Washoe County School District



Yvonne Shaw Middle School

Classification: 2 Star School

ATSI

2026-2027 School Improvement Plan

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Mission Statement

The Yvonne Shaw Middle School Community is built on a foundation of respectful relationships and inclusivity, promoting accountability and perseverance in pursuit of academic and personal goals. We are passionate about holding students to the highest expectations for academic, behavioral, and social-emotional goals.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

Shaw Middle School has established a strong foundation for continuous improvement through collaborative leadership structures, data-driven decision making, and a commitment to strengthening schoolwide systems. Staff actively participate in Professional Learning Communities (PLCs), an Instructional Leadership Committee, an Intervention Committee, PBIS, and Family Engagement initiatives that support both academic and behavioral success.

The school has developed structures designed to improve student outcomes through a Multi-Tiered System of Supports (MTSS), including intervention systems, progress-monitoring processes, collaborative data analysis, and targeted student supports. These structures provide a framework for addressing student needs through coordinated academic, behavioral, and attendance interventions.

Student growth data demonstrate pockets of success across multiple student groups. American Indian/Alaska Native students demonstrated increased reading growth over the past three years, Hispanic/Latino students and students receiving Free and Reduced Lunch also showed gains in reading growth, and students with IEPs demonstrated improved mathematics growth. Additionally, students entering at the lowest achievement levels demonstrated growth rates comparable to or exceeding district averages, indicating that targeted supports can result in measurable student progress.

Beginning-of-Year 2026 i-Ready participation rates demonstrate strong implementation of assessment and progress-monitoring practices, with 817 of 828 students assessed in Reading and 706 of 828 students assessed in Mathematics. Staff utilize this data to identify student needs, develop interventions, monitor progress, and adjust instruction throughout the year.

Shaw Middle School also provides numerous opportunities for student engagement through clubs, athletics, leadership activities, mentoring opportunities, and schoolwide events that strengthen student connectedness and belonging. These experiences contribute to a positive school culture and support meaningful relationships between students and staff.

The school community remains committed to continuous improvement through strengthening instructional, behavioral, and intervention systems. Existing collaborative structures, growing MTSS implementation efforts, and evidence of successful growth among targeted student populations provide a strong foundation for continued improvement in student achievement, engagement, attendance, and behavior.

Areas for Growth

Shaw Middle School's beginning-of-year data indicate a need to strengthen the systems that support academic achievement, behavior, attendance, and student engagement. While the school has established key structures to support students, data suggest that more consistent implementation of Tier 1, Tier 2, and Tier 3 supports is necessary to accelerate student outcomes.

Beginning-of-Year 2026 i-Ready Reading data show that 29% of students are performing at or above grade level, while 45% are performing two or more grade levels below. Mathematics data indicate that 22% of students are performing at or above grade level, while 39% are performing two or more grade levels below. These results demonstrate a need for strengthened instructional systems and more effective intervention practices.

Three-year growth data also reveal opportunities for improvement. Schoolwide median Student Growth Percentiles (SGP) declined from 42 to 39 in Reading and from 43 to 37 in Mathematics. Reading growth for students beginning at Levels 2, 3, and 4 fell below district averages, indicating a need for stronger supports for students who enter the year below grade level. Mathematics growth also remains below desired levels across several student groups.

Analysis of achievement and growth data suggests that the school's greatest opportunity is not the creation of additional programs, but rather increasing the consistency and effectiveness of existing systems. Strengthening implementation of MTSS, improving PLC data cycles, increasing intervention fidelity, establishing consistent behavioral expectations, and improving attendance and student engagement will be critical to accelerating growth for all students.

