



## Clark County School District

# Mannion Middle School

### School Performance Plan: A Roadmap to Success

*Mannion 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:** Todd Petersen  
**School Website:** MannionMiddleSchool.com  
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**Phone:** 702-799-3020  
**School Designations:**  Title I     CSI     TSI     TSI/ATSI

*Our SPP was last updated on 11/28/2022.*



## 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/jack\\_and\\_terry\\_mannion\\_middle\\_school/2022/nspf/](http://nevadareportcard.nv.gov/DI/nv/clark/jack_and_terry_mannion_middle_school/2022/nspf/).

*Inclusion of this link replaces completion of the tables in the previous year's SPP.*

## 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, and Zach Stork	<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, Brandy Moon	<b>Paraprofessional(s)</b> <i>(required)</i>
<i>Heather Skramstad, Heather Taylor</i>	<b>Parent(s)</b> <i>(required)</i>
<i>Zoe Taylor, Bryce Skramstad</i>	<b>Student(s)</b> <i>(required for secondary schools)</i>



## School Community Outreach

*This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.*

Outreach Activity	Date	Lessons Learned from the School Community
Parent Community Partnership Meeting	9/8/22	<ul style="list-style-type: none"><li>• Mannion's 21-22 SBAC ELA scores were above CCSD averages, and comparable with other top-performing middle schools.</li><li>• Mannion's 21-22 SBAC Math scores were above CCSD averages, but less than 50% of students were proficient.</li></ul>
Parent Community Partnership Meeting	1/5/23	
Parent Community Partnership Meeting	4/6/23	



# 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
	SBAC: ELA, Math, Science MAP: Reading & Math	Quarter 1 Discipline Data & Quarter 1 Attendance Data	Regulation 6150 Supplemental Textbook checklist
<b>Data Reviewed</b>	Areas of Strength: The percent of students at or above the 61st percentile on the MAP Mathematics assessment increased from 31% in Fall 2021 to 39% in Fall 2022, and for MAP Reading increased from 41% in Fall 2021 to 45% in Fall 2022.		
	63.2% of students achieved proficiency on the SBAC ELA 2021-2022 Assessment.		
	Areas for Growth: When MAP data was analyzed by grade level and test subject, no grade level exceeded 50% of students at or above the 61st percentile (Mathematics: 42% for Grade 6, 39% for Grade 7, and 35% for Grade 8; Reading: 50% for Grade 6, 43% for Grade 7, and 43% for Grade 8).		
	SBAC proficiency was below pre-pandemic levels (SBAC Math: 50.1% in 2018-2019 and 38.2% in 2021-2022; SBAC ELA: 68.1% in 2018-2019 and 63.2% in 2021-2022)		
<b>Problem Statement</b>	While student performance on the MAP assessments improved from Fall 2021 to Fall 2022, SBAC proficiency in 2021-2022 was lower than pre-pandemic proficiency, particularly in mathematics.		
<b>Critical Root Causes</b>	Lack of continuity and familiarity with the newly-implemented mathematics curriculum (Carnegie).		



## Part B

Student Success	
<p><b>School Goal:</b> <i>By the Spring of 2023, students in the 61st percentile on the MAP assessment will reflect a decrease in this achievement gap when:</i></p> <p><i>65% of the 6th graders will be at or above the 61st percentile in reading and 57% of the 6th graders will be at or above the 61st percentile in math. 58% of the 7th graders will be at or above the 61st percentile in reading and 54% of the 7th graders will be at or above the 61st percentile in math. 58% of the 8th graders will be at or above the 61st percentile in reading and 50% of the 8th graders will be at or above the 61st percentile in math.</i></p>	<p><b>Aligned to Nevada's STIP Goal:</b> <i>Goal 3 - all students experience continued academic growth</i></p>
<p><b>Improvement Strategy:</b> <i>Teachers will continue to PLC weekly to plan quality Tier I 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 I instruction that aligns with the NVACS while consistently reviewing student achievement data provided through MAP as well as aligned instructional activities and assessments.</i></p>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● <i>PLCs will analyze instruction in relation to pacing guides, standards, concepts, skills, learning intention, and success criteria.</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> <li>● <i>Guidelines for using MAP data for reflection and planning.</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> </ul>	



**Improvement Strategy:** Administration will financially support additional planning and student achievement data reflection time

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

**Intended Outcomes:** Teachers will collaborate to present high-quality Tier I instruction that aligns with the NVACS while consistently reviewing student achievement data provided through MAP as well as aligned instructional activities and assessments.

