



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

*Sedway 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 La Toya Jordan Brown for more information.*

**Principal:** La Toya Jordan Brown  
**School Website:** <https://sedwayms.com/>  
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**Phone:** (702)799-3880

**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/<br>AK<br>Native | Asian | Hispanic | Black  | White  | Pacific<br>Islander | Two or<br>More<br>Races | IEP    | EL     | FRL    |
| School          | 1060    | .3%                    | 1.7%  | 63.5%    | 25.4%  | 4.2%   | 1.9%                | 3.0%                    | 13.96% | 22.55% | 100%   |
| 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<br>Year         | School/<br>District | Math        |                 |                 | ELA         |                 |                 | Science     | ELPA        |                 |
|                          |                     | Proficiency | Growth<br>(MGP) | Growth<br>(AGP) | Proficiency | Growth<br>(MGP) | Growth<br>(AGP) | Proficiency | Proficiency | Growth<br>(AGP) |
| 2018                     | School              | 13.7%       | 43              | 14.03           | 25.99       | 42              | 28.1            | 24.6        | 3.2         | 27.01           |
|                          | District            | 36.1%*      | 49*             | 31.2*           | 47.4%*      | 49*             | 47.3*           | 28.9%*      | 5.5%**      | 31.9%*          |
| 2019                     | School              | 9.5%        | 38              | 10.2            | 25.8%       | 42              | 27.9            | 14.7%       | 6.4         | 23.6%           |
|                          | 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         | 1.1%        | 13.3%           |
|                          | 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<br>2017-2018 | Grad Rate<br>2018-2019 | Grad Rate<br>2019-2020 |
| School      | N/A                    | N/A                    | N/A                    |
| District    | N/A                    | N/A                    | N/A                    |

| School Climate Data |                                     |               |                  |
|---------------------|-------------------------------------|---------------|------------------|
|                     | Cultural & Linguistic<br>Competence | Relationships | Emotional Safety |
| School              | 356                                 | 354           | 340              |
| 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   |
|--|--|
| La Toya Jordan Brown   | <b>Principal(s)</b> <i>(required)</i>                                      |
| Randee Greco, Lamont Smothers, Charlcie Holguin  | <b>Other School Leader(s)/Administrator(s)</b> <i>(required)</i>           |
| Jackie Stevenson, Donna Colloway Henderson, Cassandra Wabara, Christian Garcia, Tracey Warren, Christopher Manning, Stephanie Smith, Demeasa Heard | <b>Teacher(s)</b> <i>(required)</i>  |
| Andres Mendoza, Drewsella Smith  | <b>Paraprofessional(s)</b> <i>(required)</i>                               |
| Jamika Ross, Teresa Szirbik  | <b>Parent(s)</b> <i>(required)</i>   |
| Na'Ryiah Ross, Kenneth Szirbik   | <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> |



## School Community Outreach

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

| Outreach Event                             | Date and Time                                     | Number in Attendance | Key Takeaways  |
|--|---|----------------------|--|
| Event 2                                    |   |                      |  |
| PAC meeting, SOT meeting, CIP/PAC meeting, | 9/02/2021@10am<br>9/23/2021@7am<br>9/24/2021@10am | 9<br>5<br>12         | Lack of face-to-face instruction was the cause of the decline of proficiency levels.<br>Tutoring, teacher professional development, schedule block expectations, and Saturday reinforcement opportunities. |



# 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>        | 2021 MAP Data   | The Nevada School Climate Social Emotional Learning Survey, Panorama Survey | Administration observations, formative assessment data, lesson plans, Data Analyzed in PLCs |
| <b>Problem Statement</b>    | <ul style="list-style-type: none"> <li>Almost 50% of students are meeting or exceeding projected MAP growth in Math, but only approximately 8% are projected proficient on SBAC 2022 and the opposite scenario in Reading; a larger percentage are projected proficient, but significantly lower meeting projected growth.</li> <li>There is a 15% gender gap of students scoring at or below the 40th Percentile in Reading.</li> <li>According to state assessment, there is a high percentage of students not proficient in both math and reading. Math proficiency rate.</li> </ul> |   |   |
| <b>Critical Root Causes</b> | <ul style="list-style-type: none"> <li>Instructional factors: Lack of vertical alignment.</li> <li>Lack of differentiation strategies used school-wide.</li> <li>Low opportunities for collaboration.</li> <li>Unbalanced technology and tangible practice school-wide.</li> </ul>  |   |   |

