Washoe County School District

Billinghurst Middle School

Classification: 4 Star School

ATSI

2026-2027 School Improvement Plan

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Mission Statement

At Billinghurst Middle School we LEARN, LEAD, and SUCCEED.

Vision

Our vision is to prepare every Billinghurst student to enter high school ready to succeed, equipped with strong academic foundations, college and career skills, and a commitment to perseverance, integrity, and collaboration. We strive to balance tradition with innovation to meet the evolving needs of our students and community.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

SBAC Performance (25-26)

Billinghurst students demonstrated several notable strengths across grade levels, including strong achievement rates in ELA, above-average growth in multiple content areas, and high percentages of students maintaining proficiency through successful Keep Up growth performance.

6th Grade ELA

- 59% of students met or exceeded proficiency standards in ELA, representing the highest ELA achievement level among Billinghurst grade levels.
- Students demonstrated strong academic growth, earning a median Student Growth Percentile (SGP) of 48, which is near the state growth benchmark.
- Approximately 73% of students met Keep Up growth targets, indicating that students already performing at grade level are sustaining achievement over time.

6th Grade Math

- 53% of students met or exceeded standards in mathematics, the highest proficiency rate across all grade levels in math.
- Students demonstrated exceptional growth, with a median SGP of 59, significantly exceeding the expected growth benchmark of 50.
- Approximately 78% of students met Catch Up or Keep Up growth expectations, demonstrating strong academic momentum and readiness for future coursework.

7th Grade ELA

- Half of all students (50%) met or exceeded ELA standards, reflecting strong overall achievement.
- Approximately 75% of students met Keep Up growth expectations, demonstrating that students performing at standard are maintaining academic success.
- A substantial percentage of students met state Adequate Growth targets, demonstrating continued progress toward grade-level proficiency.

7th Grade Math

- Students demonstrated strong academic growth toward proficiency, with approximately 76% meeting Catch Up or Keep Up expectations.
- Nearly 44% of students met or exceeded math standards, providing a solid foundation for continued improvement.
- Multiple student groups exceeded state growth expectations, indicating that instructional supports are helping students make meaningful progress.

8th Grade ELA

- 48% of students met or exceeded ELA standards, maintaining achievement levels near the overall school average.
- Students achieved a median SGP of 51, indicating growth that exceeded the typical growth rate of academic peers statewide.
- Approximately 77% of students met Keep Up growth targets, demonstrating strong maintenance of grade-level proficiency.

8th Grade Math

- Students demonstrated continued academic growth with many students meeting or exceeding state growth expectations.
- Approximately 75% of students met Keep Up growth expectations, showing strong persistence among students already performing at grade level.
- Students maintained positive growth trajectories as they prepared for high school mathematics coursework.

8th Grade Science

- More than half of Billinghurst students (52%) met or exceeded science standards (Levels 3 and 4), demonstrating strong overall performance in science achievement.
- Students demonstrated their strongest performance in Science and Engineering Practices, with 51% of students at or above standard in communicating scientific information and 46% above standard in gathering evidence and reasoning.
- A majority of students performed at or near standard across all science domains, indicating a solid foundation of scientific knowledge and skills as students transition to high school coursework.

Absenteeism

- Billinghurst reduced chronic absenteeism from 19% in 2025 to 16% in 2026 (NSPF rules), demonstrating improvement in overall student attendance and engagement.
- Severe absenteeism remained relatively low at 7% schoolwide in 2026, indicating that most students attend school regularly and avoid the highest-risk attendance category.
- Attendance rates were relatively consistent across grade levels, with chronic absenteeism ranging from 15% to 23%, providing a foundation for targeted attendance improvement efforts.

Areas for Growth

SBAC Performance (25-26)

While Billinghurst demonstrates several academic strengths, analysis of achievement, growth, and adequate growth data identifies specific areas where increased performance and accelerated growth are needed to ensure more students reach and maintain proficiency.

6th Grade ELA

- Although 59% of students met or exceeded standards, approximately 41% of students remain below proficiency and require targeted support to reach grade-level expectations.
- Median student growth (SGP 48) was slightly below the expected benchmark of 50, indicating an opportunity to accelerate learning for students across performance levels.
- Catch Up growth rates suggest that many students who are below standard are not yet on a trajectory to reach proficiency within the desired timeframe.

6th Grade Math

- While math achievement was the strongest among grade levels, nearly half of students (47%) have not yet met proficiency standards.
- Additional focus is needed on students below standard to increase the percentage meeting Catch Up growth expectations and move more students toward proficiency.
- Strong overall growth should be leveraged to convert growth gains into higher rates of achievement and proficiency.

