Washoe County School District

Archie Clayton Pre-A.P. Academy

Classification: 2 Star School

Title I, TSI, Magnet

2026-2027 School Improvement Plan

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Mission Statement

Our Mission is to:

- Ensure every student learns at grade level through clear, engaging instruction that develops reading, writing, speaking, and listening skills.
- Strengthen instructional practices through purposeful Professional Learning Communities, collaborative inquiry, and continuous professional growth to ensure rigorous, standards-aligned instruction that advances literacy development, critical thinking, engagement, and grade-level content knowledge.
- Support the whole child by nurturing social-emotional growth and providing access to personalized services, resources, and interventions.
- Foster a connected, inclusive community through meaningful relationships, family partnerships, collaboration, and equitable, trauma-responsive practices.

Vision

Every student will advance to the next grade level equipped with the academic and social-emotional skills needed to succeed.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

Academics: English Language Arts -

- Summative assessment(SBA/ACCESS)
    1. Overall ELA proficiency increased to 44% proficiency (Levels 3 & 4). This was an increase of 2% and demonstrates a consistent improvement trend over the last three years (40% → 42% → 44%).
    2. Clayton achieved 44% proficiency compared to the district middle school average of 41%.
    3. Grade 8 posted a Median SGP of 67.
    4. The AGP data show strong "Keep Up" performance. Overall ELA Keep Up rate = 73%.
    5. EL students showed notable growth improvement, with AGP increasing to 55 in 2025.
    6. ELA proficiency across grades was relatively consistent
        - Grade 6 = 43%
        - Grade 7 = 43%
        - Grade 8 = 47%
- Formative Assessment(iReady)
    1. Placement Improvement Trends indicate movement upward across grade bands in Reading
        - Grade 6 Reading = 48.9% (115/235) improved placement. Students that either maintained or improved = 196 (83.4%).
        - Grade 7 Reading = 47.4% (91/192) improved placement. Students that either maintained or improved = 150 (78.1%).
        - Grade 8 Reading = 44.5% (97/218) improved placement. Students that either maintained or improved = 161 (73.9%).
    2. Schoolwide Reading median growth = 111% progress toward Typical Growth.
    3. 52% of students met or exceeded typical growth in Reading.

Academics: Math -

- Summative Assessment(SBA)
    1. Overall Math proficiency increased to 30% proficiency (Levels 3 & 4). This was an increase of 3% and demonstrates a consistent improvement trend over the last three years (27% → 27% → 30%).
    2. Overall Math AGP: 67% Keep Up rate
    3. Median SGP in Math increased to 49 (+3), showing growth progress from prior years.
        1. Grade 7 Math Median SGP = 61, the highest growth score in the school.
        2. Hispanic students posted an SGP of 70.
        3. IEP students posted an SGP of 60.
        4. FRL students posted an SGP of 70
        5.

Grade 8 Math Median SGP = 56.

6. African American students posted an SGP of 59.

7. Hispanic students posted an SGP of 61.

8. GT students posted an SGP of 58.

4. EL students showed positive growth trends compared to prior years, even though proficiency remains below target.

- Formative Assessment(iReady)
  1. iReady reading growth is much stronger than SBAC Reading achievement. Median progress toward Annual Typical Growth in Reading was 111%, meaning the typical student exceeded expected yearly growth.
  2. Placement Improvement Trends indicate movement upward across grade bands in Math
     - Grade 6 Math= 44.5% (105/236) improved placement. Students that either maintained or improved = 205 (86.9%).
     - Grade 7 Math= 35.6.4% (69/194) improved placement. Students that either maintained or improved = 150 (77.3%).
     - Grade 8 Math= 38.6% (86/233) improved placement. Students that either maintained or improved = 175 (78.5%).
  3. Despite low SBAC proficiency, EL students showed some of the strongest growth on iReady
     - Grade 6 ELs: 211% progress toward typical growth
     - Grade 7 ELs: 160%
     - Grade 8 ELs: 156%.
  4. Grade 8 ELs demonstrated exceptional growth on iReady math:
     - 121% progress toward typical growth
     - 55% improved placement.

Attendance -

- Student counts indicate many students remain in manageable attendance ranges:
  1. 0 absences = 30
  2. 1–4 absences = 181
  3. 5–8 absences = 158
- There are MTSS attendance interventions in place:
  1. Tier 2 attendance supports = 28 students
  2. Tier 3 attendance supports = 8 students.
- ADA remains above 90%

Behavior -

- Major events decreased slightly:
  1. 705 major incidents in 24–25
  2. 656 major incidents in 25–26.
  3. Grade 8 major referrals decreased from 314 to 259
- Staff are documenting behavior
- Systems for referral logging are being used consistently.

Areas for Growth

- Academics: English Language Arts-
  - **Summative assessment**(SBA/ACCESS)
    1. Catch Up AGP remains low at 15%, indicating many students below proficiency are not accelerating fast enough.
    2. About 58% of students remain in Levels 1 and 2, showing a large population needing intervention.
    3. Grade 6 Math Median SGP = 34

4. Catch-Up Rate = 5%
5. Subgroup Concerns - The largest achievement gaps are evident among:
    - EL students
        - Only 7% proficient
        - 72% in Level 1
        - 0% Keep Up rate.
    - IEP students
        - 6% proficient
        - 78% in Level 1
    - Foster students
        - 0% proficiency in 2025
        - AGP dropped sharply to 15.
    - African American students
        - 29% proficiency
        - 42% Level 1.
    - CIT students
        - Only 12% proficiency
        - 65% Level 1.
    - Students with chronic absenteeism
        - Only 25% Level 3/4 proficiency.

- **Formative Assessment**(iReady)
    - Placement data shows deep foundational gaps Based on Reading Diagnostic Placement Distribution
        - 31% of students remain at 3+ grade levels below
        - 9% are two levels below.

Academics: Math -

- **Summative assessment**(SBA/ACCESS)
    1. Overall, Math proficiency remains low at 30%, and below district proficiency (31%).
    2. 45% of students scored at Level 1.
    3. Catch Up and Keep Up rates remain below district targets: Catch Up = 8%; Keep Up = 14%
    4. 6th grade Math remains persistently low, with limited AGP improvement over multiple years.
    5. Subgroup Concerns - Most significant math needs include:
        - EL students
            - 0% proficient
            - 88% Level 1.
        - IEP students
            - 8% proficient
            - 76% Level 1.
        - African American students
            - 3% proficient
            - 67% Level 1
            - 0% Catch Up rate.
        - Hispanic students
            - 17% proficient
            - 57% Level 1.
        - Foster students
            - 0% Level 3/4 proficiency.
- **Formative Assessment** (iReady)
    1. iReady Schoolwide Math median progress toward growth was only 54%, meaning the typical student achieved just over half of expected annual growth.
    2. Only 37% met annual typical growth
    3. Only 15% met stretch growth.
    4. 28% are 3+ grade levels below
    5. 13% are 2 grade levels below.

Attendance -

- Percentage of Chronic and Severely Chronic Absent students increased 2.5% (32.99%).

- Percentage of Chronic and Severely Chronic Absent students has increased steadily over the last three years (25.43% → 30.40% → 32.99%).
- During the 2025-26 school year, 177 student had 21+ absences; 66 students had 17-20 absences; 80 students had 13-16 absences
- Intervention capacity appears too small for the size of need.
- The largest concern may be the mismatch between students with severe absenteeism and students currently receiving MTSS supports.
- Intervention systems may not yet match the scale of the problem.

Behavior –

- Classroom behavior is the largest issue:
    1. Minor incidents: Classroom = 1,799 incidents.
    2. This is dramatically higher than any other setting.
    3. This suggests:
        - Tier 1 classroom management inconsistency,
        - instructional engagement challenges,
        - and possible gaps in behavior expectations implementation.
- Grade 7 Appears Most Concerning
    1. Minor behavior incidents: Grade 7 = 876; Grade 8 = 783; Grade 6 = 406.
    2. Major incidents: Grade 7 = 325; Grade 6 = 241; Grade 8 = 259
- The largest area of cocern is not severe discipline, it is daily instructional disruption.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Data indicate that English Learners are demonstrating strong growth but continue to perform significantly below proficiency on state assessments. While EL students are making progress, many require additional opportunities to develop academic vocabulary, speaking, listening, reading, and writing skills within core instruction. Challenges include: • Low proficiency rates despite strong growth trends • Gaps in academic vocabulary and disciplinary language • Limited opportunities for structured academic discourse • Difficulty accessing grade-level content while simultaneously developing English proficiency	To address these inequities, Clayton Middle School will: • Implement schoolwide ELLevation speaking, listening, reading, and writing strategies across content areas. • Provide designated and integrated language development opportunities during instruction. • Use iReady, SBAC, and classroom assessment data to identify EL students requiring additional academic intervention. • Utilize PLCs to analyze EL student work and monitor progress toward language and academic goals. • Increase structured academic discourse, collaborative learning opportunities, and vocabulary instruction in all classrooms. • Provide targeted intervention and progress monitoring for Long-Term English Learners and students not meeting growth targets.