### Part B

| Student Success  |   |
|--|---|
| <b>School Goal:</b> <ul style="list-style-type: none"> <li>Increase the number of students scoring at or above the 61st</li> </ul> | <b>Aligned to Nevada’s STIP Goal:</b><br>Goal 3: All students experience continued academic growth. |



percentile in math from **8% in the fall**, to **11% in winter**, and to **14% in the spring** as measured by the MAP Growth Assessment.

- Increase the number of students meeting projected growth in Reading from 50% **on the 2022 Winter** Reading MAP Growth Assessment to **60% on the 2022 Spring** Reading MAP Growth Assessment.

**Improvement Strategy:** Increase student knowledge of RIT scores and percentiles for projected SBAC proficiency. Increase teacher guided instruction and student collaboration during MATHia and MAP Accelerator.

**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *Data Analysis (2), MAP Accelerator (3), PLC (2), Carnegie Learning (1), Mathia (3), Big Ideas Math Algebra I (4)*

**Intended Outcomes:**

- Show a 3% increase of students scoring in the 61st percentile for Math on both the Winter and Spring assessment for MAP.

**Action Steps:**

- *MAP Goal Setting*
- *Carnegie Learning curriculum usage increased to 100% of Math classes*
- *Use Carnegie Learning Coach to increase knowledge of intended outcomes*
- *Monitor MATHia data using Live Lab to assist students in real time with struggles*
- *Uses MATHia as a part of the curriculum and not a program to supplement the curriculum*
- *Analyze MATHia data consistently during grade-level collaboration*
- *Use MAP Accelerator at least 45 min/wk*
- *On-going data analysis*

**Resources Needed:**

- *Carnegie Learning Coach*
- *Chromebooks for MATHia*
- *Data analysis sessions and PDs*
- *Differentiation PDs*
- *A walk through corp or admin observations to collect trend data*

**Challenges to Tackle:**

- *Attendance with staff*
- *Attendance with student behaviors*



- *Staffing*
- *Long term sub shortages*
- *Time and funding to offer PDs to staff*
- *Staff buy-in*
- *Creating a culture of data transparency in order for the rising tide to lift all boats*

**Improvement Strategy:** Teachers will utilize projected growth from the ASG report from MAP to incorporate student goal setting and Achieve 3000 reports to monitor student Lexile growth.

**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *Collections (4), Achieve 3000 (1), Actively Learn (4), Collections (4), Data Analysis (2), PLC (2),*

**Intended Outcomes:**

- Increase the percentage of students meeting projected growth in Reading to 50% or more on the Spring 2022 Reading MAP Growth Assessment.

**Action Steps:**

- *MAP Goal Setting*
- *Collections curriculum usage increased to 100% of ELA classes*
- *Use RACES strategy school-wide*
- *Use Achieve 3000 data to track Lexile growth*
- *Analyze Achieve 3000 data consistently during grade-level collaboration*
- *Assign an Achieve 3000 article at least once per week*
- *On-going data analysis*

**Resources Needed:**

- *Collections supports and trainings*
- *Achieve 3000 supports and trainings*
- *Chromebooks for Achieve 3000 use*
- *Data analysis sessions and PDs*
- *Differentiation PDs*

**Challenges to Tackle:**

- *Attendance with staff*
- *Attendance with student behaviors*
- *Staffing*



- *Long term sub shortages*
- *Time and funding to offer PDs to staff*
- *Staff buy-in*
- *Creating a culture of data transparency in order for the rising tide to lift all boats*

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

English Learners: After school tutoring, explorations and fundamental classes, communication to families in all languages, AVID, cultural awareness events, College fairs (HBCU), Magnet school fair

Foster/Homeless: Wraparound Services, such as The Harbor, Title I Hope services to provide food and school supplies, Ten Minute Zone for Social and Emotional supports and school supplies, Safe School Professionals.