7th Grade ELA

- Median student growth was 42, significantly below the expected growth benchmark, indicating a need to accelerate academic progress.
- Half of all students remain below proficiency in ELA, highlighting the need for continued emphasis on literacy instruction and intervention.
- A relatively small percentage of students below standard are on track to catch up to proficiency, suggesting a need for stronger Tier II and Tier III supports.

7th Grade Math

- Only 44% of students met or exceeded standards, meaning a majority of students have not yet demonstrated grade-level proficiency.
- Median growth of 44 indicates students are progressing at a slower rate than academic peers statewide.
- Additional support is needed to increase the percentage of students meeting state Adequate Growth targets and successfully catching up to grade-level expectations.

8th Grade ELA

- Just over half of students (52%) remain below proficiency in ELA, presenting an opportunity to strengthen readiness for

high school literacy demands.
- Despite positive growth overall (SGP 51), achievement levels have remained relatively flat, indicating a need to translate growth into higher proficiency rates.
- Catch Up rates for students below standard remain low, limiting the number of students projected to reach proficiency before entering high school.

8th Grade Math

- Mathematics achievement represents the school's greatest academic need, with only 34% of students meeting or exceeding standards.
- Median student growth was 41, well below the expected growth benchmark and the lowest growth rate among content areas.
- Very few students below standard are currently meeting Catch Up growth expectations, indicating a need for intensified intervention and acceleration efforts prior to high school.

8th Grade Science

- Forty-eight percent of students have not yet reached proficiency in science, indicating a need to increase the number of students performing at Levels 3 and 4.
- Crosscutting Concepts, particularly Causality, Patterns, and Connections, represent an area for improvement, with 58% of students performing below standard.
- Additional focus is needed in Earth and Space Science and Physical Science content areas to move more students from at/near standard into the above-standard performance range.

Absenteeism

- Sixteen percent of students remain chronically absent, meaning approximately one in six students misses at least 10% of the school year and is at increased risk for academic challenges.
- Eighth grade experienced the highest chronic absenteeism rate at 23%, indicating a need for increased engagement and attendance supports as students transition to high school.
- A persistent group of students continues to experience severe absenteeism (attendance below 80%), limiting consistent access to instruction and intervention supports.

In response to identified achievement and growth needs in ELA, mathematics, and science, Billinghurst's Administrative Team and Site Leadership Team developed and implemented an intervention and enrichment period called Excel. Through Excel, students are strategically grouped based on academic need and receive targeted support in ELA, mathematics, and science. Additionally, staff created tiered instructional resources focused on the reading and writing skills necessary for success at each grade level. Throughout the 2026-2027 school year, the school will continuously monitor the effectiveness of Excel through multiple data sources, including i-Ready, common formative assessments, grades, attendance, and state assessment data, allowing teams to regularly adjust interventions and supports to meet evolving student needs.

Equity Resource Supports

At Billinghurst Middle School, we noticed resource inequities impacting students with IEPs, English Learners (EL), and those qualifying for Free and Reduced Lunch (FRL). These included limited time for targeted academic interventions, insufficient staffing for co-teaching and language supports, and inconsistent access to differentiated materials. To address these challenges, we are restructuring our master schedule to include a dedicated intervention block, reallocating staff to provide push-in and co-taught supports, and investing in adaptive tools and academic language development resources to ensure all students receive equitable, targeted instruction aligned to their needs.

Student Group	Challenge	Solution
English Learners	Ongoing deficits in writing and speaking skills; limited access to targeted academic language development across content areas	Embed academic language supports into all classrooms; co-teaching and planning with an EL Strategist; targeted speaking/writing interventions.

