



## Clark County School District

# Mack Lyon Middle School

## School Performance Plan: A Roadmap to Success

*Mack Lyon 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:** Jaydel Wilson

**School Website:** [lyonms.org](http://lyonms.org)

**Email:** [wilsoje@nv.ccsd.net](mailto:wilsoje@nv.ccsd.net)

**School Designations:**  Title I  CSI  TSI  TSI/ATSI

*Our SPP was last updated on August 8, 2023*



## 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/w.\\_mack\\_lyon\\_middle\\_school/2022/nspf/](http://nevadareportcard.nv.gov/DI/nv/clark/w._mack_lyon_middle_school/2022/nspf/).

## 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
<i>Jaydel Wilson</i>	<b>Principal(s)</b> <i>(required)</i>
<i>Aimee Lewis</i>	<b>Other School Leader(s)/Administrator(s)</b> <i>(required)</i>
<i>Kay Barlow</i>	<b>Teacher(s)</b> <i>(required)</i>
<i>Teri Paystrup</i>	<b>Paraprofessional(s)</b> <i>(required)</i>
<i>Wynette Bodily</i>	<b>Parent(s)</b> <i>(required)</i>
<i>Mercedes Hauver</i>	<b>Student(s)</b> <i>(required for secondary schools)</i>
	<b>Tribes/Tribal Orgs</b> <i>(if present in community)</i>
	<b>Specialized Instructional Support Personnel</b> <i>(if appropriate)</i>
<i>*Add rows as needed</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
October 2022 SOT Meeting	10/19/22	<ul style="list-style-type: none"><li>Parents did not understand that student absences and test participation can negatively impact our overall school achievement scores. We discussed ideas to get information to school stakeholders about attending school and participating on state mandated tests.</li></ul>
December 2022 SOT Meeting	12/14/22	
February 2023 SOT Meeting	2/8/23	Parents are supportive of the direction the school is trending. We discussed the importance of improving our achievement each year.
May 2023 SOT Meeting	5/17/23	Reviewed 2023-2024 updates



## 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 MAP Growth Assessments 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>
	<i>Areas of Strength: 52% of students met projected growth in math as measured by Spring 2022-2023 MAP Growth Assessments. 52% of students met projected growth in reading as measured by Spring 2022-2023 MAP Growth Assessments. This is an increase from 41% of students meeting projected growth in math as measured by Spring 2021-2022 MAP Growth Assessments and only 46% of students meeting projected growth in reading as measured by Spring 2021-2022 MAP Growth Assessments.</i>		
	<i>Areas for Growth: Tier I instruction will be an emphasis as our ELA scores only increased by 1.2%.</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	
<b>School Goal:</b> Increase the percentage of all students projected to be proficient in English language arts (ELA) from 55% (Fall 2022, will update to Fall 2023, when available) to 61.3% by Spring 2024, as measured by MAP Growth assessments.	<b>Aligned to Nevada's STIP Goal:</b> <i>All Students experience continued academic growth.</i>



<p>Increase the percentage of all students projected to be proficient in mathematics from 41% (Fall 2022, will update to Fall 2023, when available) to 60% by 2024, as measured by MAP Growth assessments.</p>	
<p><b>Improvement Strategy:</b> [Do] Reimplement SBAC Bootcamp to move students approaching standards to meeting standards. [Do] [Academic Focus] Teacher mentoring: Outside classrooms; After-school tutoring; Expanded Fine Arts; Opportunity period. [Do] Tier I instructional strategies will be emphasized during staff meetings as well as PD days.</p> <p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Carnegie Math - Level 1. SpringBoard - Level 1.</i></p>	
<p><b>Intended Outcomes:</b> <i>By increasing student connections to teachers and the school community, students will show growth on progress monitoring measures (MAPs) and state assessment.</i></p>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"><li>• Teachers will purposefully create lesson plans in alignment with the District’s pacing guides that include task-standard alignment, identify Tier I instructional materials, identify the Learning Intention and Success Criteria, and a daily check for understanding aligned to the summative assessment.</li><li>• Teachers will deliver lessons/instruction such that students interact with the Learning Intention and Success Criteria and include scaffolds and differentiation strategies to meet student needs.</li><li>• Teachers will provide small group Tier I instruction in reading and math, monitoring formative assessment data to make adjustments to student groupings and the instruction strategies being used.</li><li>• Outside assemblies; Outside classrooms; Expanded middle school athletics; Expanded Fine Arts; Opportunity period; After-school clubs and activities.</li><li>• Increase effectiveness of Tier I Instructional Strategies in each classroom.</li></ul>	
<p><b>Resources Needed:</b></p> <ul style="list-style-type: none"><li>• <i>Budget for staffing and activities</i></li><li>• <i>SBAC Incentives</i></li><li>• <i>Bootcamp Incentives</i></li></ul>	
<p><b>Challenges to Tackle:</b></p> <ul style="list-style-type: none"><li>• <i>Scheduling &amp; Coordinating</i></li><li>• <i>Budget</i></li><li>• <i>Staffing</i></li><li>• <i>Event Planning</i></li><li>• <i>Time!</i></li></ul>	