Free and Reduced Lunch: Services (Harbor), Title I Hope services to provide food and school supplies, Ten Minute Zone for Social and Emotional supports and school supplies, Safe School Professionals.

Migrant: N/A

Racial/Ethnic Minorities: Cultural awareness events, Culturally responsive learning PD, College fairs (HBCU), Magnet School fair, AVID

Students with IEPs: CC classes, AVID, Title I Hope services to provide food and school supplies, Ten Minute Zone for Social and Emotional supports and school supplies, Safe School Professionals, and all of the above

## 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>Climate Survey, Administration observations</i>  | <i>Administration observations</i> | <i>Survey from staff development day. Feedback from PLC and department meetings, MATHia, Achieve 3000</i> |
| <b>Problem</b>         | Teachers need ongoing professional development to stay abreast of the changing conditions and learning environment. |                                    |   |





|                             |  |
|-----------------------------|--|
| <b>Statement</b>            |  |
| <b>Critical Root Causes</b> | <i>(Not happening schoolwide)</i><br>Differentiation strategies PDs. Effective use of time. Culture of continuous improvement. Teacher efficacy. |

## Part B

| Adult Learning Culture  |   |
|---|---|
| <p><b>School Goal:</b></p> <ul style="list-style-type: none"> <li>By the end of the 2021-2022 school year, <b>100% of teachers</b> will participate in professional learning opportunities that provide differentiation strategies for students as measured by attendance records from professional developments.</li> </ul>  | <p><b>STIP Connection:</b><br/>Goal 2: All students have access to effective educators.</p> |
| <p><b>Improvement Strategy:</b><br/>Provide monthly PDs on differentiating instruction like using Centers &amp; Stations and other daily differentiation strategies to transform school culture into a culture of continuous improvement.</p>   |   |
| <p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Coaching (2), Data Analysis (2) and PLC (2)</i></p>  |   |
| <p><b>Intended Outcomes:</b> Teachers will participate in professional development on differentiation strategies to support students in the classroom.</p>  |   |
| <p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>Professional development focused on differentiation</li> <li>Create and maintain small fundamental classes that focus on meeting different needs of students</li> <li>On-going data analysis</li> <li>Goal setting and monitoring for teachers</li> </ul>  |   |
| <p><b>Resources Needed:</b></p> <ul style="list-style-type: none"> <li>Differentiation professional development presenters</li> <li>Fund to pay teachers and presenters for outside of contract hours PDs</li> <li>Subs to offer Demo Lessons and for walkthrough data collection by the CI Team</li> <li>Time and funds to offer data analysis/collaboration sessions</li> </ul> |   |
| <p><b>Challenges to Tackle:</b></p> <ul style="list-style-type: none"> <li>Attendance with staff</li> </ul>   |   |



- *Time and funding to offer PDs to staff*
- *Staff participation (fidelity)*
- *Having a growth mindset*
- *Creating a culture of transparency and best practice sharing.*

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

English Learners: After school tutoring, explorations and fundamental classes, discourse strategies, communication to families in all languages, AVID, cultural awareness events, College fairs (HBCU), Magnet school fair

Foster/Homeless: Wraparound Services, such as The Harbor, Title I Hope services to provide food and school supplies, Ten Minute Zone for Social and Emotional supports and school supplies, Safe School Professionals.

Free and Reduced Lunch: Services (Harbor), Title I Hope services to provide food and school supplies, Ten Minute Zone for Social and Emotional supports and school supplies, Safe School Professionals.

Migrant: N/A

Racial/Ethnic Minorities: Cultural awareness events, Culturally responsive learning PD, College fairs (HBCU), Magnet School fair, AVID

Students with IEPs: CC classes, AVID, Title I Hope services to provide food and school supplies, Ten Minute Zone for Social and Emotional supports and school supplies, Safe School Professionals, and all of the above