Student Group	Challenge	Solution
Foster/Homeless	Attendance and mobility data indicate that Foster and Homeless students experience disruptions to learning that limit access to instruction, intervention, and relationship-building opportunities. Frequent transitions and inconsistent attendance may reduce access to academic supports and school connectedness. Challenges include: • Chronic absenteeism and interrupted learning • Gaps in foundational literacy and mathematics skills • Limited access to consistent academic interventions • Social-emotional and belonging needs that impact engagement	To address these inequities, Clayton Middle School will: • Collaborate with counselors, social workers, community agencies, and district supports to provide comprehensive wraparound services. • Monitor attendance, grades, and academic progress through MTSS processes. • Assign trusted adults and mentoring supports to strengthen school connectedness. • Provide tutoring, intervention opportunities, and academic recovery supports when learning gaps are identified. • Utilize attendance teams to implement early intervention and re-engagement supports.
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	To address these inequities, Clayton Middle School will: • Continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	N/A

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Achievement and proficiency data indicate persistent opportunity and outcome gaps among historically underserved student groups. Student climate data also suggest concerns regarding belonging, engagement, student voice, and peer relationships, which may impact academic performance and school connectedness. Challenges include: • Lower achievement outcomes for some student groups • Reduced engagement and sense of belonging • Underrepresentation in advanced academic opportunities • Academic language and literacy gaps	To address these inequities, Clayton Middle School will: • Implement culturally responsive instructional practices and inclusive classroom environments. • Increase opportunities for student voice, leadership, and engagement. • Utilize PLCs to review subgroup achievement, growth, attendance, and behavioral data. • Ensure equitable access to enrichment, intervention, advanced coursework, extracurricular opportunities, and academic supports. • Monitor subgroup performance through common formative assessments and intervention cycles.

Student Group	Challenge	Solution
Students with IEPs	Students with disabilities continue to experience significant achievement gaps in both ELA and Mathematics. Data indicate these students often require greater access to accommodations, specialized instruction, vocabulary development, and scaffolded learning opportunities to successfully engage with grade-level standards. Challenges include: • Significant proficiency gaps • Difficulty accessing rigorous grade-level content • Need for explicit vocabulary, literacy, and executive functioning supports • Higher likelihood of attendance and engagement concerns	To address these inequities, Clayton Middle School will: • Strengthen collaboration between special education and general education teachers through PLC processes and co-planning. • Ensure consistent implementation of IEP accommodations and modifications. • Utilize learning intentions, success criteria, and scaffolded instructional practices to increase access to grade-level content. • Provide targeted intervention based on diagnostic and formative assessment data. • Incorporate explicit vocabulary instruction, speaking/listening routines, and structured academic discourse opportunities. • Monitor student progress frequently through common formative assessments, IEP goals, and MTSS processes.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Despite evidence of growth in Reading, a significant number of students at Clayton Middle School continue to perform below grade level in both ELA and Mathematics. Mathematics remains the greatest area of concern, with nearly half of students performing at Level 1 on SBAC, only 28% projected proficient on iReady, and large percentages of students performing two or more grade levels below expectations. While students are making progress, growth is not occurring rapidly enough to close achievement gaps for historically underserved student groups, including students with disabilities, English Learners, students experiencing chronic absenteeism, and economically disadvantaged students.	Teachers and instructional teams are not yet consistently implementing a coherent schoolwide system of language-rich, standards-aligned instruction that incorporates speaking, listening, writing, vocabulary development, learning intentions, success criteria, and formative assessment practices. As a result, students experience inconsistent opportunities to engage deeply with content, develop academic language, monitor their progress, and persist through rigorous learning tasks. These instructional inconsistencies are compounded by chronic absenteeism, classroom behavior disruptions, and low levels of student engagement and belonging.
2 ★	Students in grades 6-8 are not consistently demonstrating growth in academic speaking, listening, writing and vocabulary development. This is due to inconsistency in implementation of standards aligned instructional planning practices, including unclear learning intentions, success criteria, and limited opportunities for structured academic discourse within the classroom.	PLCs lack a consistent instructional improvement cycle because collaborative time is focused more on activities than intentional planning for learning, resulting in inconsistent analysis of student work, limited use of common formative assessment and target student data, unclear learning intentions and success criteria, and insufficient integration of academic discourse, writing, and vocabulary instruction. As a result, teachers have limited evidence-based opportunities to monitor student learning and make timely instructional adjustments that improve outcomes for all students.
3 ★	Clayton Middle School faces a systemic attendance challenge, with chronic absenteeism affecting a substantial portion of the student population. Current data shows 16% of students are persistently chronically absent, indicating that attendance issues are both widespread and recurring across school years. Furthermore, the distribution of absences reveals that many students are accumulating significant lost instructional time, including over 177 students missing more than 21 days, suggesting gaps in early intervention and consistent attendance supports. With an Average Daily Attendance rate of 90.48%, these attendance patterns limit access to instruction and contribute to inequitable academic outcomes.	A subset of students demonstrates multi-year patterns of absenteeism, indicating that current interventions are not effectively addressing underlying causes or changing long-term attendance behaviors. Attendance expectations, communication with families, and follow-up procedures are not consistently implemented, reducing accountability for regular attendance.

4 ★

Clayton Middle School continues to experience a high number of behavior incidents, with 630 major events recorded during the 2025-2026 school year, following 705 incidents the previous year, indicating a persistent pattern of elevated behavioral needs. A majority of incidents occur in the classroom setting (329 major events; 1799 minor events), suggesting challenges with classroom management and student engagement during instructional time.

Schoolwide PBIS Tier 1 expectations, routines, and reinforcement systems are not consistently implemented across classrooms, resulting in variability in behavior expectations and increased student misconduct during instructional time. Instructional practices and student engagement strategies are not consistently meeting the needs of all learners, resulting in disengagement and increased disruptive behavior during core instructional periods.

5 ★

Despite strong caring relationships between many students, staff, and families, a significant number of Clayton Middle School students do not report a strong sense of belonging, engagement, voice, or connection to school. Student climate, attendance, and behavior data indicate that many students experience limited ownership of their school experience, low levels of engagement in learning, challenges with peer relationships, and inconsistent connections to supportive adults. These factors contribute to chronic absenteeism, behavioral concerns, reduced participation in learning, and barriers to academic success, particularly for historically underserved student groups.

Schoolwide systems and practices that foster belonging, student voice, engagement, family partnership, and meaningful connections to trusted adults are not yet implemented consistently enough to ensure every student experiences a strong sense of connection to school. As a result, many students do not fully engage in school, seek support when needed, participate in decision-making, or develop the relationships and sense of belonging necessary to maximize attendance, behavior, and academic success.

★ = Priority

Adult Learning Culture

Areas of Strength

- Based on the staff climate survey, Clayton Middle School staff members overwhelmingly believe:
    1. students can succeed (96% favorable: staff set high expectations; +16%),
    2. staff maintain high expectations (94% favorable: staff motivate disengaged students; +11%),
- Based on the staff climate survey, Clayton Middle School staff members understand the importance of Social-Emotional Learning:
    1. 86% favorable overall SEL rating (+9%).
    2. 94% favorable that adults are expected to promote SEL (+1%).
    3. 91% favorable that the SEL vision has been communicated (+24%).
- Based on the staff climate survey, Clayton Middle School staff members indicated that staff collaboration improved:
    1. +11 points since the previous survey.
    2. 83% favorable sense of teamwork
    3. 83% feel administrator support
    4. 83% comfortable raising concerns.
- Based on the staff climate survey, staff generally believe in the usefulness of instructional data:
    1. 79% favorable that reports help with differentiated instruction (+12%).
    2. 76% favorable that iReady effectively diagnoses student needs (+9%).
    3. 79% favorable that PD supported progress monitoring (+1%).
- Based on the staff climate survey, staff are increasingly receptive to collaborative improvement:
    1. 78% favorable leadership involves staff in decisions (+18).
    2. 83% favorable leadership addresses concerns (+13%).
- Students are noticed by adults on campus. Based on the student climate survey:
    1. 79% said teachers care about them (+5%).
    2. 80% believe an adult notices when they are absent (-1%).