Key areas for growth include:

- Strengthening Tier 1 instructional and behavioral practices across all classrooms.
- Improving the consistency and effectiveness of MTSS implementation.
- Increasing the use of data to identify student needs and monitor intervention effectiveness.
- Strengthening PLC processes focused on student outcomes and instructional response.
- Improving growth outcomes for students performing below grade level.
- Reducing barriers created by attendance concerns and behavioral disruptions.
- Increasing student ownership, engagement, and connectedness to school.
- Ensuring equitable access to academic and behavioral supports for all student groups.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	BOY i-Ready and three-year growth data indicate that many English Learners remain below grade level in Reading and Mathematics. English Learners demonstrated a Reading SGP of 28 and a Mathematics SGP of 49.5, suggesting a need for increased access to language-rich instruction, academic vocabulary development, and consistent intervention supports.	Provide targeted language supports within Tier 1 instruction, implement ELLevation strategies schoolwide, provide professional learning on scaffolding and academic discourse, monitor progress through PLC and MTSS processes, and increase collaboration between EL staff and classroom teachers to ensure access to grade-level content.

Student Group	Challenge	Solution
Foster/Homeless	Students experiencing housing instability often face attendance challenges, inconsistent access to instruction, and interruptions in intervention services, leading to gaps in academic progress and school connectedness.	Provide regular academic and attendance monitoring through MTSS processes, assign student mentors, connect families with district and community resources, provide access to intervention supports, and conduct frequent check-ins through counseling and student support staff.
Free and Reduced Lunch	Students receiving Free and Reduced Lunch demonstrated Reading growth below state-typical levels (SGP 39) and Mathematics growth below state-typical levels (SGP 34). These students may experience barriers to academic support outside of school and have reduced access to enrichment opportunities.	Provide access to targeted intervention programs, tutoring opportunities, mentoring, extracurricular activities, attendance supports, and family engagement opportunities. Monitor progress through MTSS processes and ensure equitable access to school resources and supports.
Migrant/Title1-C Eligible	Student mobility and attendance interruptions can create learning gaps, inconsistencies in assessment data, and reduced access to intervention services.	Coordinate supports with district migrant services, ensure timely identification of academic needs, provide targeted interventions, monitor progress regularly through MTSS reviews, and maintain communication with families to support continuous learning.
Racial/Ethnic Minorities	Achievement and growth data indicate inconsistent outcomes across student groups. While some groups demonstrated growth gains, achievement gaps remain and many students continue to perform below grade level in Reading and Mathematics.	Utilize PLC and MTSS structures to identify student needs, provide targeted interventions, monitor subgroup performance data regularly, expand family engagement opportunities, and ensure equitable access to rigorous instruction, behavioral supports, and enrichment opportunities.

Student Group	Challenge	Solution
Students with IEPs	BOY achievement data indicate that many students with disabilities continue to perform below grade level. Reading growth remains below state-typical levels (SGP 39), suggesting a need for stronger access to accommodations, specially designed instruction, and intervention supports.	Strengthen co-teaching practices, increase collaboration between special education and general education teachers, ensure consistent implementation of accommodations, utilize MTSS and PLC structures to monitor progress, and provide targeted interventions aligned to IEP goals.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Shaw Middle School's beginning-of-year academic data indicate that a significant number of students enter the 2026-2027 school year performing below grade level in both Reading and Mathematics. BOY 2026 i-Ready Reading data show that only 29% of students are performing at or above grade level, while 45% are performing two or more grade levels below. In Mathematics, only 22% of students are performing at or above grade level, while 39% are performing two or more grade levels below. In addition to achievement concerns, three-year growth trends indicate that many students are not demonstrating the accelerated growth necessary to close proficiency gaps. Schoolwide Reading median Student Growth Percentile (SGP) decreased from 42 to 39, while Mathematics SGP decreased from 43 to 37. Students entering achievement Levels 2, 3, and 4 demonstrated growth below district and comparison-school averages, suggesting that existing systems are not consistently accelerating learning for students who begin below grade level. Subgroup data further indicate that students with disabilities, English Learners, and other historically underserved student groups continue to experience achievement and growth challenges that require targeted support. These outcomes suggest a need to strengthen schoolwide systems for instruction, behavior, intervention, attendance, and progress monitoring to ensure all students receive timely, effective support through a comprehensive Multi-Tiered System of Supports (MTSS).	1. Inconsistent implementation of Tier 1 instructional and behavioral systems across classrooms. Students do not consistently experience common expectations, instructional practices, behavioral supports, and learning environments, resulting in uneven academic and behavioral outcomes. 2. MTSS structures and intervention systems are not yet implemented with consistent fidelity across content areas and grade levels. As a result, students requiring additional support do not always receive timely interventions, progress monitoring, or adjustments based on student need. 3. PLC teams are continuing to develop consistent practices for analyzing data and responding to student performance. Opportunities exist to strengthen the use of i-Ready, common assessments, attendance data, and behavior data to guide instructional decisions and intervention planning. 4. Attendance challenges, behavioral concerns, and varying levels of student engagement reduce student access to instruction and intervention opportunities. Missed instructional time limits student growth and makes it more difficult to accelerate achievement for students performing below grade level. 5. Student achievement, behavior, and intervention systems have historically operated in separate structures rather than through a unified MTSS framework. Greater alignment among instructional, behavioral, attendance, and intervention systems is needed to ensure coordinated support for all students.