Student Group	Challenge	Solution
Foster/Homeless	Inconsistent attendance and transitions between placements disrupt academic continuity and access to tiered supports.	Develop an academic mentoring system; assign case managers for academic continuity; ensure access to after-school tutoring and wellness services.
Free and Reduced Lunch	Below average performance in reading comprehension and math fluency; limited access to in-school academic interventions.	Implement an intervention block in the master schedule; use data to assign students to small group supports for literacy and math 3x per week.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Data indicates higher rates of Level 1 performance among certain subgroups (e.g., African American and Hispanic students); need for more targeted analysis and instructional responsiveness.	Increase use of high-interest, culturally relevant content; monitor subgroup progress in PLCs; use student work to adjust rigor and supports.
Students with IEPs	Lack of access to differentiated instruction and scaffolded materials within general education classrooms; low AGP achievement.	Provide adaptive digital tools and graphic organizers; expand co-teaching and push-in supports; build targeted PD around UDL and accommodations.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Despite strengths in maintaining achievement for students already performing at or above grade level, a significant percentage of Billinghurst students are not yet meeting proficiency standards, particularly in mathematics and 8th grade science. Student growth data indicate that many students performing below standard are not making sufficient accelerated growth to catch up to grade-level expectations, resulting in stagnant proficiency rates across multiple content areas.	Billinghurst has not yet established a consistently implemented system of tiered instruction, intervention, and progress monitoring that accelerates learning for students performing below grade level. While core instruction is successfully helping many students maintain proficiency, instructional practices and intervention supports are not consistently producing the accelerated growth required for struggling learners to close learning gaps and reach proficiency. This is evidenced by lower median growth percentiles in 7th and 8th grade mathematics, below-average growth in 7th grade ELA, and low Catch Up rates across multiple content areas.
2	Chronic absenteeism continues to impact student learning, with 16% of Billinghurst students missing 10% or more of the school year, reducing access to core instruction and increasing the likelihood of lower academic achievement.	The school lacks a consistently implemented, tiered attendance intervention system that identifies attendance concerns early, engages families promptly, and provides targeted supports before absenteeism becomes chronic.

★ = Priority

Adult Learning Culture

Areas of Strength

Billinghurst has a culture of Team/Department meetings on Wednesdays, which are calendared for the year. Our Math Department continues to have 100% participation in PLC meets and uses common assessments 100% of our Science Department is using the OpenSciEd curriculum and utilizing the common assessments. Our ELA, Social Studies, and Science Departments are in Year 3 of utilizing their new curricula and have continuously worked to develop their best PLC practices, especially around common pacing, planning, new materials and common assessments.

Staff Climate Survey

Billinghurst staff survey results reflect a continued commitment to creating a positive school culture centered on high expectations, strong relationships, and family engagement. Staff perceptions showed growth in several key areas, including student behavior, parent involvement, and fairness and respect, indicating positive momentum in the school's ongoing efforts to strengthen climate, communication, and collaboration.

Strength:

- Expectations of Success: 90% favorable (+2 points)
- Home-School Communication: 90% favorable (+2 points)
- Staff-Student Relationships: 86% favorable (+1 point)

Growth:

- Student Behaviors increased from 60% to 67% (+7).
- Parent Involvement increased from 39% to 44% (+5).
- Fairness and Respect increased from 66% to 70% (+4).

Areas for Growth

At Billinghurst, we maintain a strong culture of collaboration through regularly scheduled Team and Department meetings every Wednesday, with a yearlong calendar that supports intentional planning. The Math and Science Departments continue to lead by example, demonstrating 100% participation in their Professional Learning Communities (PLCs) and consistently using common assessments to monitor student progress and drive instructional decisions. ELA, Social Studies, and Science, now in their third year of curriculum implementation are actively strengthening their PLC work through refined pacing guides, collaborative planning, and common assessment alignment.

Looking ahead, Billinghurst will continue to improve PLC effectiveness by reinforcing expectations for full participation and purposeful collaboration. We will more deeply integrate data from Infinite Campus, BIG reports, and iReady diagnostics to better target instructional priorities and intervention needs. PLC note-taking protocols will be refined to highlight student growth trends, and "wisdom within the walls" opportunities, peer observations and instructional rounds, will be expanded to support differentiation and Tier 1 instruction. These efforts will be aligned with the District's strategic priorities, including a focus on Teacher Clarity and the cultivation of a professional learning culture grounded in reflection, student-centered practices, and continuous growth.