Areas for Growth

- Classroom disruptions negatively impact classroom instruction:
    1. 2,064 minor incidents with 1,799 occurring in classrooms.
    2. staff climate survey results indicated 60% favorable that behavior expectations are enforced equally (+17).
- Data use is not yet consistently translating into instructional planning. Based on the staff climate survey, only 56% of teachers reported using iReady reports to develop differentiated lesson plans.
- Attendance data shows 177 students missed 21+ days. Absenteeism creates holes in learning and inhibits pace and acceleration of learning for all students.
- Work stress indicators are concerning:
    1. only 49% favorable overall
    2. 59% reported burnout/agreement with burnout concerns.
- Student engagement in learning is a concern. Based on the student climate survey:
    1. only 50% said learning is interesting
    2. only 41% said time passes quickly in class
    3. only 34% think about learning outside school.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Data indicate English Learners are demonstrating strong growth but continue to experience significant proficiency gaps. While students are receiving language support, there is inconsistent implementation of language-development strategies across content areas. EL students require greater access to structured speaking, listening, writing, and academic vocabulary opportunities throughout the school day. Challenges • Academic language and vocabulary gaps • Limited opportunities for structured student discourse • Inconsistent implementation of language acquisition supports across classrooms • Need for simultaneous language development and grade-level content access	To address these inequities, Clayton Middle School will: • Provide professional learning in ELLevation strategies and language acquisition practices for all teachers. • Embed structured speaking, listening, reading, and writing opportunities in every classroom. • Utilize PLCs to analyze EL achievement, growth, and language-development data. • Prioritize academic vocabulary instruction aligned to Science of Reading principles. • Provide coaching, modeling, and walkthrough feedback focused on language-rich instructional practices. • Monitor implementation through classroom observations and PLC evidence.
Foster/Homeless	Foster and Homeless students may experience interrupted learning due to mobility, attendance concerns, and limited access to consistent instructional supports. Frequent transitions can result in missed instructional time and reduced access to intervention services. Challenges • High rates of mobility and absenteeism • Interrupted learning experiences • Gaps in foundational literacy and mathematics skills • Greater social-emotional and belonging needs	To address these inequities, Clayton Middle School will: • Ensure PLCs identify and monitor Foster/Homeless students during data-review cycles. • Use learning intentions and success criteria to increase clarity and consistency across classrooms. • Strengthen relationships through SEL routines and classroom community-building practices. • Coordinate supports through counselors, social workers, and case managers. • Provide opportunities for academic recovery and targeted intervention when missed instruction occurs.
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	Clayton Middle School will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Achievement and climate data indicate gaps in engagement, belonging, student voice, and academic performance for historically underserved student groups. Students may not consistently experience culturally responsive instructional practices that fully connect learning to their experiences and strengths. Challenges • Lower achievement outcomes among some student groups • Reduced engagement and school connectedness • Lower perception of student voice and belonging • Academic vocabulary and literacy gaps	To address these inequities, Clayton Middle School will: • Provide professional learning on culturally responsive instructional practices. • Increase opportunities for collaborative discussion, student discourse, and student voice. • Utilize PLCs to analyze subgroup data and monitor outcomes. • Create classroom environments that increase belonging, participation, and engagement. • Ensure all students have equitable access to rigorous instruction and intervention supports.
Students with IEPs	Students with disabilities continue to experience substantial achievement gaps and require greater access to grade-level content through scaffolds, accommodations, and specialized instructional supports. Variability in implementation of accommodations may create inconsistent instructional access. Challenges • Significant proficiency gaps in ELA and Mathematics • Need for explicit vocabulary instruction and language scaffolds • Executive functioning and self-management challenges • Need for consistent implementation of accommodations and modifications	To address these inequities, Clayton Middle School will: • Strengthen special education and general education collaboration through PLC structures. • Provide professional learning focused on differentiation, universal design, and scaffolded instruction. • Ensure consistent implementation of IEP accommodations and modifications. • Utilize learning intentions and success criteria to improve access and understanding. • Increase explicit vocabulary instruction, speaking/listening opportunities, and structured supports. • Monitor progress through formative assessments, PLC reviews, and intervention cycles.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	Students in grades 6-8 are not consistently demonstrating growth in academic speaking, listening, writing and vocabulary development. This is due to inconsistency in implementation of standards aligned instructional planning practices, including unclear learning intentions, success criteria, and limited opportunities for structured academic discourse within the classroom.	PLCs lack a consistent instructional improvement cycle because collaborative time is focused more on activities than intentional planning for learning, resulting in inconsistent analysis of student work, limited use of common formative assessment and target student data, unclear learning intentions and success criteria, and insufficient integration of academic discourse, writing, and vocabulary instruction. As a result, teachers have limited evidence-based opportunities to monitor student learning and make timely instructional adjustments that improve outcomes for all students.
2 ★	Despite evidence of growth in Reading, a significant number of students at Clayton Middle School continue to perform below grade level in both ELA and Mathematics. Mathematics remains the greatest area of concern, with nearly half of students performing at Level 1 on SBAC, only 28% projected proficient on iReady, and large percentages of students performing two or more grade levels below expectations. While students are making progress, growth is not occurring rapidly enough to close achievement gaps for historically underserved student groups, including students with disabilities, English Learners, students experiencing chronic absenteeism, and economically disadvantaged students.	Teachers and instructional teams are not yet consistently implementing a coherent schoolwide system of language-rich, standards-aligned instruction that incorporates speaking, listening, writing, vocabulary development, learning intentions, success criteria, and formative assessment practices. As a result, students experience inconsistent opportunities to engage deeply with content, develop academic language, monitor their progress, and persist through rigorous learning tasks. These instructional inconsistencies are compounded by chronic absenteeism, classroom behavior disruptions, and low levels of student engagement and belonging.

★ = Priority

Connectedness

Areas of Strength

- One of the clearest strengths across surveys is that students and families generally believe adults care about students.
    1. Student Survey
        - 79% of students said teachers care about them (+5%).
        - 80% said an adult notices when they are absent (-1%).
        - 82% said they get along with teachers (+0%).
    2. Family Survey
        - 82% said staff care about their child (-7%).
        - 92% said their child has at least one trusted adult (+3%).
        - 83% said they have a staff member they can contact (-3%).
    3. Staff Survey
        - 85% favorable staff-student relationships (+8%).
        - 83% believed every student has a staff member who would help them (+13%).
- SEL systems appear to be an emerging area of strength.
    1. Staff Perception
        - 86% favorable SEL rating (+9%)
        - 94% said adults are expected to promote SEL (+1%).
        - 91% said SEL vision has been communicated (+24%).
    2. Students scored relatively higher in:
        - Social Awareness = 72%
        - Self-Awareness of Emotions = 70%
        - Responsible Decision-Making = 68%.
- Families generally report positive communication experiences.
    1. Communication with School = 80% (-3%).
    2. 88% said they are informed about behavior (+7%).
    3. 81% satisfied with involvement opportunities (+6%).
    4. 89% feel welcomed by staff (+9%).
- Physical Safety Perception Improved
    1. Family Survey
        - Physical Safety = 90%.
    2. Student Survey
        - 85% feel safe traveling to/from school
        - 71% feel safe at school.
    3. Staff Survey
        - Safety = 87%.

Areas for Growth

- Student Belonging Is a Significant Concern
    1. Family Survey
        - School Fit = only 45%.
    2. Student Survey
        - only 60% feel part of the school
        - only 65% happy to be at school
        - only 53% strong sense of belonging.
- Student Voice scored only 52% favorable on the student climate survey.
- Students Report Low Peer Respect
    1. only 42% said students respect one another
    2. only 32% said students respect staff

3. only 24% said students think following rules matters.

- Staff Survey indicates
  1. Student Behaviors = 61%
  2. only 49% favorable regarding student respect toward staff.
- Attendance indicates disconnection for many students
  1. 17% persistently chronically absent
  2. 177 students missed 21+ days.
- Despite positive communication ratings, family partnership depth remains limited. Family survey concerns:
  1. only 58% said school seeks family input
  2. only 35% felt confident connecting with other parents
  3. families requested:
     - earlier communication,
     - more welcoming events,
     - stronger event quality.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English Learners may have fewer opportunities to fully participate in school activities, advocacy opportunities, and relationship-building experiences due to language barriers, communication barriers, and a need for additional academic language support. Challenges • Lower academic proficiency despite strong growth • Language barriers affecting participation and self-advocacy • Reduced confidence in speaking with adults and peers • Potential barriers to family engagement and communication	To address these inequities, Clayton Middle School will: • Utilize ELLevation strategies to increase opportunities for student voice, collaboration, and academic discourse. • Provide translated communication and interpretation services when needed. • Ensure EL students are connected to extracurricular activities, clubs, leadership opportunities, and mentoring programs. • Use MTSS and PLC processes to monitor attendance, behavior, engagement, and academic progress of EL students. • Implement relationship-building and SEL routines that increase belonging and connectedness. • Identify trusted adults who regularly monitor and support EL students.