**Action Steps:**

- Increase administrator attendance at weekly PLCs.
- Require Weekly Instructional Learning Guides by all teachers to provide parents, students, and administration with insight into each classroom.

**Resources Needed:**

- 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

**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: Allocate 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>
	<i>Areas of Strength: Consistency in year-to-year staff.</i>		
	<i>Areas for Growth: Acclimation of new staff members to Mannion.</i>		
<b>Problem Statement</b>	<i>It takes time to establish the type of positive, trusting work relationship that is needed to support effective PLCs.</i>		
<b>Critical Root Causes</b>	<i>Every PLC has at least one member who is new to Mannion.</i>		

### Part B

Adult Learning Culture	
<b>School Goal:</b> <i>By the end of the 2022-2023 school year, 90% of PLC meetings will follow the common PLC meeting structure as measured by observations of PLC meetings.</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> <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>Establish and implement after school academic help for students identified as struggling learners in PLC meetings.</i>
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4
<b>Intended Outcomes:</b> <i>School and teacher leaders will develop and implement a “can’t do” and “won’t do” system for identified students in need of Tier 2 academic interventions.</i>
<b>Action Steps:</b> <ul style="list-style-type: none"><li>● <i>Utilize Quarter 1 citizenship data, student achievement data and MAP 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.</i></li><li>● <i>Meet with counselors and Student Success Team to identify the root cause of challenges.</i></li><li>● <i>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.</i></li></ul>
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>● <i>Quarter 1 student data (citizenship, MAP, Quarter 1) and analysis</i></li><li>● <i>PLC observation data</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>



- *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: Allocate 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>
	<i>Areas of Strength: Parent perceptions of the school are positive, staff perceptions of the school are positive, implementation of Mannion Mustang Academy in-house suspension program has allowed students to remain in a learning environment after behavior infractions</i>		
	<i>Areas for Growth: Students report difficulty completing assignments when frustrated or unwilling, approximately 20% of students were chronically absent at the end of Quarter 1</i>		
<b>Problem Statement</b>	<i>Students feel frustrated and unable to catch up on their learning due to the year lost.</i>		
<b>Critical Root Causes</b>	<i>Students are overwhelmed with the continued efforts to catch up in all areas of school (academic, social, behavior) and unable to demonstrate proficiency/meet expectations on grade level NVACS.</i>		

### Part B

Connectedness	
<b>School Goal:</b> <i>Reduce the number of 6th grade behavior referrals from 431 in the 2021-2022 school year by 20% to 345 or fewer 6th grade behavior referrals in the 2022-2023 school year.</i>	<b>STIP Connection:</b> <i>Goal 6 - All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</i>
<b>Improvement Strategy:</b> <i>Implement a 6th Grade Studies course for all students in Grade 6 to adjust to the social-emotional transition to middle school.</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>Develop course content</i></li><li>● <i>Adjust course content in response to observed trends in behavior and social-emotional matters</i></li></ul>
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>● <i>Full-time teacher with prep buy</i></li></ul>
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>● <i>Curriculum for the course needs to be built from scratch.</i></li><li>● <i>Limitations on the course's design due to restrictions with shared courses in Infinite Campus.</i></li></ul>
<b>Improvement Strategy:</b> <i>Implement a 6th Grade Studies course for all students in Grade 6 to adjust to the academic transition to middle school.</i>
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3
<b>Intended Outcomes:</b> <i>Increased confidence, improved attendance, and decreased discipline infractions.</i>
<b>Action Steps:</b> <ul style="list-style-type: none"><li>● <i>Develop course content</i></li><li>● <i>Identify student learning gaps and identify available instructional materials to address these gaps within the scope of the 6th Grade Studies course.</i></li><li>● <i>Adjust course content in response to observed trends in academics</i></li></ul>
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>● <i>Full-time teacher with prep buy</i></li><li>● <i>Assessment data</i></li></ul>
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>● <i>Curriculum for the course needs to be built from scratch.</i></li><li>● <i>Limitations on the course's design due to restrictions with shared courses in Infinite Campus.</i></li></ul>
<b>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</b>
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: Allocate 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	\$7,107,666.00	Classroom Resources, Professional Learning, Prep Buys/After School Programs	Goal 1, Goal 2, Goal 3
Hope2	\$68,000.00	Prep Buys & After School supports	Goal 1, Goal 2, Goal 3
At Risk	\$172,572.00	Licensed staff	Goal 1, Goal 2, Goal 3
English Learners	\$68,993.00	Licensed staff	Goal 1, Goal 2, Goal 3

**Directions:**

**As a team, for each Goal:**

**Step 1:** Review the *Findings/Visualizations* slides within the *Event 9* slide deck. These will need to be updated prior to each event.