Staff Climate Survey

- Staff Collaboration (59% favorable, +1 point) remains an area for growth as the school continues to strengthen collaboration, shared decision-making, and opportunities for staff voice in school improvement efforts.
- Social Emotional Learning (66% favorable, +1 point) indicates an opportunity to further develop a shared understanding of schoolwide SEL practices and ensure consistent implementation of supports that promote students' social, emotional, and academic growth.
- Fairness and Respect (70% favorable, +4 points) showed positive growth but remains an area for continued improvement, particularly around consistency in the application of schoolwide expectations and behavioral practices.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	EL students are struggling to access the curriculum equitably. The student would benefit from vocabulary and language support in the classroom.	Utilize the ELF and the EL assistant to support EL and teachers in the classroom ensuring that the barriers are identified and language access was supported. Best practices for supporting the EL should be put into place including vocabulary walls, peer support, speaking slower and more deliberately, and allowing for visuals and different ways of communicating mastery of content.
Foster/Homeless	Students in Foster and homeless have the highest rates of chronic absenteeism and may miss instruction.	Having the ability to access missed instruction via Canvas will be valuable. Spiraling of content for missed instruction and allowing for after school tutoring opportunities will help address this challenge.
Free and Reduced Lunch	Students accessing Free and Reduced Lunch have the highest rates of chronic absenteeism and may miss instruction.	Supporting access to the district programs for free breakfast and lunch opportunities to reduce anxiety around food will be beneficial. If a student arrives late, they will still have opportunities to have access to breakfast.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Students in identifiable groups may benefit from seeing themselves and their experiences represented in the curriculum	Focusing on equitable classroom practices could benefit all of our students and help them to see relevance in the curriculum as well as validation of their experience.
Students with IEPs	Students on IEP's struggle to access the curriculum equitably.	Increase teacher support in understanding individual student's IEP's through resource teachers and instruction utilizing best practices through our teacher clarity work.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	Although Billinghurst made meaningful progress during the 2025-2026 school year by aligning PLC practices, increasing the use of common formative assessments, and regularly analyzing student data, variability remains in how PLC teams use assessment evidence to drive instructional decisions and accelerate student achievement.	The school is continuing to refine a systematic PLC process that consistently connects common formative assessments, SBAC results, i-Ready data, attendance data, and student climate survey results to instructional planning, intervention, and enrichment decisions across all grade levels and departments. While substantial progress has been made toward alignment, greater consistency in implementation is needed to maximize student outcomes.
2 ★	At Billinghurst Middle School, significant progress has been made in the implementation of Teacher Clarity. Teachers have consistently strengthened their practice of communicating learning intentions, success criteria, and instructional progressions, resulting in greater alignment across classrooms and increased student understanding of what they are learning and how they will demonstrate success. As the school continues to deepen this work, a key area for growth is strengthening the connection between learning and relevance. While teachers effectively communicate the what students are learning and how they will learn it, opportunities remain to more consistently articulate the why by helping students understand the purpose, importance, and real-world application of their learning. Increasing the emphasis on relevance will further enhance student engagement, ownership, and the meaningfulness of classroom learning experiences.	The implementation of Teacher Clarity at Billinghurst Middle School has been a sustained area of focus, supported through ongoing site-based professional learning and staff collaboration. Building on this foundation, Billinghurst has now been identified by WCSD as a designated Teacher Clarity school, making Teacher Clarity the school's primary professional development focus for the 2026-2027 school year. Through continued training and learning opportunities, staff will deepen their understanding of the Teacher Clarity framework and its many interconnected components. To support consistent implementation, the administrative team will develop and refine walkthrough tools aligned to the Teacher Clarity modules, allowing leaders to monitor progress, provide actionable feedback, and identify areas for additional support. This work will ensure that professional learning is translated into classroom practice and that all students experience clear, purposeful, and engaging instruction across content areas.

★ = Priority

Connectedness

Areas of Strength

Student Climate Survey

Student survey results highlight positive growth in students' sense of voice, safety, and self-awareness. Students reported increased opportunities to share their perspectives, a stronger sense of safety on campus, and greater confidence in understanding their strengths and abilities, reflecting continued progress toward fostering a supportive and engaging learning environment.

Strength:

- Participation: 83% favorable (+1 point)
- Social Awareness: 74% favorable (+1 point)
- Safety: 74% favorable (+4 points)

Growth:

- Student Voice increased from 42% to 49% (+7).
- Safety increased from 70% to 74% (+4).
- Self-Awareness of Self-Concept increased from 70% to 72% (+2)

