and available data analysis of use.</i></li> </ul>	
<b>Challenges to Tackle:</b>	





- *Lack of substitutes available for common release time*
- *Overall conditions decrease teacher willingness to participate in additional outside planning and reflection - regardless of a financial incentive*
- *Administration is struggling to meet the needs of teachers due to increased need for daily management and supervision.*

**Improvement Strategy:** *Establish and implement after school academic help for identified struggling learners.*

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

**Intended Outcomes:** *School and teacher leaders will develop and implement a “can’t do” and “won’t do” system for identified students in need of Tier 3 academic interventions.*

**Action Steps:**

- *Utilize Quarter 1 citizenship data, student achievement data and MAPs data to identify students who qualify as the most significant “can’t dos” or the most significant “won’t dos” across all three grade levels.*
- *Meet with counselors and Student Success Team to identify the root cause of challenges.*
- *Develop action steps for each student that include academic support during instructional time (possible elective change for semester 2) as well as after school supports.*

**Resources Needed:**

- *Quarter 1 student data (citizenship, MAPs, Quarter 1) and analysis*

**Challenges to Tackle:**

- *Lack of substitutes available for common release time*
- *Overall conditions decrease teacher willingness to participate in additional outside planning and reflection - regardless of a financial incentive*
- *Administration is struggling to meet the needs of teachers due to increased need for daily management and supervision.*
- *Semester 2 schedule changes may remove students from “popular” elective*

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

English Learners: All ELL students will be enrolled in Tier 2 Social Studies for additional academic support.

Foster/Homeless: Safe School Professional reviews students who identify themselves as foster/homeless and in need of additional support (financial, academic, emotional, etc.)



Free and Reduced Lunch: Safe School Professional reviews students who identify themselves as FRL and in need of additional support (financial, academic, emotional, etc.)

Migrant: Implement a consistent use of Regulation 6150 to ensure supplemental instructional resources reflect the diversity of our community.

Racial/Ethnic Minorities: Implement a consistent use of Regulation 6150 to ensure supplemental instructional resources reflect the diversity of our community.

Students with IEPs: Hire additional staff to eliminate a strain on special education teachers who struggle to meet the legal demands and academic monitoring of IEP students.

### Inquiry Area 3 - Connectedness

#### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
<b>Data Reviewed</b>	<i>Quarter 1 student attendance data &amp; Quarter 1 student discipline data</i>	<i>CCSD Staff survey</i>	<i>CCSD Parent Survey</i>
<b>Problem Statement</b>	<i>Students feel they are behind and unable to catch up due to the year lost.</i>		
<b>Critical Root Causes</b>	<i>Students are overwhelmed with efforts to catch up in all areas of school (academic, social, behavior) and unable to demonstrate proficiency/meet expectations on grade level on NVACS.</i>		

#### Part B

Connectedness	
<b>School Goal:</b> <i>Provide study skills elective and after school supports for students who need additional assistance with organization,</i>	<b>STIP Connection:</b> <i>Goal 6 - All students and adults learn and work together in safe environments where identities and relationships</i>



<i>social/emotional supports, and academic interventions.</i>	<i>are valued and celebrated.</i>
<b>Improvement Strategy:</b> <i>Mannion Middle School will implement the Youth Program Quality Initiative (YPQI) collaboratively with the #OneHill schools to support students and their social emotional well being.</i>	
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3	
<b>Intended Outcomes:</b> <i>Student resilience, increased confidence, improved attendance, and decreased discipline infractions.</i>	
<b>Action Steps:</b> <ul style="list-style-type: none"><li>● <i>Train Teacher Leaders on the YPQI</i></li><li>● <i>Train staff members on the YPQI</i></li><li>● <i>Implement the YPQI strategies within the academic classroom environment</i></li></ul>	
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>● <i>City of Henderson’s continuous support of the program</i></li><li>● <i>School administration financing the teacher time beyond contract</i></li><li>● <i>School administration paying for subs for teachers to attend trainings</i></li></ul>	
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>● <i>Lack of substitutes available for common release time</i></li><li>● <i>Overall conditions decrease teacher willingness to participate in additional outside planning and reflection - regardless of a financial incentive</i></li></ul>	
<b>Improvement Strategy:</b> <i>Implement a Semester 2 study skills elective to assist students with academic struggles from Semester 1</i>	
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3	
<b>Intended Outcomes:</b> <i>Provide students who may be unwilling (or unable) to participate in after school interventions with opportunities for academic and social/emotional support during the traditional school day.</i>	
<b>Action Steps:</b> <ul style="list-style-type: none"><li>● <i>Identify students who meet the needs of the identified elective</i></li><li>● <i>Adjust master schedule to see how additional sections will impact student schedules and core and elective classes</i></li><li>● <i>Communicate with parents and students to assess level of interest for such a class prior to January</i></li></ul>	
<b>Resources Needed:</b>	



- *Additional prep buys to implement such a class*

**Challenges to Tackle:**

- *Lack of substitutes forces the school to not sel preps as teachers must be available to cover classes upon teacher absences.*
- *Parents often do not want schule changes and remove students from popular electives.*

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

English Learners: All ELL students will be enrolled in Tier 2 Social Studies for additional academic support.

Foster/Homeless: Safe School Professional reviews students who identify themselves as foster.homeless and in need of additional support (financial, academic, emotional, etc.)

Free and Reduced Lunch: Safe School Professional reviews students who identify themselves as FRL and in need of additional support (financial, academic, emotional, etc.)

Migrant: Implement a consistent use of Regulation 6150 to ensure supplemental instructional resources reflect the diversity of our community.

Racial/Ethnic Minorities: Implement a consistent use of Regulation 6150 to ensure supplemental instructional resources reflect the diversity of our community.

Students with IEPs: Hire additional staff to eliminate a strain on special education teachers who struggle to meet the legal demands and academic monitoring of IEP students.



## 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	\$7,330,299	Classroom Resources, Professional Learning, Prep Buys/After School Programs	Goal 1, Goal 2, Goal 3
City of Henderson	YPQI Training & Supports (Unknown amount)	#OneHill Resilience Project	Goal 3
Hope2	\$68,000	Prep Buys & After School supports	Goal 1, Goal 2, Goal 3