



Clark County  
**W. Mack Lyon Middle School**  
2021-2022 School Performance Plan:  
A Roadmap to Success

*W. Mack Lyon 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 Kenneth Paul for more information.*

**Principal:** Kenneth Paul  
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**Phone:** (702) 397-8610

**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
<b>School</b>	419	3.3%	0.24%	17.77%	0.76%	74.62%	0.51%	8.05%	11.93%	1.9%	33.5%
<b>District</b>	323,787	0.34%	6.06%	47.29%	15.19%	22.27%	1.64%	7.21%	12.73%	16.12%	75.54%
<b>State</b>	496,938	0.82%	5.51%	43.44%	0.76%	29.97%	1.48%	7.03%	12.68%	14.13%	65.8%

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)
<b>2018</b>	<b>School</b>	52.2%	64	57.77%	63.4%	61.5	66.58%	52.6%	7.1%	16.67%
	<b>District</b>	36.1%*	49*	31.2*	47.4%*	49*	47.3*	28.9%*	5.5%**	31.9%*
<b>2019</b>	<b>School</b>	56.0	65	56.9%	63.5	53.5	62.3%	53.0	0.0%	18.1%
	<b>District</b>	36.6	49	31.5	48.3	49	48.2	28.9	5.4	22.9
<b>2020</b>	<b>School</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0%	42.8%
	<b>District</b>	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
<b>School</b>	N/A	N/A	N/A
<b>District</b>	N/A	N/A	N/A

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
<b>School</b>	402	383	375
<b>District</b>	379	368	361

Source: datatool.nevada school climate.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
Kenneth Paul	<b>Principal(s) (required)</b>
Aimee Lewis	<b>Other School Leader(s)/Administrator(s) (required)</b>
Kay Barlow	<b>Teacher(s) (required)</b>
Teri Paystrup	<b>Paraprofessional(s) (required)</b>
Syrissa Jolley	<b>Parent(s) (required)</b>
Sophia Turley	<b>Student(s) (required for secondary schools)</b>
Della Frank	<b>Tribes/Tribal Orgs (if present in community)</b>
Nancy Tuttle	<b>Specialized Instructional Support Personnel (if appropriate)</b>
<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
School Organizational Team w/Community Member	11/17/2021 6:30 AM	15	Input/Feedback
<i>*Add rows as needed</i>			



## 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>	<i>SBAC Science CRT WIDA MAPs Focus Ed: Attendance, behavior, and grades.</i>	<i>Panorama CCSD District Surveys: Student, parent, and staff.</i>	<i>Teacher feedback Admin Observations: 1 to 1: Curriculum Analysis.</i>
<b>Problem Statement</b>	<i>Lack of connection with teachers and diminished student confidence has a negative impact on student academic performance.</i>		
<b>Critical Root Causes</b>	<i>Disruption of routines, curriculum, attendance, expectations, and social contact.</i>		

### Part B

Student Success	
<p><b>School Goal:</b>  <i>Increase the percent of all students proficient in English language arts (ELA) from 55.1% (2021) to 60.1% by 2022], as measured by state summative assessments.            Increase the percent of all students proficient in mathematics from 41.5% (2021) to 51.5% by 2022], as measured by state summative assessments.</i></p>	<p><b>Aligned to Nevada's STIP Goal:</b>  <i>All Students experience continued academic growth.</i></p>
<p><b>Improvement Strategy:</b>  <b>[Do] Reimplement SBAC Bootcamp to move students approaching standards to meeting standards.</b>  <b>[Do] [Academic Focus] Teacher mentoring: Outside classrooms; After-school tutoring; Expanded Fine Arts; Opportunity period.</b></p>	
<p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Carnegie Math - Level 1. MAP Accelerator (Khan Academy) - Level 3. SpringBoard - Level 1.</i></p>	



**Intended Outcomes:** *By increasing student connections to teachers and the school community, students will show growth on progress monitoring measures (MAPs) and state assessment.*

**Action Steps:**

- **Outside assemblies; Outside classrooms; Reimplement Houses; Expanded middle school athletics; Expanded Fine Arts; Opportunity period; After-school clubs and activities.**

**Resources Needed:**

- *Budget for staffing and activities*
- *SBAC Incentives*
- *Bootcamp Incentives*

**Challenges to Tackle:**

- *Scheduling & Coordinating*
- *Budget*
- *Staffing*
- *Event Planning*
- *Time!*

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

**English Learners:** *Interacting during activities. Community building activities.* Identify students on-track for proficiency.