Areas for Growth

Student Climate Survey

- Student Engagement (50% favorable, +1 point) remains a priority area, as many students do not yet view classroom learning as consistently engaging, meaningful, or relevant to their lives and future goals.
- Student Voice (49% favorable, +7 points) showed significant improvement, but students continue to express a desire for greater opportunities to influence decisions and see their feedback reflected in school practices.
- Student Respect (50% favorable, +1 point) suggests continued opportunities to strengthen peer-to-peer interactions, promote a culture of mutual respect, and reinforce positive student behaviors across campus.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	EL students and their families may have a limited understanding of the US Education System and/or the varying opportunities and resources available for their students. Possible language barriers between communications provided by the school and district to the families reduces the connectedness of families to our system.	The EL Department, as well as our designated ELF, will partner with our school, students, and families to provide information to families in their native language. We will also access the Department of Family and School Partnerships for additional support We will utilize translation devices and use appropriate WCSD Translation and Interpretation Division services to support families and allow them greater access to our school and staff.
Foster/Homeless	Foster families may not be aware of a child's progress and placement.	Counselors to provide updated information and act as a liaison with the students new school placement.
Free and Reduced Lunch	Families need support and access for food and resources.	Counselors and Admin will check in and provide supports for attendance and course performance.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Cultural barriers may exist in our school community.	It's important to allow platforms for students to communicate such as through our Student Voice. We will have a diversified student panel invited to be a part of our Student Voice committee.
Students with IEPs	Students on IEP's may struggle with feeling like they are a part of the school system.	Support teachers in strategies to celebrate students coming to school and each small milestone that the student achieves. Allow for opportunities of celebration when it comes to the smallest of achievements so the student can gain confidence and feel a part of our system.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Although students report strong participation in extracurricular activities (83%) and generally positive perceptions of safety (74%), only 50% report feeling engaged in their learning, 49% report having meaningful opportunities for student voice, and 50% report positive student respect, indicating that many students do not yet feel fully connected, valued, or invested in their school experience.	While Billinghurst has established strong systems that support student participation and relationships with adults, opportunities for student voice, authentic engagement, relevance in learning, and positive peer-to-peer connections are not yet consistently embedded across the school experience, limiting students' overall sense of belonging and connectedness Student connectedness serves as an important bridge between Billinghurst's Academic Success and Adult Learning Culture priorities. Survey results indicate opportunities to increase student engagement, voice, and belonging, while academic data highlight the need to accelerate student achievement and growth. Through ongoing work in Teacher Clarity, PLCs, common formative assessments, and relevant, student-centered instruction, Billinghurst will continue strengthening connections between students, staff, and learning so that all students feel valued, engaged, and empowered

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Despite strengths in maintaining achievement for students already performing at or above grade level, a significant percentage of Billinghurst students are not yet meeting proficiency standards, particularly in mathematics and 8th grade science. Student growth data indicate that many students performing below standard are not making sufficient accelerated growth to catch up to grade-level expectations, resulting in stagnant proficiency rates across multiple content areas.	Billinghurst has not yet established a consistently implemented system of tiered instruction, intervention, and progress monitoring that accelerates learning for students performing below grade level. While core instruction is successfully helping many students maintain proficiency, instructional practices and intervention supports are not consistently producing the accelerated growth required for struggling learners to close learning gaps and reach proficiency. This is evidenced by lower median growth percentiles in 7th and 8th grade mathematics, below-average growth in 7th grade ELA, and low Catch Up rates across multiple content areas.
2 ★	Although Billinghurst made meaningful progress during the 2025-2026 school year by aligning PLC practices, increasing the use of common formative assessments, and regularly analyzing student data, variability remains in how PLC teams use assessment evidence to drive instructional decisions and accelerate student achievement.	The school is continuing to refine a systematic PLC process that consistently connects common formative assessments, SBAC results, i-Ready data, attendance data, and student climate survey results to instructional planning, intervention, and enrichment decisions across all grade levels and departments. While substantial progress has been made toward alignment, greater consistency in implementation is needed to maximize student outcomes.
3 ★	Although students report strong participation in extracurricular activities (83%) and generally positive perceptions of safety (74%), only 50% report feeling engaged in their learning, 49% report having meaningful opportunities for student voice, and 50% report positive student respect, indicating that many students do not yet feel fully connected, valued, or invested in their school experience.	While Billinghurst has established strong systems that support student participation and relationships with adults, opportunities for student voice, authentic engagement, relevance in learning, and positive peer-to-peer connections are not yet consistently embedded across the school experience, limiting students' overall sense of belonging and connectedness Student connectedness serves as an important bridge between Billinghurst's Academic Success and Adult Learning Culture priorities. Survey results indicate opportunities to increase student engagement, voice, and belonging, while academic data highlight the need to accelerate student achievement and growth. Through ongoing work in Teacher Clarity, PLCs, common formative assessments, and relevant, student-centered instruction, Billinghurst will continue strengthening connections between students, staff, and learning so that all students feel valued, engaged, and empowered

4 ★

At Billinghurst Middle School, significant progress has been made in the implementation of Teacher Clarity. Teachers have consistently strengthened their practice of communicating learning intentions, success criteria, and instructional progressions, resulting in greater alignment across classrooms and increased student understanding of what they are learning and how they will demonstrate success. As the school continues to deepen this work, a key area for growth is strengthening the connection between learning and relevance. While teachers effectively communicate the what students are learning and how they will learn it, opportunities remain to more consistently articulate the why by helping students understand the purpose, importance, and real-world application of their learning. Increasing the emphasis on relevance will further enhance student engagement, ownership, and the meaningfulness of classroom learning experiences.