★ = Priority

Adult Learning Culture

Areas of Strength

Shaw Middle School has established a collaborative professional culture focused on continuous improvement and shared responsibility for student success. Staff actively participate in Professional Learning Communities (PLCs), committee structures, professional development opportunities, and data analysis processes that support instructional growth and schoolwide improvement.

The school has developed leadership structures that promote collaboration and distributed leadership, including the Instructional Leadership Committee, Intervention Committee, PBIS Committee, and Family and Community Engagement Committee. These teams provide opportunities for teachers and staff to engage in problem-solving, analyze student and schoolwide data, and contribute to decision-making processes.

Staff demonstrate a commitment to professional learning and a willingness to implement evidence-based instructional and behavioral practices. Teachers regularly collaborate to analyze student achievement, attendance, and behavior data in order to identify student needs, strengthen instructional practices, and improve intervention supports.

Recent staff climate survey results indicate several organizational strengths that support continuous improvement efforts. Staff reported high levels of Expectations of Success (91%), Home-School Communication (91%), Safety (93%), and Staff-Student Relationships (90%). Staff also reported feeling supported by school leadership, with 83% indicating they feel supported by administration, and 85% reporting they are proud to work at Shaw Middle School. These results reflect a positive foundation of trust, high expectations, strong relationships, and shared commitment to student success that can be leveraged to strengthen MTSS implementation and school improvement efforts

During the 2026-2027 school year, Shaw Middle School has continued to build a stronger systems-based approach through MTSS implementation, PLC refinement, and increased alignment between instructional, behavioral, and intervention practices. Staff are actively working to create consistent expectations and supports across classrooms to ensure all students have access to high-quality learning experiences.

The collaborative culture, leadership capacity, and commitment to continuous improvement among staff provide a strong foundation for strengthening adult learning, improving instructional effectiveness, and increasing student outcomes across the school.

Areas for Growth

While Shaw Middle School has established strong collaborative structures and a positive professional culture, opportunities exist to strengthen the consistency and effectiveness of adult learning practices across the school. Student achievement, growth, attendance, and behavior data indicate a need for greater alignment between professional learning, instructional practices, behavioral supports, and intervention systems.

Staff climate survey results also highlight areas requiring additional focus. Staff Collaboration was reported at 78%, below both district and middle school averages, while only 58% of staff reported a strong sense of teamwork among all

staff members. In addition, staff reported concerns regarding consistency of behavior expectations and implementation, with only 50% indicating that student behavior expectations are enforced equally by staff. Survey results further suggest opportunities to strengthen staff capacity around data utilization and instructional decision-making, as only 41% of staff reported positive perceptions of i-Ready as an instructional and intervention tool. These findings reinforce the need for continued professional learning focused on PLC effectiveness, MTSS implementation, data-driven decision making, and consistent schoolwide instructional and behavioral practices.

As the school continues developing its Multi-Tiered System of Supports (MTSS), staff need consistent structures for using academic, behavioral, and attendance data to inform instructional decisions and student supports. PLC teams are continuing to refine processes for analyzing student data, identifying trends, monitoring interventions, and adjusting instruction based on student outcomes.