**Foster/Homeless:** Social worker. Identify students on-track for proficiency.

**Free and Reduced Lunch:** Identify students on-track for proficiency.

**Migrant:** N/A

**Racial/Ethnic Minorities:** Identify students on-track for proficiency.

**Students with IEPs:** Identify students on-track for proficiency.



## 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>	SBAC Science CRT WIDA MAPs Focus Ed: Attendance, behavior, and grades.	Focus Ed: Review attendance. Counselor/Social Worker Meetings	Focus Ed: Attendance 2018-2019 Nevada School Rating
<b>Problem Statement</b>	<i>Ineffective systems and structures to monitor attendance. Poor attendance hinders student academic progress</i>		
<b>Critical Root Causes</b>	<i>Bad habits developed during Hybrid and Distance Learning led to inconsistent attendance and performance.</i>		

### Part B

Adult Learning Culture	
<b>School Goal:</b> Chronic absenteeism will decrease by 2% [Lyon is 33.3% and State is 31.4%]	<b>STIP Connection:</b> Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.
<b>Improvement Strategy:</b> Increase school belonging Goal #1. Truancy officer and social worker home visits. Improve tracking systems.	
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Social Worker - Level 4. School Counselor - Level 1.	
<b>Intended Outcomes:</b> Increased attendance will improve academic performance.	
<b>Action Steps:</b> [DO]	



- *Truancy officer and social worker home visits*
- *School events that increase a sense of belonging.*
- *Teacher mentoring*
- *Improved tracking systems*
- *Clear messaging*

**Resources Needed:**

- *Staff*
- *Time*
- *Budget: School Events*
- *Training [Attendance Systems]*

**Challenges to Tackle:**

- *Student and parent buy-in*
- *Transportation*
- *Training*
- *Time*

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

**English Learners:** *Interacting during activities. Community building activities.* Identify students with high absenteeism.

**Foster/Homeless:** Social worker. Identify students not on-track for proficiency with excessive absences.

**Free and Reduced Lunch:** Identify students not on-track for proficiency with excessive absences.

**Migrant:** N/A

**Racial/Ethnic Minorities:** Identify students not on-track for proficiency with excessive absences.

**Students with IEPs:** Identify students not on-track for proficiency with excessive absences..





## Inquiry Area 3 - Connectedness

### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
<b>Data Reviewed</b>	<i>Panorama: Sense of Belonging: Not connected to teachers. CCSD Surveys</i>	<i>CCSD Surveys</i>	<i>CCSD Surveys</i>
<b>Problem Statement</b>	<i>Students do not feel connected to teachers and staff.</i>		
<b>Critical Root Causes</b>	<i>Disruption of routines, curriculum, attendance, expectations, and social contact.</i>		

### Part B

Connectedness	
<p><b>School Goal:</b> Increase the percent of students who feel connected to the adults at the school from 28% (fall) to 33% (winter) to 38% (spring) by 2022 as measured by the Panorama Education Survey.</p>	<p><b>STIP Connection: <i>Goal 6:</i></b> All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</p>
<p><b>Improvement Strategy: [Do]</b> Teacher mentoring during activities; Outside assemblies; Outside classrooms; Reimplement Houses; Expanded middle school athletics; Expanded Fine Arts; After-school clubs and extracurricular activities.</p>	
<p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Extracurricular activities - Level 1. After school clubs - Level 4.</i></p>	
<p><b>Intended Outcomes:</b> <i>Build relationships between adults and students and provide equitable access to extracurricular activities.</i></p>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>• Work with School Organizational Team to help communicate and provide feedback on activities</li> </ul>	



- Obtain student feedback by student SOT representative and/or survey on activities.
- Master calendaring after-school activities
- Reimplement Houses - Teacher leader working with all staff to implement house activities.
- Expanded middle school athletics; Expanded Fine Arts; Opportunity period; After-school clubs and activities.

**Resources Needed:**

- *SOT Meetings*
- *Google Form Survey*
- *Master Calendar*
- *House System Activities and Materials*

**Challenges to Tackle:**

- *Scheduling & Coordinating*
- *Budget*
- *Staffing*
- *Event Planning*
- *Time!*

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

English Learners: *Interacting during activities. Community building activities. Counselor and social worker promoting groups & activities.*

Foster/Homeless: *Interacting during activities. Community building activities. GCounselor and social worker promoting groups & activities.*

Free and Reduced Lunch: *Interacting during activities. Community building activities. Counselor and social worker promoting groups & activities.*

Migrant: N/A

Racial/Ethnic Minorities: *Interacting during activities. Community building activities. Counselor and social worker promoting groups & activities.*

Students with IEPs: *Interacting during activities. Community building activities. Counselor and social worker promoting groups & activities.*



## 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)
<i>General Budget</i>	3,980,363.00	General Staffing, Services, and supplies.	Goals 1, 2, and 3
Title 3	\$1,500.00	Professional Development	Goals 1, 2, and 3
Social Worker Grant	60,000	Increase wrap-around services	Goal 2 and 3