The implementation of Teacher Clarity at Billinghurst Middle School has been a sustained area of focus, supported through ongoing site-based professional learning and staff collaboration. Building on this foundation, Billinghurst has now been identified by WCSD as a designated Teacher Clarity school, making Teacher Clarity the school's primary professional development focus for the 2026-2027 school year. Through continued training and learning opportunities, staff will deepen their understanding of the Teacher Clarity framework and its many interconnected components. To support consistent implementation, the administrative team will develop and refine walkthrough tools aligned to the Teacher Clarity modules, allowing leaders to monitor progress, provide actionable feedback, and identify areas for additional support. This work will ensure that professional learning is translated into classroom practice and that all students experience clear, purposeful, and engaging instruction across content areas.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **Criterion-Referenced Test in Science**
- [x] **Nevada State Performance Framework (NSPF)**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **WIDA ACCESS for ELLs**

Adult Learning Culture

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

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **PBIS/MTSS data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

By the end of the 2026-2027 school year, Billinghurst Middle School will increase the percentage of students meeting or exceeding grade-level standards in ELA, Mathematics, and Science through the implementation of targeted interventions, data-driven PLC practices, and the Excel intervention program. Student performance will improve across all grade levels as measured by SBAC, common formative assessments, i-Ready, course grades, and state accountability measures.

ELA
* Increase the percentage of students performing at or above standard (Level 3 or 4) in ELA from 59% to 62% in 6th grade.
* Increase the percentage of students performing at or above standard (Level 3 or 4) in ELA from 50% to 53% in 7th grade.
* Increase the percentage of students performing at or above standard (Level 3 or 4) in ELA from 48% to 51% in 8th grade.

Math
* Increase the percentage of students performing at or above standard (Level 3 or 4) in Math from 53% to 56% in 6th grade.
* Increase the percentage of students performing at or above standard (Level 3 or 4) in Math from 44% to 47% in 7th grade.
* Increase the percentage of students performing at or above standard (Level 3 or 4) in Math from 34% to 37% in 8th grade.

Science
* Increase the percentage of 8th grade students performing at or above standard (Level 3 or 4) in Science from 52% to 55%.

Formative Measures: SBAC scores, iReady monitoring tools, quarterly assessments. iReady diagnostic measures; Tier III data collection.

Improvement Strategy 1

iReady

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Billinghurst Middle School will strengthen student achievement through a more intentional and systematic approach to intervention during the Excel period. Building upon the effective use of i-Ready diagnostic data, students will be strategically grouped based on multiple data points, including SBAC performance, i-Ready results, classroom assessments, and grades. During Excel, students will receive targeted ELA, mathematics, and science support aligned to their identified areas of need. In ELA, staff will utilize tiered reading and writing intervention resources designed to address the specific literacy skills required for success at each grade level. In mathematics, intervention teachers will provide targeted support using the Amplify curriculum to reinforce essential grade-level standards and close learning gaps. To ensure that all students receive the support necessary for academic success, EL Facilitators, EL Assistants, and Case Managers will regularly monitor the progress of English Learners and students receiving specialized services. Student performance data will be reviewed throughout the year to evaluate the effectiveness of interventions and make timely adjustments to instructional supports based on student needs. This work directly aligns with Billinghurst's 2026-2027 Schoolwide Instructional Focus on clearly communicating instructional outcomes and effectively using assessment within instruction. Through strong Tier I instruction, implementation of a guaranteed and viable curriculum, ongoing PLC collaboration, and strategic intervention resources, the school will create a comprehensive system of support designed to accelerate student learning and promote continuous academic growth for all students.	Teachers; administration	SY 26-27	