Additionally, schoolwide implementation of Tier 1 instructional and behavioral practices varies across classrooms. Increased professional learning and coaching opportunities will help staff establish common expectations, improve instructional consistency, and strengthen implementation of evidence-based practices.

Key areas for growth include:

- Strengthening PLC processes focused on student outcomes and instructional response.
- Increasing staff capacity to use academic, attendance, and behavior data to drive decision-making.
- Ensuring consistent implementation of Tier 1 instructional and behavioral practices across all classrooms.
- Strengthening MTSS implementation and intervention monitoring systems.
- Increasing collaboration among general education, special education, EL, counseling, and support staff.
- Building staff capacity to respond effectively to diverse student academic and behavioral needs.
- Aligning professional learning opportunities with school improvement priorities and student outcome data.

By strengthening adult learning systems and creating greater consistency in instructional and behavioral practices, Shaw Middle School will improve its ability to support student achievement, engagement, attendance, and overall success.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Teachers have varying levels of experience implementing language acquisition strategies and scaffolds needed to support English Learners in grade-level content classes.	Provide professional learning on language-rich instructional practices, academic discourse, vocabulary development, and ELLevation strategies. Increase collaboration between EL staff and classroom teachers and utilize PLCs to monitor EL progress and instructional effectiveness.

Student Group	Challenge	Solution
Foster/Homeless	• High mobility and inconsistent attendance require staff to quickly identify learning gaps and provide coordinated academic and behavioral supports.	Train staff on MTSS processes, attendance interventions, and trauma-informed practices. Establish systems for rapid enrollment support, academic monitoring, and coordinated communication among counselors, teachers, and support staff.
Free and Reduced Lunch	• Students may require additional academic support and school-based resources due to barriers outside the school day, requiring staff to differentiate instruction and monitor progress effectively.	Provide professional learning on differentiation, intervention planning, and equitable instructional practices. Utilize PLC and MTSS processes to monitor student progress and ensure timely access to interventions and enrichment opportunities.
Migrant/Title1-C Eligible	Mobility and interrupted schooling require staff to quickly assess needs, identify gaps, and maintain continuity of instruction.	Train staff on effective onboarding practices, progress-monitoring tools, and intervention planning. Strengthen collaboration with district migrant services and utilize MTSS systems to monitor academic progress.
Racial/Ethnic Minorities	Growth and achievement data indicate that some student groups experience different academic outcomes, requiring staff to consistently analyze subgroup data and respond appropriately.	Provide professional learning focused on culturally responsive instructional practices, data analysis, and equitable access to Tier 1 instruction and interventions. Utilize PLCs to review subgroup performance and implement targeted instructional responses.

Student Group	Challenge	Solution
Students with IEPs	Many students with disabilities continue to perform below grade level, requiring stronger alignment between general education instruction, accommodations, and specially designed instruction.	• Increase collaboration time between special education and general education teachers. Provide professional learning on co-teaching, accommodations, Universal Design for Learning (UDL), and inclusive instructional practices. Utilize PLC and MTSS processes to monitor progress toward academic goals and ensure consistent implementation of supports.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	While Shaw Middle School has established a positive professional culture and strong collaborative structures, opportunities exist to strengthen the consistency and effectiveness of adult learning practices across the school. Student achievement, growth, attendance, and behavior data indicate that instructional practices, intervention systems, and behavioral supports are not yet implemented with consistent fidelity across classrooms and teams. Schoolwide achievement data show that many students continue to perform below grade level, while growth trends indicate that students are not consistently demonstrating the accelerated growth necessary to close achievement gaps. These outcomes suggest a need for greater alignment between professional learning, PLC work, MTSS implementation, instructional decision-making, and schoolwide behavioral systems. As Shaw Middle School continues to strengthen its Systems and Behavior framework, adult learning must focus on creating common expectations, improving collaboration, increasing data-driven decision making, and ensuring that instructional and behavioral practices are implemented consistently across the school.	1. Inconsistent implementation of PLC processes and expectations across teams. While PLC structures are established, teams vary in their use of data, instructional planning, intervention monitoring, and collaborative problem-solving. 2. Limited alignment between professional learning and school improvement priorities. Professional development opportunities have not always been systematically connected to MTSS implementation, behavior systems, instructional priorities, and student outcome data. 3. Variability in Tier 1 instructional and behavioral practices. Students experience differing levels of instructional rigor, engagement, classroom expectations, and behavioral supports across classrooms. 4. Developing staff capacity to utilize academic, attendance, and behavior data to guide decision making. Staff continue to build skills in using multiple data sources to identify student needs, monitor progress, and adjust instruction and interventions effectively. 5. Limited structures for ongoing monitoring and accountability of implementation. Systems exist for collaboration and improvement, but additional monitoring is needed to ensure consistent implementation of agreed-upon instructional, behavioral, and intervention practices. 6. Need for stronger integration of instructional, behavioral, and intervention systems within MTSS. Historically, these systems have operated independently. Greater alignment is needed to create a coordinated and sustainable approach to supporting students.