Student Group	Challenge	Solution
Foster/Homeless	Foster and Homeless students often experience higher mobility, attendance challenges, school transitions, and disruptions in relationships with trusted adults and support systems. Challenges • Chronic absenteeism • Interrupted enrollment and mobility • Reduced access to consistent school relationships • Increased social-emotional and mental health needs • Limited participation in extracurricular opportunities	To address these inequities, Clayton Middle School will: • Connect students with counselors, social workers, community agencies, and district supports. • Ensure immediate access to school programs, intervention services, and extracurricular activities. • Assign a trusted adult or mentor to provide ongoing support and monitoring. • Monitor attendance, engagement, grades, and school connectedness through MTSS systems. • Implement targeted attendance and re-engagement supports. • Provide opportunities for participation in school leadership, clubs, athletics, and enrichment activities.
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	Clayton Middle School will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	N/A

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Climate data indicate concerns regarding belonging, student voice, peer relationships, and engagement. Historically underserved student groups may have fewer opportunities to see their experiences reflected in school culture and learning environments. Challenges • Lower perceptions of belonging and engagement • Reduced student voice and ownership • Behavioral and disciplinary disproportionality concerns • Academic and opportunity gaps	To address these inequities, Clayton Middle School will: • Increase opportunities for student leadership, voice, and participation in school decision-making. • Implement culturally responsive and inclusive practices across all classrooms. • Review subgroup attendance, behavior, climate, and achievement data through PLC and MTSS processes. • Expand access to clubs, activities, enrichment opportunities, and student leadership groups. • Strengthen restorative practices and relationship-centered approaches. • Create structures for students to provide feedback and influence school improvement efforts.
Students with IEPs	Students with disabilities may experience barriers related to social connectedness, self-advocacy, participation in extracurricular activities, and access to school-wide opportunities. Climate and achievement data suggest these students often require additional support to fully engage in the academic and social aspects of school. Challenges • Significant achievement gaps • Attendance and engagement concerns • Social-emotional and self-advocacy needs • Limited sense of belonging for some students • Need for consistent adult support networks	To address these inequities, Clayton Middle School will: • Strengthen collaboration between special education staff, counselors, and general education teachers. • Ensure students with disabilities have equitable access to extracurricular activities, leadership opportunities, and school events. • Identify trusted adults and establish regular relationship-building check-ins. • Utilize SEL routines and restorative practices to strengthen belonging and self-advocacy skills. • Monitor attendance, behavior, and engagement data through MTSS processes. • Provide individualized support plans when needed to improve connectedness and participation.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1	Students, families and the community partners do not have a clear way to engage and participate in our school community.	The school lacks a cohesive vision and systematic structures for family and community engagement, resulting in inconsistent transition experiences for incoming students, limited outreach and involvement opportunities, a sparse calendar of school events and campus activities, and insufficient parent organization support. As a result, families and community members have limited opportunities to build connections with the school, reducing engagement, participation, and shared ownership of student success.
2 ★	Despite strong caring relationships between many students, staff, and families, a significant number of Clayton Middle School students do not report a strong sense of belonging, engagement, voice, or connection to school. Student climate, attendance, and behavior data indicate that many students experience limited ownership of their school experience, low levels of engagement in learning, challenges with peer relationships, and inconsistent connections to supportive adults. These factors contribute to chronic absenteeism, behavioral concerns, reduced participation in learning, and barriers to academic success, particularly for historically underserved student groups.	Schoolwide systems and practices that foster belonging, student voice, engagement, family partnership, and meaningful connections to trusted adults are not yet implemented consistently enough to ensure every student experiences a strong sense of connection to school. As a result, many students do not fully engage in school, seek support when needed, participate in decision-making, or develop the relationships and sense of belonging necessary to maximize attendance, behavior, and academic success.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Despite evidence of growth in Reading, a significant number of students at Clayton Middle School continue to perform below grade level in both ELA and Mathematics. Mathematics remains the greatest area of concern, with nearly half of students performing at Level 1 on SBAC, only 28% projected proficient on iReady, and large percentages of students performing two or more grade levels below expectations. While students are making progress, growth is not occurring rapidly enough to close achievement gaps for historically underserved student groups, including students with disabilities, English Learners, students experiencing chronic absenteeism, and economically disadvantaged students.	Teachers and instructional teams are not yet consistently implementing a coherent schoolwide system of language-rich, standards-aligned instruction that incorporates speaking, listening, writing, vocabulary development, learning intentions, success criteria, and formative assessment practices. As a result, students experience inconsistent opportunities to engage deeply with content, develop academic language, monitor their progress, and persist through rigorous learning tasks. These instructional inconsistencies are compounded by chronic absenteeism, classroom behavior disruptions, and low levels of student engagement and belonging.
2 ★	Clayton Middle School faces a systemic attendance challenge, with chronic absenteeism affecting a substantial portion of the student population. Current data shows 16% of students are persistently chronically absent, indicating that attendance issues are both widespread and recurring across school years. Furthermore, the distribution of absences reveals that many students are accumulating significant lost instructional time, including over 177 students missing more than 21 days, suggesting gaps in early intervention and consistent attendance supports. With an Average Daily Attendance rate of 90.48%, these attendance patterns limit access to instruction and contribute to inequitable academic outcomes.	A subset of students demonstrates multi-year patterns of absenteeism, indicating that current interventions are not effectively addressing underlying causes or changing long-term attendance behaviors. Attendance expectations, communication with families, and follow-up procedures are not consistently implemented, reducing accountability for regular attendance.
3 ★	Clayton Middle School continues to experience a high number of behavior incidents, with 630 major events recorded during the 2025-2026 school year, following 705 incidents the previous year, indicating a persistent pattern of elevated behavioral needs. A majority of incidents occur in the classroom setting (329 major events; 1799 minor events), suggesting challenges with classroom management and student engagement during instructional time.	Schoolwide PBIS Tier 1 expectations, routines, and reinforcement systems are not consistently implemented across classrooms, resulting in variability in behavior expectations and increased student misconduct during instructional time. Instructional practices and student engagement strategies are not consistently meeting the needs of all learners, resulting in disengagement and increased disruptive behavior during core instructional periods.

4 ★

Students in grades 6-8 are not consistently demonstrating growth in academic speaking, listening, writing and vocabulary development. This is due to inconsistency in implementation of standards aligned instructional planning practices, including unclear learning intentions, success criteria, and limited opportunities for structured academic discourse within the classroom.

PLCs lack a consistent instructional improvement cycle because collaborative time is focused more on activities than intentional planning for learning, resulting in inconsistent analysis of student work, limited use of common formative assessment and target student data, unclear learning intentions and success criteria, and insufficient integration of academic discourse, writing, and vocabulary instruction. As a result, teachers have limited evidence-based opportunities to monitor student learning and make timely instructional adjustments that improve outcomes for all students.

5 ★

Despite strong caring relationships between many students, staff, and families, a significant number of Clayton Middle School students do not report a strong sense of belonging, engagement, voice, or connection to school. Student climate, attendance, and behavior data indicate that many students experience limited ownership of their school experience, low levels of engagement in learning, challenges with peer relationships, and inconsistent connections to supportive adults. These factors contribute to chronic absenteeism, behavioral concerns, reduced participation in learning, and barriers to academic success, particularly for historically underserved student groups.

Schoolwide systems and practices that foster belonging, student voice, engagement, family partnership, and meaningful connections to trusted adults are not yet implemented consistently enough to ensure every student experiences a strong sense of connection to school. As a result, many students do not fully engage in school, seek support when needed, participate in decision-making, or develop the relationships and sense of belonging necessary to maximize attendance, behavior, and academic success.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- [x] **I-Ready**
- [x] **Nevada State Performance Framework (NSPF)**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **WIDA ACCESS for ELLs**
- [x] **Other**

WCSD BIG Absenteeism Dashboard

Adult Learning Culture

- [x] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**
- [x] **Walk-through data**

Connectedness

- [x] **Perception/survey data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

By SBAC administration, students will increase overall ELA proficiency (Levels 3 and 4) from 44% to at least 48%. The median Student Growth Percentile will increase from 42 to at least 51, meeting the district target of 60%. All sub-populations will meet or exceed Adequate Growth Percentile targets for Catch Up and Keep Up growth.

By SBAC administration, students will increase overall math proficiency (Levels 3 and 4) from 30% to at least 33%. The median Student Growth Percentile will increase from 45 to at least 50, moving closer to the district target of 60%. All subpopulations will meet or exceed Adequate Growth Percentile targets for Catch Up and Keep Up growth.

Students on projected proficient path for the school year will meet or exceed the 5% increase targeted for this school year in both English Language Arts (= 45%) and Math (= 32%)

Formative Measures: iReady Diagnostic (Middle of the Year - MOY; End of the Year EOY)

Improvement Strategy 1

iReady

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide professional development to understand data reports and lesson differentiation.	Testing coordinator Core teachers	SY 26-27	
2	Implement lesson plans to increase efficacy of extra support and intervention class periods in the schedule.	Testing coordinator Core teachers	SY 26-27	
3	Provide professional development and support to connect data to iReady student learning path and extra support.	Testing coordinator Core teachers	SY 26-27	
4	Develop look-fors and key performance targets to monitor implementation.	Testing coordinator Core teachers	SY 26-27	
5	Implement recognition systems for growth (certificates and advisory shout-outs).	Admin Team, COunselors, Core teachers	SY 26-27	
6	Provide families with resources to understand iReady reports and how to support learning at home.	Admin Team, DLs	SY 26-27	
7	Develop clear protocols for Tier 2 and Tier 3 interventions using iReady data and teacher-led supports.	Testing coordinator Core teachers	SY 26-27	
8	Implement student friendly data/goal trackers for Tier 2 and Tier 3 interventions.	Testing coordinator Core teachers	SY 26-27	
9	Schedule regular data meetings to review academic data, iReady diagnostic and growth data.	Testing coordinator Core teachers	SY 26-27	

Position Responsible: Testing coordinator Core teachers

Resources Needed: iReady

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1 - Adult Learning Culture 2