Position Responsible: Teachers; administration

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Despite strengths in maintaining achievement for students already performing at or above grade level, a significant percentage of Billinghurst students are not yet meeting proficiency standards, particularly in mathematics and 8th grade science. Student growth data indicate that many students performing below standard are not making sufficient accelerated growth to catch up to grade-level expectations, resulting in stagnant proficiency rates across multiple content areas.	Billinghurst has not yet established a consistently implemented system of tiered instruction, intervention, and progress monitoring that accelerates learning for students performing below grade level. While core instruction is successfully helping many students maintain proficiency, instructional practices and intervention supports are not consistently producing the accelerated growth required for struggling learners to close learning gaps and reach proficiency. This is evidenced by lower median growth percentiles in 7th and 8th grade mathematics, below-average growth in 7th grade ELA, and low Catch Up rates across multiple content areas.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

By May 2027, Billinghurst Middle School will strengthen its Adult Learning Culture by ensuring 100% of PLC teams consistently engage in the school's PLC process, including the development and administration of common formative assessments, analysis of student data, collaborative reflection, and instructional response planning. Additionally, all certified staff will participate in ongoing Teacher Clarity professional learning, with walkthrough data demonstrating increased implementation of learning intentions, success criteria, learning progressions, and instructional relevance ("the why") across all content areas.

* 100% of departments and grade-level teams will administer and analyze common formative assessments on an agreed-upon cycle.
* PLC teams will regularly use SBAC, i-Ready, common assessment, attendance, grade, and climate survey data to identify student needs and adjust instruction and interventions.
* Administrative walkthrough data will show measurable growth in Teacher Clarity implementation, with a specific emphasis on helping students understand the relevance and purpose of their learning.
* PLC documentation will demonstrate collaborative reflection, intervention planning, and progress monitoring aligned to schoolwide student achievement goals.

Formative Measures: Review of note-takers, summative assessments, observation reports, Note takers from PLCs; quarterly reflection data; MTSS meeting notes, Behavior data re: majors and minors

Improvement Strategy 1

PLC's

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Billinghurst Middle School will strengthen its Adult Learning Culture by fostering a collaborative, transparent, and responsive professional learning environment focused on continuous improvement. Throughout the school year, school leadership will openly share and analyze staff climate survey data, student climate survey data, academic performance data, attendance trends, and other relevant indicators with staff and the Site Leadership Team to celebrate successes, identify challenges, and guide decision-making. Using the PLC framework as the primary vehicle for professional collaboration, teams will regularly review common formative assessment data, SBAC results, i-Ready data, grades, attendance, and climate survey feedback to identify student needs and determine appropriate instructional responses. This process will ensure that professional learning remains connected to student outcomes and aligned with the school's Academic Success goals. In support of Billinghurst's Adult Learning Culture SMART Goal, staff will continue to engage in Teacher Clarity professional learning with a focus on learning intentions, success criteria, learning progressions, and instructional relevance. The Site Leadership Team and administrative team will continuously monitor implementation, gather staff feedback, and make adjustments throughout the year to ensure professional learning is responsive to the evolving needs of both students and staff. Through a culture of transparency, reflection, collaboration, and adaptability, Billinghurst will continue building collective efficacy and strengthening instructional practices that improve outcomes for all students	Admin	SY 26-27	

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Adult Learning Culture 1, 2

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Although Billinghurst made meaningful progress during the 2025-2026 school year by aligning PLC practices, increasing the use of common formative assessments, and regularly analyzing student data, variability remains in how PLC teams use assessment evidence to drive instructional decisions and accelerate student achievement.	The school is continuing to refine a systematic PLC process that consistently connects common formative assessments, SBAC results, i-Ready data, attendance data, and student climate survey results to instructional planning, intervention, and enrichment decisions across all grade levels and departments. While substantial progress has been made toward alignment, greater consistency in implementation is needed to maximize student outcomes.
2	At Billinghurst Middle School, significant progress has been made in the implementation of Teacher Clarity. Teachers have consistently strengthened their practice of communicating learning intentions, success criteria, and instructional progressions, resulting in greater alignment across classrooms and increased student understanding of what they are learning and how they will demonstrate success. As the school continues to deepen this work, a key area for growth is strengthening the connection between learning and relevance. While teachers effectively communicate the what students are learning and how they will learn it, opportunities remain to more consistently articulate the why by helping students understand the purpose, importance, and real-world application of their learning. Increasing the emphasis on relevance will further enhance student engagement, ownership, and the meaningfulness of classroom learning experiences.	The implementation of Teacher Clarity at Billinghurst Middle School has been a sustained area of focus, supported through ongoing site-based professional learning and staff collaboration. Building on this foundation, Billinghurst has now been identified by WCSD as a designated Teacher Clarity school, making Teacher Clarity the school's primary professional development focus for the 2026-2027 school year. Through continued training and learning opportunities, staff will deepen their understanding of the Teacher Clarity framework and its many interconnected components. To support consistent implementation, the administrative team will develop and refine walkthrough tools aligned to the Teacher Clarity modules, allowing leaders to monitor progress, provide actionable feedback, and identify areas for additional support. This work will ensure that professional learning is translated into classroom practice and that all students experience clear, purposeful, and engaging instruction across content areas.