★ = Priority

Connectedness

Areas of Strength

Shaw Middle School continues to foster a positive and welcoming school environment through strong relationships, student engagement opportunities, and schoolwide systems that support student success. Staff actively work to build meaningful connections with students through mentoring, extracurricular activities, athletics, clubs, advisory structures, and relationship-centered practices.

The school has established collaborative teams, including PBIS, Intervention, and Family and Community Engagement committees, that support a coordinated approach to student belonging and engagement. These systems promote safe, predictable learning environments and provide students with access to academic, behavioral, and social-emotional supports.

Shaw Middle School has expanded opportunities for student involvement through clubs, leadership activities, athletics, community events, and school celebrations, helping students build positive peer relationships and stronger connections to school. Family engagement events and community partnerships further strengthen the connection between home and school.

The school's continued focus on positive behavior supports, relationship building, and student-centered activities provides a strong foundation for increasing student engagement, attendance, and overall school connectedness.

Areas for Growth

While Shaw Middle School has established numerous opportunities for students to connect with peers and staff, attendance, engagement, and achievement data indicate that some students remain disconnected from school and require additional supports. Students experiencing chronic absenteeism, behavioral challenges, academic difficulties, and limited participation in extracurricular activities may not consistently experience a strong sense of belonging and connection to the school community.

As Shaw continues strengthening its MTSS framework, opportunities exist to improve systems for identifying students who need additional connection and support, monitoring student engagement, and providing timely interventions. Increased coordination among academic, behavioral, attendance, and mentoring systems will help ensure students receive the support necessary to remain engaged in school.

Key areas for growth include:

- Reducing chronic absenteeism and increasing regular school attendance.
- Expanding mentoring and relationship-building opportunities for students requiring additional support.
- Increasing participation in clubs, athletics, leadership activities, and other extracurricular programs.
- Strengthening family engagement and communication with historically underserved student groups.
- Improving systems for monitoring student connectedness and responding to disengagement early.
- Increasing student voice and opportunities for meaningful participation in school decision-making and activities.
- Strengthening alignment between PBIS, MTSS, attendance, and intervention systems to support student engagement and belonging.

By strengthening these systems and supports, Shaw Middle School will increase student connectedness, engagement, attendance, and overall success.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English Learners may experience barriers to school connectedness due to language differences, limited participation in extracurricular activities, and challenges accessing school information and resources.	Provide translated family communications, increase opportunities for EL student participation in clubs and leadership activities, utilize multilingual supports during family events, and connect EL students with mentors and staff advocates to strengthen relationships and belonging.
Foster/Homeless	Frequent transitions, housing instability, and attendance disruptions may limit opportunities to build consistent relationships with peers and trusted adults.	Assign student mentors, provide regular counselor and case-management check-ins, monitor attendance and engagement, and ensure immediate connection to school activities, clubs, and support services upon enrollment.
Free and Reduced Lunch	Students may face financial barriers that limit participation in extracurricular activities, school events, and enrichment opportunities, impacting school connectedness.	Increase access to no-cost extracurricular opportunities, provide fee assistance when available, promote club participation, connect students with mentoring opportunities, and expand family engagement efforts to increase involvement in the school community.
Migrant/Title1-C Eligible	Student mobility and irregular attendance can make it difficult to establish lasting relationships with peers, staff, and school programs.	Implement student check-in systems, assign staff mentors, provide transition supports for newly enrolled students, and connect students and families to school activities and community resources to maintain engagement.