Status Checks

November	February	May

Improvement Strategy 2

Student Succes Conferences

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide families with resources to understand iReady reports and analysis and how to support learning at home.	Administrative Team	SY 26-27; Diagnostic windows: BOY, MOY and EOY	
2	Schedule Student Success Conferences to review acadmic data, iReady diagnostic and growth data.	Assistant Principal	Q1 and Q3 during SY 26-27	
3	Develop family friendly protocol for conferences	Administrative Team	SY 26-27	

Position Responsible: Principal

Resources Needed: BIG Insight
iReady

Evidence Level

Level 3: Promising:
Academic Parent Teacher Teams

Problem Statements: Student Success 5 - Connectedness 2

Status Checks

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Improvement Strategy 3

Extra Support and Intervention

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Analyze iReady and BIG Insight data to schedule students in either extra support or intervention courses.	MTSS Team	Summer before SY 26-27	
2	Administer iReady Diagnostics	Testing Coordinator	BOY, MOY, EOY	
3	Analyze iReady and BIG Insight data to schedule students in either extra support or intervention courses.	MTSS Team	After MOY Diagnostic	

Position Responsible: MTSS Team, Testing Coordinator

Resources Needed: iReady
BIG insight

Evidence Level

Level 2: Moderate:
Intervention Teachers

Level 3: Promising:
Intervention Teachers; MTSS

Problem Statements: Student Success 1 - Adult Learning Culture 2

Status Checks

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SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Despite evidence of growth in Reading, a significant number of students at Clayton Middle School continue to perform below grade level in both ELA and Mathematics. Mathematics remains the greatest area of concern, with nearly half of students performing at Level 1 on SBAC, only 28% projected proficient on iReady, and large percentages of students performing two or more grade levels below expectations. While students are making progress, growth is not occurring rapidly enough to close achievement gaps for historically underserved student groups, including students with disabilities, English Learners, students experiencing chronic absenteeism, and economically disadvantaged students.	Teachers and instructional teams are not yet consistently implementing a coherent schoolwide system of language-rich, standards-aligned instruction that incorporates speaking, listening, writing, vocabulary development, learning intentions, success criteria, and formative assessment practices. As a result, students experience inconsistent opportunities to engage deeply with content, develop academic language, monitor their progress, and persist through rigorous learning tasks. These instructional inconsistencies are compounded by chronic absenteeism, classroom behavior disruptions, and low levels of student engagement and belonging.
5	Despite strong caring relationships between many students, staff, and families, a significant number of Clayton Middle School students do not report a strong sense of belonging, engagement, voice, or connection to school. Student climate, attendance, and behavior data indicate that many students experience limited ownership of their school experience, low levels of engagement in learning, challenges with peer relationships, and inconsistent connections to supportive adults. These factors contribute to chronic absenteeism, behavioral concerns, reduced participation in learning, and barriers to academic success, particularly for historically underserved student groups.	Schoolwide systems and practices that foster belonging, student voice, engagement, family partnership, and meaningful connections to trusted adults are not yet implemented consistently enough to ensure every student experiences a strong sense of connection to school. As a result, many students do not fully engage in school, seek support when needed, participate in decision-making, or develop the relationships and sense of belonging necessary to maximize attendance, behavior, and academic success.

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
2	Despite evidence of growth in Reading, a significant number of students at Clayton Middle School continue to perform below grade level in both ELA and Mathematics. Mathematics remains the greatest area of concern, with nearly half of students performing at Level 1 on SBAC, only 28% projected proficient on iReady, and large percentages of students performing two or more grade levels below expectations. While students are making progress, growth is not occurring rapidly enough to close achievement gaps for historically underserved student groups, including students with disabilities, English Learners, students experiencing chronic absenteeism, and economically disadvantaged students.	Teachers and instructional teams are not yet consistently implementing a coherent schoolwide system of language-rich, standards-aligned instruction that incorporates speaking, listening, writing, vocabulary development, learning intentions, success criteria, and formative assessment practices. As a result, students experience inconsistent opportunities to engage deeply with content, develop academic language, monitor their progress, and persist through rigorous learning tasks. These instructional inconsistencies are compounded by chronic absenteeism, classroom behavior disruptions, and low levels of student engagement and belonging.

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
2	Despite strong caring relationships between many students, staff, and families, a significant number of Clayton Middle School students do not report a strong sense of belonging, engagement, voice, or connection to school. Student climate, attendance, and behavior data indicate that many students experience limited ownership of their school experience, low levels of engagement in learning, challenges with peer relationships, and inconsistent connections to supportive adults. These factors contribute to chronic absenteeism, behavioral concerns, reduced participation in learning, and barriers to academic success, particularly for historically underserved student groups.	Schoolwide systems and practices that foster belonging, student voice, engagement, family partnership, and meaningful connections to trusted adults are not yet implemented consistently enough to ensure every student experiences a strong sense of connection to school. As a result, many students do not fully engage in school, seek support when needed, participate in decision-making, or develop the relationships and sense of belonging necessary to maximize attendance, behavior, and academic success.

SMART Goal 2

By the ACCESS administration, students exiting EL services will equal 10% (6 students) as measured by scoring 4.5 or higher on the state's English language development assessment (WIDA).

By SBAC administration, students receiving EL services will exceed a 60% AGP (adequate growth percentile).

Formative Measures: iReady diagnostic assessment in reading and math.
Common Assessments
Observation Data

Improvement Strategy 1

ELLevations

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Design and deliver in person and potty PD focused on ELLevation strategies for structured speaking, listening, and writing.	ELD Facilitator Principal Assistant Principal ELD Administrator	SY 26-27	
2	Provide model lessons/videos aligned with each focus area.	ELD Facilitator ELD Administrator	SY 26-27	
3	Provide ongoing observation, feedback and coaching cycles.	Principal Assistant Principal	SY 26-27	

Position Responsible: ELD (Facilitator, Teacher); Professional Development Team

Resources Needed: Weighted funding
ELLevations

Evidence Level

Level 3: Promising:
ELLevations

Problem Statements: Student Success 2 - Adult Learning Culture 1

Status Checks

November **February** **May**

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
2	Students in grades 6-8 are not consistently demonstrating growth in academic speaking, listening, writing and vocabulary development. This is due to inconsistency in implementation of standards aligned instructional planning practices, including unclear learning intentions, success criteria, and limited opportunities for structured academic discourse within the classroom.	PLCs lack a consistent instructional improvement cycle because collaborative time is focused more on activities than intentional planning for learning, resulting in inconsistent analysis of student work, limited use of common formative assessment and target student data, unclear learning intentions and success criteria, and insufficient integration of academic discourse, writing, and vocabulary instruction. As a result, teachers have limited evidence-based opportunities to monitor student learning and make timely instructional adjustments that improve outcomes for all students.

SMART Goal 2 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Students in grades 6-8 are not consistently demonstrating growth in academic speaking, listening, writing and vocabulary development. This is due to inconsistency in implementation of standards aligned instructional planning practices, including unclear learning intentions, success criteria, and limited opportunities for structured academic discourse within the classroom.	PLCs lack a consistent instructional improvement cycle because collaborative time is focused more on activities than intentional planning for learning, resulting in inconsistent analysis of student work, limited use of common formative assessment and target student data, unclear learning intentions and success criteria, and insufficient integration of academic discourse, writing, and vocabulary instruction. As a result, teachers have limited evidence-based opportunities to monitor student learning and make timely instructional adjustments that improve outcomes for all students.

SMART Goal 3

By the end of the 2026-2027 school year, Clayton Middle School will reduce the percentage of students who are chronically absent (greater than or equal to 10% of instructional days) by 5 percentage points and decrease the number of students missing 21 or more days by 15%, as measured by the district attendance dashboard, while increasing Average Daily Attendance from 90.73% to at least 93%.

Formative Measures: WCSD BIG Absenteeism Dashboard

Improvement Strategy 1

Community in Schools and Student-Family Engagement

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Utilize Attendance Team to review attendance data monthly.	AP	SY 26-27	
2	Monitor attendance risk categories, generate attendance reports, and identify students needing support.	AP CIS Intervention Prevention Assistant	Monthly	
3	Conduct attendance conferences and check-ins with students and families when attendance reaches 10% or more.	Attendance Team	SY 26-27	
4	Develop individualized Attendance Success Plans for students approaching chronic absenteeism. Monitor student progress and adjust supports every 4-6 weeks.	Attendance Team	SY 206-27	
5	Utilize attendance recognition and incentive programs at team and grade-level meetings.	Teacher Teams	Monthly	
6	Create quarterly attendance awareness campaigns or host family attendance workshops.	AP Attendance Team	Quarterly	
7	Celebrate attendance improvement and growth during enrichment and school communications.	AP Attendance Team	Monthly/ Quarterly	

Position Responsible: AP, CIS, Attendance Team

Resources Needed: Translation services for multilingual families
Incentives
Parent workshop materials

Evidence Level

Level 1: Strong:
Student-Family Engagement

Level 3: Promising:
CIS

Problem Statements: Student Success 1 - Adult Learning Culture 2

Schoolwide and Targeted Assistance Title I Element: 2.5, 2.6

Status Checks

November **February** **May**

SMART Goal 3 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Despite evidence of growth in Reading, a significant number of students at Clayton Middle School continue to perform below grade level in both ELA and Mathematics. Mathematics remains the greatest area of concern, with nearly half of students performing at Level 1 on SBAC, only 28% projected proficient on iReady, and large percentages of students performing two or more grade levels below expectations. While students are making progress, growth is not occurring rapidly enough to close achievement gaps for historically underserved student groups, including students with disabilities, English Learners, students experiencing chronic absenteeism, and economically disadvantaged students.	Teachers and instructional teams are not yet consistently implementing a coherent schoolwide system of language-rich, standards-aligned instruction that incorporates speaking, listening, writing, vocabulary development, learning intentions, success criteria, and formative assessment practices. As a result, students experience inconsistent opportunities to engage deeply with content, develop academic language, monitor their progress, and persist through rigorous learning tasks. These instructional inconsistencies are compounded by chronic absenteeism, classroom behavior disruptions, and low levels of student engagement and belonging.