- *Solution: Admin will work on adjusting the schedule to provide sufficient time to do the SBAC Bootcamp. Budget funds will be used to provide staffing for after school tutoring 3 days a week. Students will be reminded of the opportunity period each morning to seek assistance. Tier I instructional strategies will be shared through best practice conversations during staff meetings and staff development days.*

**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>	<i>Staff Meeting agendas Professional Development Day Agendas</i>		<i>CCSD Training PLC Conference</i>
	<i>Areas of Strength: We have a veteran staff that works well together and supports one another.</i>		
	<i>Areas for Growth: We will need to understand the purpose and structure of PLC meetings and how they benefit and support Tier I instruction and student achievement.</i>		
<b>Problem</b>	<i>LMS Staff has not been trained on PLC's.</i>		



<b>Statement</b>	
<b>Critical Root Causes</b>	<i>Lack of training.</i>

## Part B

Adult Learning Culture	
<p><b>School Goal:</b> Increase the number of Professional Learning Community (PLC) meetings that follow the common data meeting structure to at least 16 meetings during the 2023-24 school year. Meetings will follow the Teaching and Learning Cycle as well as a review of data from SBAC and MAP Assessments.</p>	<p><b>Aligned to Nevada’s STIP Goal:</b> All students have access to effective educators.</p>
<p><b>Improvement Strategy:</b> <i>Professional Development will be aligned with PLC strategies to ensure the steps and processes included in PLC’s will be implemented.</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>Increase understanding of the PLC process.</i></p>	
<p><b>Action Steps: [DO]</b></p> <ul style="list-style-type: none"> <li>● <i>Train PLC Leadership group prior to attending conference</i></li> <li>● <i>Attend a small school/singleton PLC conference</i></li> <li>● <i>Consistent professional development for all staff from the PLC Leadership Team</i></li> </ul>	
<p><b>Resources Needed:</b></p> <ul style="list-style-type: none"> <li>● <i>Staff</i></li> <li>● <i>Time</i></li> <li>● <i>Budget</i></li> <li>● <i>Training</i></li> </ul>	
<p><b>Challenges to Tackle:</b></p> <ul style="list-style-type: none"> <li>● <i>Staff buy in</i></li> <li>● <i>Lack of time during school day for collaboration</i></li> <li>● <i>Lack of understanding of the PLC process</i></li> </ul>	



- *Solution: Staff was provided with professional development on PLC's and how the implementation of effective PLC's will positively affect student achievement. The daily schedule will be changed to allow for PLC meetings in the mornings before school. We will continue to have PL regarding best practices of PLC's.*

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

**English Learners:**

**Foster/Homeless:**

**Free and Reduced Lunch:**

**Migrant:** N/A

**Racial/Ethnic Minorities:** During PLC's focus on essential standards for targeted instruction since chronic absenteeism is evident.

**Students with IEPs:**

## 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>
	<i>Areas of Strength: We are a tight knit community where staff and students interact frequently off campus.</i>		
	<i>Areas for Growth: Staff will be encouraged to ensure each student hears their name each day in a positive manner. Staff will be positioned at doors to greet students and offer encouragement and support.</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	
<b>School Goal:</b> Increase the percent of students who feel connected to the adults at the school from 48% (Spring 2023) to 50% (Spring 2024) as measured by the Panorama Education Survey.	<b>STIP Connection: <i>Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</i></b>
<b>Improvement Strategy:</b> [Do] Teacher mentoring during activities: Outside assemblies; Outside classrooms; Reimplement Houses; Expanded middle school athletics; Expanded Fine Arts; After-school clubs and extracurricular activities.	
<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>	
<b>Intended Outcomes:</b> <i>Build relationships between adults and students and provide equitable access to extracurricular activities.</i>	
<b>Action Steps:</b> <ul style="list-style-type: none"> <li>● Work with School Organizational Team to help communicate and provide feedback on activities</li> <li>● Obtain student feedback by student SOT representative and/or survey on activities.</li> <li>● Master calendaring after-school activities</li> <li>● Expanded middle school athletics; Expanded Fine Arts; Opportunity period; After-school clubs and activities.</li> <li>● Work with students to ensure they understand what each question is asking.</li> </ul>	
<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>● <i>SOT Meetings</i></li> <li>● <i>Google Form Survey</i></li> <li>● <i>Master Calendar</i></li> <li>● <i>House System Activities and Materials</i></li> </ul>	
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"> <li>● <i>Scheduling &amp; Coordinating</i></li> <li>● <i>Event Planning; Solution:</i></li> </ul>	



- *Solutions: Counselor will be having small groups and individual conferences to address social emotional challenges. Increase stakeholder communication*

**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>	\$3,656,042.00	General Staffing, Services, and supplies.	Goals 1, 2, and 3
<i>Title III</i>	\$1,500.00	Professional Development	Goals 1, 2, and 3
<i>Social Worker Grant</i>	\$60,000.00	Increase wrap-around services	Goal 2 and 3
Weighted Funding At Risk EL	55,879.51 42,085.09	Explorations class in 6th grade (study skills/word processing skills/non-fiction reading via exploring cultures across the	Goals 1 and 3



		world) and incentivize teacher retention.	
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