Inquiry Area 3

Connectedness

SMART Goal 1

By Spring 2027, Billinghurst Middle School will increase students' sense of connection, belonging, and engagement as measured by the WCSD Student Climate Survey. The school will increase favorable ratings in Student Engagement from 50% to 55%, Student Voice from 49% to 55%, and Student Respect from 50% to 55% through the implementation of relevant and engaging learning experiences, expanded student leadership opportunities, strengthened relationship-building practices, and ongoing Teacher Clarity work that emphasizes the purpose and relevance of learning.

* Increase Student Engagement from 50% to 55%.
* Increase Student Voice from 49% to 55%.
* Increase Student Respect from 50% to 55%.
* Maintain or improve Participation above the current 83% favorable rating.

Formative Measures: Meeting notes from Parent Group meetings, Note-takers from School Safety Team meeting, and notes from Student Voice Advocacy group,
Review of Second Step online usage

Improvement Strategy 1

SEL

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Administration will work with the Student Voice advocacy group, Parent Group, and School Safety Team to address trends and concerns. Enhance SEL Relationship Skills SEL Curriculum: Expand and enhance the SEL curriculum with a focus on developing relationship skills, including communication, empathy, and conflict resolution. These skills will be addressed during Excel with the use of the Second Step program and targeted lessons. Recognition: Celebrate successes and improvements in staff and student climate to maintain motivation and acknowledge achievements. This includes documenting positive phone calls home once per month for select students. Implementation of bi-monthly SEL lessons, utilizing Second Step Enhance SEL Relationship Skills	administration	SY 26-27	

Position Responsible: administration

Evidence Level

Level 1: Strong:
SEL

Problem Statements: Connectedness 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Although students report strong participation in extracurricular activities (83%) and generally positive perceptions of safety (74%), only 50% report feeling engaged in their learning, 49% report having meaningful opportunities for student voice, and 50% report positive student respect, indicating that many students do not yet feel fully connected, valued, or invested in their school experience.	While Billinghurst has established strong systems that support student participation and relationships with adults, opportunities for student voice, authentic engagement, relevance in learning, and positive peer-to-peer connections are not yet consistently embedded across the school experience, limiting students' overall sense of belonging and connectedness Student connectedness serves as an important bridge between Billinghurst's Academic Success and Adult Learning Culture priorities. Survey results indicate opportunities to increase student engagement, voice, and belonging, while academic data highlight the need to accelerate student achievement and growth. Through ongoing work in Teacher Clarity, PLCs, common formative assessments, and relevant, student-centered instruction, Billinghurst will continue strengthening connections between students, staff, and learning so that all students feel valued, engaged, and empowered

Community Outreach Activities

Activity	Date	Lesson Learned
In Spring 2026, Billinghurst Middle School hosted its inaugural Future Bighorn Night, an event designed to welcome incoming 6th-grade students and their families to the Billinghurst community. The event provided families with an opportunity to meet administrators, counselors, teachers, and support staff, learn about academic and extracurricular programs, access district and community resources, and become familiar with school expectations and procedures before the start of middle school. The event also helped future students build comfort and confidence by exploring the campus and developing early connections with the school community. Due to the positive response and impact of this event, Billinghurst intends to make Future Bighorn Night an annual tradition. By continuing to provide early opportunities for connection and engagement, the school aims to strengthen relationships with families, support successful student transitions to middle school, and foster a strong sense of belonging from the very beginning of each student's Billinghurst experience.	5/14/26	The success of Future Bighorn Night reinforced the importance of early and intentional family engagement. One of the key lessons learned was that families value having access to comprehensive information in one setting, including academic expectations, extracurricular opportunities, support services, and district resources. The event also highlighted the wide range of resources available through WCSD and community partners that can support students and families throughout their middle school experience. Perhaps the most important takeaway was that simply getting families through the doors of the school creates opportunities to build relationships, answer questions, reduce uncertainty, and foster trust. When families feel welcomed, informed, and connected, they are more likely to become active partners in their child's education. Moving forward, Billinghurst will continue to expand opportunities for meaningful family engagement and connection as part of its commitment to supporting student success and belonging.