SMART Goal 3 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
2	Despite evidence of growth in Reading, a significant number of students at Clayton Middle School continue to perform below grade level in both ELA and Mathematics. Mathematics remains the greatest area of concern, with nearly half of students performing at Level 1 on SBAC, only 28% projected proficient on iReady, and large percentages of students performing two or more grade levels below expectations. While students are making progress, growth is not occurring rapidly enough to close achievement gaps for historically underserved student groups, including students with disabilities, English Learners, students experiencing chronic absenteeism, and economically disadvantaged students.	Teachers and instructional teams are not yet consistently implementing a coherent schoolwide system of language-rich, standards-aligned instruction that incorporates speaking, listening, writing, vocabulary development, learning intentions, success criteria, and formative assessment practices. As a result, students experience inconsistent opportunities to engage deeply with content, develop academic language, monitor their progress, and persist through rigorous learning tasks. These instructional inconsistencies are compounded by chronic absenteeism, classroom behavior disruptions, and low levels of student engagement and belonging.

SMART Goal 4

By the end of the 2026-2027 school year, Clayton Middle School will reduce total major behavior incidents by 20% (from 630 to 504 or fewer), with a targeted 25% reduction in classroom-based incidents.

Formative Measures: WCSD BIG School Behavior Dashboard (Majors)

Improvement Strategy 1

Strengthen schoolwide PBIS and behavioral expectations

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Reteach expectations quarterly through advisory team time	Admin, teachers	Quarterly	

Position Responsible: Admin, teachers

Evidence Level

Level 1: Strong:
PBIS

Level 2: Moderate:
Team PLC

Problem Statements: Student Success 4

Status Checks

November **February** **May**

Improvement Strategy 2

PBIS: Improve classroom management and student engagement

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide consistent professional development in priority practice 3	Deans	Monthly/ Quarterly	
2	Walkthroughs/Coaching Cycles	Admin	SY 26-27	
3	Coordinate PBIS initiatives to reduce negative student behaviors	Admin	SY 26-27	
4	Collaborate with counseling team to provide restorative supports	Admin/ Counseling	SY 26-27	

Position Responsible: Admin

Evidence Level

Level 1: Strong:
PBIS

Problem Statements: Student Success 2, 3, 4 - Adult Learning Culture 1

Status Checks

November	February	May

SMART Goal 4 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
2	Students in grades 6-8 are not consistently demonstrating growth in academic speaking, listening, writing and vocabulary development. This is due to inconsistency in implementation of standards aligned instructional planning practices, including unclear learning intentions, success criteria, and limited opportunities for structured academic discourse within the classroom.	PLCs lack a consistent instructional improvement cycle because collaborative time is focused more on activities than intentional planning for learning, resulting in inconsistent analysis of student work, limited use of common formative assessment and target student data, unclear learning intentions and success criteria, and insufficient integration of academic discourse, writing, and vocabulary instruction. As a result, teachers have limited evidence-based opportunities to monitor student learning and make timely instructional adjustments that improve outcomes for all students.
3	Clayton Middle School faces a systemic attendance challenge, with chronic absenteeism affecting a substantial portion of the student population. Current data shows 16% of students are persistently chronically absent, indicating that attendance issues are both widespread and recurring across school years. Furthermore, the distribution of absences reveals that many students are accumulating significant lost instructional time, including over 177 students missing more than 21 days, suggesting gaps in early intervention and consistent attendance supports. With an Average Daily Attendance rate of 90.48%, these attendance patterns limit access to instruction and contribute to inequitable academic outcomes.	A subset of students demonstrates multi-year patterns of absenteeism, indicating that current interventions are not effectively addressing underlying causes or changing long-term attendance behaviors. Attendance expectations, communication with families, and follow-up procedures are not consistently implemented, reducing accountability for regular attendance.

4	Clayton Middle School continues to experience a high number of behavior incidents, with 630 major events recorded during the 2025-2026 school year, following 705 incidents the previous year, indicating a persistent pattern of elevated behavioral needs. A majority of incidents occur in the classroom setting (329 major events; 1799 minor events), suggesting challenges with classroom management and student engagement during instructional time.	Schoolwide PBIS Tier 1 expectations, routines, and reinforcement systems are not consistently implemented across classrooms, resulting in variability in behavior expectations and increased student misconduct during instructional time. Instructional practices and student engagement strategies are not consistently meeting the needs of all learners, resulting in disengagement and increased disruptive behavior during core instructional periods.

SMART Goal 4 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Students in grades 6-8 are not consistently demonstrating growth in academic speaking, listening, writing and vocabulary development. This is due to inconsistency in implementation of standards aligned instructional planning practices, including unclear learning intentions, success criteria, and limited opportunities for structured academic discourse within the classroom.	PLCs lack a consistent instructional improvement cycle because collaborative time is focused more on activities than intentional planning for learning, resulting in inconsistent analysis of student work, limited use of common formative assessment and target student data, unclear learning intentions and success criteria, and insufficient integration of academic discourse, writing, and vocabulary instruction. As a result, teachers have limited evidence-based opportunities to monitor student learning and make timely instructional adjustments that improve outcomes for all students.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

By the end of the 2026-2027 school year, all teachers will implement language acquisition (e.g. ELLevations) speaking, listening and writing strategies, Science of Reading vocabulary practices and SEL routines, resulting in 85% of classrooms rated at level 3 (proficient) and a 10% increase in student speaking, vocabulary and climate outcomes.

Formative Measures: Observation and Analysis of Teaching through NEPF and WCSD walkthrough forms.

Improvement Strategy 1

PLC and Professional Development

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Design and deliver in person and potty PD focused on: - ELLevation strategies for structured speaking, listening, and writing. - Science of Reading vocabulary strategies - SEL practices	Instructional Coach EL Facilitator Guidance Counselor AP	SY 26-27	
2	Provide model lessons/videos aligned with each focus area.			

Position Responsible: Instructional Coach, EL Facilitator, Guidance Counselor, AP

Evidence Level

Level 2: Moderate:
PLC systems

Level 3: Promising:
EL Facilitator/Instructional Coach facilitation of PD and PLCs

Problem Statements: Student Success 2 - Adult Learning Culture 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.6

Status Checks

November **February** **May**

Improvement Strategy 2

Ellevation, SEL, and Common Core State Standards

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will incorporate: - At least one structured speaking/listening/ writing task 3 times at least week - Explicit vocabulary instruction routines in all content areas - Daily SEL routines (check-ins, norms, etc.)	Admin Teachers Department Leads	SY 206-27	
2	Develop and share department/team planning templates, norms and expectations, syllabus.			
3	Provide department/team planning time for aligning strategies.			

Position Responsible: Admin, Teachers, Department Leads

Evidence Level

Level 1: Strong:
Social Emotional Learning

Level 2: Moderate:
Explicit vocabulary instruction

Level 3: Promising:
Structured speaking, listening, and writing tasks

Problem Statements: Student Success 2 - Adult Learning Culture 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.6

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
2	Students in grades 6-8 are not consistently demonstrating growth in academic speaking, listening, writing and vocabulary development. This is due to inconsistency in implementation of standards aligned instructional planning practices, including unclear learning intentions, success criteria, and limited opportunities for structured academic discourse within the classroom.	PLCs lack a consistent instructional improvement cycle because collaborative time is focused more on activities than intentional planning for learning, resulting in inconsistent analysis of student work, limited use of common formative assessment and target student data, unclear learning intentions and success criteria, and insufficient integration of academic discourse, writing, and vocabulary instruction. As a result, teachers have limited evidence-based opportunities to monitor student learning and make timely instructional adjustments that improve outcomes for all students.

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Students in grades 6-8 are not consistently demonstrating growth in academic speaking, listening, writing and vocabulary development. This is due to inconsistency in implementation of standards aligned instructional planning practices, including unclear learning intentions, success criteria, and limited opportunities for structured academic discourse within the classroom.	PLCs lack a consistent instructional improvement cycle because collaborative time is focused more on activities than intentional planning for learning, resulting in inconsistent analysis of student work, limited use of common formative assessment and target student data, unclear learning intentions and success criteria, and insufficient integration of academic discourse, writing, and vocabulary instruction. As a result, teachers have limited evidence-based opportunities to monitor student learning and make timely instructional adjustments that improve outcomes for all students.