**Step 2:** Reflect on the *Now, Next, Need* questions noted in the slide deck.

**Step 3:** Fill in the appropriate cells in the table below.

- Did we achieve our Goal/Intended Outcomes - Yes, No.

- Do we continue, correct, or cancel our goals/implementation strategies - Continue, Correct, Cancel.

- Identify specific Lessons Learned, Next Steps and Needs.

*Note: The rating you enter for Step 3 will automatically update the accompanying cell on the Master Tracker (tab 1).*

School Goal - Inquiry Area 1 - Student Success		Did we achieve our goal?				
By the Spring of 2021, students in the 61st percentile on MAPs will reflect a decrease in this achievement gap when:  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.		No				
Improvement Strategies	Intended Outcomes	Were our improvement strategies successful? (Select One)	Continue, Correct, or Cancel the Strategy? (Select One)	Lessons Learned (Now)	Next Steps	Need
Teachers will continue to PLC weekly to plan quality instruction and reflect on student achievement data.	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.	Yes	Correct	While teachers continue to have weekly planning time, administration has not developed a system to hold teachers accountable for reviewing student achievement data during contracted PLC time.	Administration will attend PLC meetings on a weekly rotating basis to monitor the conversations and activities.	Develop guidelines for reflecting on MAP data and using the data for planning.
Administration will financially support additional planning and student achievement data reflection time that reflects the PLC Model presented in August, September, October Professional Developments.	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.	Yes	Correct	Departments have continued to conduct regular PLC meetings, but it is unclear if focus/reflection on data has occurred.	Administration continue to pay PLCs to meet outside of contract time as long as an emphasis is placed on reviewing student achievement data.	Establish a process for accountability of PLCs, including data to indicate impact on student learning.
School Goal - Inquiry Area 2 - Adult Learning Culture		Did we achieve our goal?				
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.		Yes				
Improvement Strategies	Intended Outcomes	Were our improvement strategies successful? (Select One)	Continue, Correct, or Cancel the Strategy? (Select One)	Lessons Learned (Now)	Next Steps	Need
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.	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.	Yes	Continue	Classroom observations provide evidence for consistency across grade level PLCs from teacher to teacher.	Continue PLC procedures in 22-23.	
Establish and implement after school academic help for identified struggling learners.	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.	Yes	Correct	MASH (Mannion After School Help) has been organized. Implementation remains a struggle.	Implement afterschool math tutoring program and writing workshop	Foothill HS students to provide tutoring to Mannion students
School Goal - Inquiry Area 3 - Connectedness		Did we achieve our goal?				
Provide study skills elective and after school supports for students who need additional assistance with organization, social/emotional supports, and academic interventions.		Yes				

Improvement Strategies	Intended Outcomes	Were our improvement strategies successful? (Select One)	Continue, Correct, or Cancel the Strategy? (Select One)	Lessons Learned (Now)	Next Steps	Need
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.	Student resilience, increased confidence, improved attendance, and decreased discipline infractions.	No	Correct	Mannion made the decision NOT to participate in the YPQI organized by the City of Henderson but has developed ClimbOn for 6th grade students.	Implement a 6th Grade Studies course for all students in Grade 6 in 22-23.	Monitoring plan for determining the positive impact of the 6th Grade Studies course on academic achievement, behavior, and social/emotional wellbeing.
Implement a Semester 2 study skills elective to assist students with academic struggles from Semester 1	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.	Yes	Correct	Mannion implemented a semester 2 study skills class, but due to schedules and parent concerns, the class is not a impactful as intended.	Implement a second semester course to allow credit-deficient students to retake semesters of failed courses that are critical to their long-term academic success.	Prep buy(s) to offer sections of this course as needed