## Inquiry Area 3 - Connectedness

### Part A

| Connectedness        |   |  |  |
|----------------------|---|--|--|
|                      | Student   | Staff  | Family & Community Engagement  |
| <b>Data Reviewed</b> | <i>Panorama Lifeline / NV School Climate Survey</i> | <i>District-wide survey results, and school surveys, Title I surveys</i> | <i>District-wide survey results, School surveys, Title I surveys</i> |



|                                    |   |
|------------------------------------|---|
| <p><b>Problem Statement</b></p>    | <ul style="list-style-type: none"> <li>● Only 34% of students on the Fall Panorama survey have a sense of belonging to our school which is down 6% from the spring Panorama survey.</li> <li>● Only 19% of students on the Fall Panorama survey feel connected to adults on campus which is down 7% from the spring Panorama survey.</li> </ul> |
| <p><b>Critical Root Causes</b></p> | <p>Cultural communication<br/>Culturally responsive teaching restorative justice is lacking.</p>  |

**Part B**

| <p style="text-align: center;"><b>Connectedness</b></p>  |   |
|--|---|
| <p><b>School Goal:</b><br/>Increase the percentage of students who have a sense of belonging to our school from <b>34% in the Fall</b>, to <b>42% in the Winter</b>, and to <b>50% by Spring 2022</b> as measured by the Panorama Education Survey.</p>  | <p><b>STIP Connection:</b><br/>Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</p> |
| <p><b>Improvement Strategy:</b> To increase the percentage of students that feel a sense of belonging to school, we will provide cultural competencies for students and staff. To build connections and relationships with students, and increase the number of social and emotional learning sessions.</p>  |   |
| <p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Counselors (1), Social Workers (4), Data Analysis (2)</i></p>   |   |
| <p><b>Intended Outcomes:</b><br/>According to the results of the Panorama Education survey, we will increase the percentage of students who have a sense of belonging to our school to over 50% by Spring 2022.</p>  |   |
| <p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● <i>Quarterly SEL lessons</i></li> <li>● <i>Increase family participation</i></li> <li>● <i>Staff daily check-in at the classroom doors</i></li> <li>● <i>SEL lessons in the Ten Minute Zone</i></li> <li>● <i>More after school activities</i></li> <li>● <i>Small groups</i></li> <li>● <i>PDs on strategies for trauma sensitivity in the classroom</i></li> <li>● <i>Form a committee</i></li> </ul> |   |

**Resources Needed:**

- *Time to have the small groups*
- *Funding and time for the PD*
- *Collaboration time and extra duty pay*
- *Funding for resources*
- *Time and funds to offer data analysis/collaboration sessions*
- *Additional Safe School Professionals*
- *More Mobile Crisis assistance*
- *CIS*
- *Boys Town*

**Challenges to Tackle:**

- *Navigating the residue of the Pandemic's effect on*
  - *Social & Emotional Learning*
  - *The human connections*
  - *Impulse control issues*
  - *Emotion regulation*
  - *Coping/Social skill of school-appropriate behaviors*
- *Finding the time to conduct small groups*
- *Funding additional Safe School Professionals*
- *Getting more parental supports*

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

English Learners: After school tutoring, explorations and fundamental classes, discourse strategies, communication to families in all languages, AVID, cultural awareness events, College fairs (HBCU), Magnet school fair

Foster/Homeless: Wraparound Services, such as The Harbor, Title I Hope services to provide food and school supplies, Ten Minute Zone for Social and Emotional supports and school supplies, Safe School Professionals.

Free and Reduced Lunch: Services (Harbor), Title I Hope services to provide food and school supplies, Ten Minute Zone for Social and Emotional supports and school supplies, Safe School Professionals.

Migrant: N/A

Racial/Ethnic Minorities: Cultural awareness events, Culturally responsive learning PD, College fairs (HBCU), Magnet School fair, AVID



Students with IEPs: CC classes, AVID, Title I Hope services to provide food and school supplies, Ten Minute Zone for Social and Emotional supports and school supplies, Safe School Professionals, and all of the above

## 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) |
|------------------|---|--|--------------------|
| Strategic Budget | \$5,499,894.12                          | Teachers and support staff: class size reduction teachers and prep buyouts. Instructional materials. Teacher extra pay for collaboration and PD. | Goal 1, 2, and 3   |
| Hope 2           | \$68,000.00                             | Student social and emotional services, campus safety.  | Goal 1, 2, and 3   |
| Title I          | \$495,925.00                            | Class size reduction, campus safety.   | Goal 1, 2, and 3   |
|                  |   |  |                    |
|                  |   |  |                    |