SMART Goal 2

By the end of the 2026-2027 school year, all department Professional Learning Communities (PLCs) will consistently engage in data-driven planning using learning, intentions, success criteria, and literacy focused instructional strategies (speaking, listening, writing, vocabulary) resulting in 90% of PLCs demonstrating implementation and 70% of targeted students showing growth (15% improvement or one performance level increase) on common formative assessments and aligned student work measures.

Formative Measures: i-Ready benchmark data, common formative assessment data, walkthrough forms, PLC rubrics

Improvement Strategy 1

PLC

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Departments will implement a data analysis protocol for common formative assessments.	AP Instructional Coach Department Leads Teachers	SY 26-27	
2	PLC agenda to include learning intentions, success criteria, common formative data analysis, and targeted student planning.	AP Instructional Coach Department Leads Teachers	SY 26-27	
3	Model effective PLC planning cycles	AP Instructional Coach Department Leads Teachers	SY 26-27	
4	Track 6 focus students (above/on/below grade level [gen. ed], sped, EL short term, EL long term) with ongoing progress monitoring.	AP Instructional Coach Department Leads Teachers	SY 26-27	
5	Review PLC agendas with department leads prior to meetings.	AP Instructional Coach Department Leads Teachers	SY 26-27	

Position Responsible: AP, Instructional Coach, Department Leads, Teachers

Evidence Level

Level 2: Moderate:
PLC systems

Problem Statements: Student Success 1, 2 - Adult Learning Culture 1, 2

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.6

Status Checks

November	February	May

Improvement Strategy 2

Ellevation and Common Core State Standards

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement structured academic discourse strategies in all classrooms.	Instructional Coach Teachers Department Leads	SY 26-27	
2	Increase writing opportunities in core content areas.	Instructional Coach Teachers Department Leads	SY 26-27	
3	Integrate explicit vocabulary instruction in all content areas.	Instructional Coach Teachers Department Leads	SY 26-27	
4	Use student work and common formative assessment data to adjust instruction.	Instructional Coach Teachers Department Leads	SY 26-27	

Position Responsible: Instructional Coach, Teachers, Department Leads

Evidence Level

Level 2: Moderate:
Explicit vocabulary instruction

Level 3: Promising:
Structured speaking, listening, and writing tasks / ELLevation

Problem Statements: Student Success 1 - Adult Learning Culture 2

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.6

Status Checks

November	February	May

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Despite evidence of growth in Reading, a significant number of students at Clayton Middle School continue to perform below grade level in both ELA and Mathematics. Mathematics remains the greatest area of concern, with nearly half of students performing at Level 1 on SBAC, only 28% projected proficient on iReady, and large percentages of students performing two or more grade levels below expectations. While students are making progress, growth is not occurring rapidly enough to close achievement gaps for historically underserved student groups, including students with disabilities, English Learners, students experiencing chronic absenteeism, and economically disadvantaged students.	Teachers and instructional teams are not yet consistently implementing a coherent schoolwide system of language-rich, standards-aligned instruction that incorporates speaking, listening, writing, vocabulary development, learning intentions, success criteria, and formative assessment practices. As a result, students experience inconsistent opportunities to engage deeply with content, develop academic language, monitor their progress, and persist through rigorous learning tasks. These instructional inconsistencies are compounded by chronic absenteeism, classroom behavior disruptions, and low levels of student engagement and belonging.
2	Students in grades 6-8 are not consistently demonstrating growth in academic speaking, listening, writing and vocabulary development. This is due to inconsistency in implementation of standards aligned instructional planning practices, including unclear learning intentions, success criteria, and limited opportunities for structured academic discourse within the classroom.	PLCs lack a consistent instructional improvement cycle because collaborative time is focused more on activities than intentional planning for learning, resulting in inconsistent analysis of student work, limited use of common formative assessment and target student data, unclear learning intentions and success criteria, and insufficient integration of academic discourse, writing, and vocabulary instruction. As a result, teachers have limited evidence-based opportunities to monitor student learning and make timely instructional adjustments that improve outcomes for all students.

SMART Goal 2 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Students in grades 6-8 are not consistently demonstrating growth in academic speaking, listening, writing and vocabulary development. This is due to inconsistency in implementation of standards aligned instructional planning practices, including unclear learning intentions, success criteria, and limited opportunities for structured academic discourse within the classroom.	PLCs lack a consistent instructional improvement cycle because collaborative time is focused more on activities than intentional planning for learning, resulting in inconsistent analysis of student work, limited use of common formative assessment and target student data, unclear learning intentions and success criteria, and insufficient integration of academic discourse, writing, and vocabulary instruction. As a result, teachers have limited evidence-based opportunities to monitor student learning and make timely instructional adjustments that improve outcomes for all students.
2	Despite evidence of growth in Reading, a significant number of students at Clayton Middle School continue to perform below grade level in both ELA and Mathematics. Mathematics remains the greatest area of concern, with nearly half of students performing at Level 1 on SBAC, only 28% projected proficient on iReady, and large percentages of students performing two or more grade levels below expectations. While students are making progress, growth is not occurring rapidly enough to close achievement gaps for historically underserved student groups, including students with disabilities, English Learners, students experiencing chronic absenteeism, and economically disadvantaged students.	Teachers and instructional teams are not yet consistently implementing a coherent schoolwide system of language-rich, standards-aligned instruction that incorporates speaking, listening, writing, vocabulary development, learning intentions, success criteria, and formative assessment practices. As a result, students experience inconsistent opportunities to engage deeply with content, develop academic language, monitor their progress, and persist through rigorous learning tasks. These instructional inconsistencies are compounded by chronic absenteeism, classroom behavior disruptions, and low levels of student engagement and belonging.

Inquiry Area 3

Connectedness

SMART Goal 1

By the end of the 2026-2027 school year, the school will engage at least 250 families in parent education, student showcase, and school engagement events.

Formative Measures: - At-risk population participation in events (BIG Insight Data)
- Event participation rosters (compared with RSVP data)
- Family surveys
- Event feedback forms

Improvement Strategy 1

Implement targeted, inclusive family engagement practices that reduce barriers and increase relevance.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Utilize Parent University to provide content for family engagement events	Family Engagement Coordinator	SY 26-27	
2	Host events that celebrate diverse cultures	Family Engagement Coordinator, Events and Engagement Committee, Student Voice	SY 26-27	
3	Include interpreters/interpreted materials and childcare for accessibility	Family Engagement Coordinator	SY 26-27	
4	Create surveys for each event to gather feedback from families on topics and formats.	Family Engagement Coordinator	SY 26-27	

Position Responsible: Family Engagement Coordinator

Evidence Level

Level 1: Strong:
Family Engagement

Problem Statements: Student Success 5 - Connectedness 2

Schoolwide and Targeted Assistance Title I Element: 2.6, 4.1, 4.2

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
5	Despite strong caring relationships between many students, staff, and families, a significant number of Clayton Middle School students do not report a strong sense of belonging, engagement, voice, or connection to school. Student climate, attendance, and behavior data indicate that many students experience limited ownership of their school experience, low levels of engagement in learning, challenges with peer relationships, and inconsistent connections to supportive adults. These factors contribute to chronic absenteeism, behavioral concerns, reduced participation in learning, and barriers to academic success, particularly for historically underserved student groups.	Schoolwide systems and practices that foster belonging, student voice, engagement, family partnership, and meaningful connections to trusted adults are not yet implemented consistently enough to ensure every student experiences a strong sense of connection to school. As a result, many students do not fully engage in school, seek support when needed, participate in decision-making, or develop the relationships and sense of belonging necessary to maximize attendance, behavior, and academic success.

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
2	Despite strong caring relationships between many students, staff, and families, a significant number of Clayton Middle School students do not report a strong sense of belonging, engagement, voice, or connection to school. Student climate, attendance, and behavior data indicate that many students experience limited ownership of their school experience, low levels of engagement in learning, challenges with peer relationships, and inconsistent connections to supportive adults. These factors contribute to chronic absenteeism, behavioral concerns, reduced participation in learning, and barriers to academic success, particularly for historically underserved student groups.	Schoolwide systems and practices that foster belonging, student voice, engagement, family partnership, and meaningful connections to trusted adults are not yet implemented consistently enough to ensure every student experiences a strong sense of connection to school. As a result, many students do not fully engage in school, seek support when needed, participate in decision-making, or develop the relationships and sense of belonging necessary to maximize attendance, behavior, and academic success.

SMART Goal 2

For the 2026-2027 school year, the Clayton Middle School Family Engagement Team will implement and maintain coordinated and varied communication systems to strengthen connection to school information, student success and events.

Formative Measures: - Newsletter analytics
- Instagram insights
- Connect-Ed reports
- Climate survey results

Improvement Strategy 1

Implement and maintain coordinated communication systems to strengthen family engagement and awareness.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Share information about campus events through a newsletter, the school's Instagram account, and advisory announcements.	Family Engagement Coordinator, Admin team	SY 26-27	
2	Celebrate student participation in family engagement events through advisory announcements.	Family Engagement Coordinator, Admin team	SY 26-27	

Position Responsible: Family Engagement Coordinator

Evidence Level

Level 1: Strong:
Family Engagement

Problem Statements: Student Success 5 - Connectedness 2

Schoolwide and Targeted Assistance Title I Element: 2.6

Status Checks

November **February** **May**

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
5	Despite strong caring relationships between many students, staff, and families, a significant number of Clayton Middle School students do not report a strong sense of belonging, engagement, voice, or connection to school. Student climate, attendance, and behavior data indicate that many students experience limited ownership of their school experience, low levels of engagement in learning, challenges with peer relationships, and inconsistent connections to supportive adults. These factors contribute to chronic absenteeism, behavioral concerns, reduced participation in learning, and barriers to academic success, particularly for historically underserved student groups.	Schoolwide systems and practices that foster belonging, student voice, engagement, family partnership, and meaningful connections to trusted adults are not yet implemented consistently enough to ensure every student experiences a strong sense of connection to school. As a result, many students do not fully engage in school, seek support when needed, participate in decision-making, or develop the relationships and sense of belonging necessary to maximize attendance, behavior, and academic success.

SMART Goal 2 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
2	Despite strong caring relationships between many students, staff, and families, a significant number of Clayton Middle School students do not report a strong sense of belonging, engagement, voice, or connection to school. Student climate, attendance, and behavior data indicate that many students experience limited ownership of their school experience, low levels of engagement in learning, challenges with peer relationships, and inconsistent connections to supportive adults. These factors contribute to chronic absenteeism, behavioral concerns, reduced participation in learning, and barriers to academic success, particularly for historically underserved student groups.	Schoolwide systems and practices that foster belonging, student voice, engagement, family partnership, and meaningful connections to trusted adults are not yet implemented consistently enough to ensure every student experiences a strong sense of connection to school. As a result, many students do not fully engage in school, seek support when needed, participate in decision-making, or develop the relationships and sense of belonging necessary to maximize attendance, behavior, and academic success.

SMART Goal 3

By the end of the 2026-2027 school year, Clayton will increase student engagement (attendance in school; GPA, positive perception of school) by increasing participation in clubs and athletics from 101 students (15%) to at least 170 students (25%), representing a 10-percentage point increase.

Formative Measures: Review club and athletics rosters, attendance;
changes in GPA
Student surveys on belonging and engagement

Improvement Strategy 1

Extra Curricular Activities

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Use student surveys to identify interests and develop new clubs aligned with student needs.	Dean	Beginning of 26-27 SY	
2	Promote clubs and athletics during student orientation, on social media, and school communication.	Dean	Beginning of 26-27 SY	
3	Create tracking system for clubs and athletics participation, attendance, and academic achievement, and share expectations of documentation in IC with advisors.	Dean	Beginning of 26-27 SY	
4	Create and implement incentives for consistent participation and positive attendance.	Dean	Monthly	
5	Track actual attendance at meetings and events.	Dean	Monthly	
6	Review quarterly data on attendance, GPA, behavior, and participation trends.	Dean	Quarterly	

Position Responsible: Dean

Evidence Level

Level 1: Strong:
Extra Curricular Activities

Problem Statements: Student Success 1, 4, 5 - Adult Learning Culture 2 - Connectedness 2

Status Checks

November **February** **May**

SMART Goal 3 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Despite evidence of growth in Reading, a significant number of students at Clayton Middle School continue to perform below grade level in both ELA and Mathematics. Mathematics remains the greatest area of concern, with nearly half of students performing at Level 1 on SBAC, only 28% projected proficient on iReady, and large percentages of students performing two or more grade levels below expectations. While students are making progress, growth is not occurring rapidly enough to close achievement gaps for historically underserved student groups, including students with disabilities, English Learners, students experiencing chronic absenteeism, and economically disadvantaged students.	Teachers and instructional teams are not yet consistently implementing a coherent schoolwide system of language-rich, standards-aligned instruction that incorporates speaking, listening, writing, vocabulary development, learning intentions, success criteria, and formative assessment practices. As a result, students experience inconsistent opportunities to engage deeply with content, develop academic language, monitor their progress, and persist through rigorous learning tasks. These instructional inconsistencies are compounded by chronic absenteeism, classroom behavior disruptions, and low levels of student engagement and belonging.
4	Clayton Middle School continues to experience a high number of behavior incidents, with 630 major events recorded during the 2025-2026 school year, following 705 incidents the previous year, indicating a persistent pattern of elevated behavioral needs. A majority of incidents occur in the classroom setting (329 major events; 1799 minor events), suggesting challenges with classroom management and student engagement during instructional time.	Schoolwide PBIS Tier 1 expectations, routines, and reinforcement systems are not consistently implemented across classrooms, resulting in variability in behavior expectations and increased student misconduct during instructional time. Instructional practices and student engagement strategies are not consistently meeting the needs of all learners, resulting in disengagement and increased disruptive behavior during core instructional periods.
5	Despite strong caring relationships between many students, staff, and families, a significant number of Clayton Middle School students do not report a strong sense of belonging, engagement, voice, or connection to school. Student climate, attendance, and behavior data indicate that many students experience limited ownership of their school experience, low levels of engagement in learning, challenges with peer relationships, and inconsistent connections to supportive adults. These factors contribute to chronic absenteeism, behavioral concerns, reduced participation in learning, and barriers to academic success, particularly for historically underserved student groups.	Schoolwide systems and practices that foster belonging, student voice, engagement, family partnership, and meaningful connections to trusted adults are not yet implemented consistently enough to ensure every student experiences a strong sense of connection to school. As a result, many students do not fully engage in school, seek support when needed, participate in decision-making, or develop the relationships and sense of belonging necessary to maximize attendance, behavior, and academic success.

SMART Goal 3 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
2	Despite evidence of growth in Reading, a significant number of students at Clayton Middle School continue to perform below grade level in both ELA and Mathematics. Mathematics remains the greatest area of concern, with nearly half of students performing at Level 1 on SBAC, only 28% projected proficient on iReady, and large percentages of students performing two or more grade levels below expectations. While students are making progress, growth is not occurring rapidly enough to close achievement gaps for historically underserved student groups, including students with disabilities, English Learners, students experiencing chronic absenteeism, and economically disadvantaged students.	Teachers and instructional teams are not yet consistently implementing a coherent schoolwide system of language-rich, standards-aligned instruction that incorporates speaking, listening, writing, vocabulary development, learning intentions, success criteria, and formative assessment practices. As a result, students experience inconsistent opportunities to engage deeply with content, develop academic language, monitor their progress, and persist through rigorous learning tasks. These instructional inconsistencies are compounded by chronic absenteeism, classroom behavior disruptions, and low levels of student engagement and belonging.

SMART Goal 3 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
2	Despite strong caring relationships between many students, staff, and families, a significant number of Clayton Middle School students do not report a strong sense of belonging, engagement, voice, or connection to school. Student climate, attendance, and behavior data indicate that many students experience limited ownership of their school experience, low levels of engagement in learning, challenges with peer relationships, and inconsistent connections to supportive adults. These factors contribute to chronic absenteeism, behavioral concerns, reduced participation in learning, and barriers to academic success, particularly for historically underserved student groups.	Schoolwide systems and practices that foster belonging, student voice, engagement, family partnership, and meaningful connections to trusted adults are not yet implemented consistently enough to ensure every student experiences a strong sense of connection to school. As a result, many students do not fully engage in school, seek support when needed, participate in decision-making, or develop the relationships and sense of belonging necessary to maximize attendance, behavior, and academic success.

Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

1.1 Comprehensive Needs Assessment

For Title I Elements, please see Addendum.

Schoolwide and Targeted Assistance Title I Elements Personnel

Name	Position	Program	FTE
John "Neci" Finau	Prevention Intervention Assistant	Attendance/Intervention	1
Marcy Bein	Intervention Teacher	MTSS	1

Community Outreach Activities

Activity	Date	Lesson Learned
Student Orientation Days	07-29-2026 and 07-30-2026	52% of students attended.
August Parent Club Meeting	08-13-2026	Review school impromvent plan and goals
Back to School Fair and $1 Dog Night	08-20-2026	
September Parent Club Meeting	09-17-2026	
Ocober Parent Club Meeting	10-22-2026	
Harvest Festival	10-29-2026	
Student Success Conferences	TBD	
Family STEM Night	11-12-2026	
November Parent Club Meeting	11-19-2026	
December Parent Club Meeting	12-10-2026	
Power-Up Together: Healthy Habit Made Easy	1-14-2027	
January Parent Club Meeting	1-21-2027	
February Parent Club Meeting	2-18-2027	
March Parent Club Meeting	3-11-2027	
April Parent Club Meeting	4-15-2026	
Fine Arts NIght	3-18-2027	
Night of All Nations	4-23-2027	
May Parent CLub Meeting	5-20-2026	
Academic Awards NIght (8th Grade)	5-27-2027	