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Some student groups may experience lower levels of participation, engagement, or connectedness, requiring intentional efforts to ensure all students feel represented and included within the school community.	Increase opportunities for student voice and leadership, utilize student survey data to monitor connectedness, engage families through culturally responsive outreach, and provide inclusive school events and activities that celebrate the diversity of the school community.
Students with IEPs	Students with disabilities may have fewer opportunities to participate fully in extracurricular activities, leadership opportunities, and school events, potentially impacting belonging and engagement.	Ensure equitable access to clubs, athletics, activities, and leadership opportunities; provide adult mentorship and check-ins; strengthen collaboration between special education and general education staff; and monitor participation and engagement through MTSS processes.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Shaw Middle School continues to build a positive and supportive school culture; however, attendance, behavior, and academic data indicate that some students remain disconnected from the school experience. Students experiencing chronic absenteeism, behavioral challenges, academic difficulties, and limited participation in extracurricular activities are at greater risk for disengagement and lower levels of school connectedness. As Shaw Middle School strengthens its Multi-Tiered System of Supports (MTSS) framework, there is an opportunity to improve systems that ensure every student has meaningful relationships with adults, access to school activities, and a strong sense of belonging. Students who are not consistently engaged in school are less likely to attend regularly, participate in learning opportunities, and access the supports necessary for academic and behavioral success. Data and staff observations suggest that increased focus is needed on student engagement, attendance, mentoring, family partnerships, and schoolwide relationship-building systems. Strengthening these systems will help ensure all students feel connected, supported, and successful at Shaw Middle School.	1. Inconsistent systems for identifying and supporting students who are disengaged from school. Students who struggle with attendance, behavior, or academic performance are not always identified early enough to receive timely connection and support. 2. Attendance challenges reduce opportunities for students to develop relationships and engage in the school community. Students with chronic absenteeism miss important academic, social, and extracurricular experiences that contribute to a sense of belonging. 3. Not all students have a strong connection with a trusted adult on campus. While many students experience positive relationships with staff, systems for ensuring every student has an adult advocate can be strengthened. 4. Limited participation in extracurricular activities and school events among some student groups. Students who are not involved in clubs, athletics, leadership opportunities, or school events may experience lower levels of engagement and school connectedness. 5. Family engagement and communication opportunities are not yet reaching all families consistently. Some families may experience barriers to participation, limiting opportunities to strengthen partnerships between home and school. 6. Schoolwide systems for monitoring student connectedness are still developing. Additional structures are needed to regularly review attendance, engagement, behavior, mentoring, and survey data to identify trends and respond proactively through MTSS processes.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Shaw Middle School's beginning-of-year academic data indicate that a significant number of students enter the 2026-2027 school year performing below grade level in both Reading and Mathematics. BOY 2026 i-Ready Reading data show that only 29% of students are performing at or above grade level, while 45% are performing two or more grade levels below. In Mathematics, only 22% of students are performing at or above grade level, while 39% are performing two or more grade levels below. In addition to achievement concerns, three-year growth trends indicate that many students are not demonstrating the accelerated growth necessary to close proficiency gaps. Schoolwide Reading median Student Growth Percentile (SGP) decreased from 42 to 39, while Mathematics SGP decreased from 43 to 37. Students entering achievement Levels 2, 3, and 4 demonstrated growth below district and comparison-school averages, suggesting that existing systems are not consistently accelerating learning for students who begin below grade level. Subgroup data further indicate that students with disabilities, English Learners, and other historically underserved student groups continue to experience achievement and growth challenges that require targeted support. These outcomes suggest a need to strengthen schoolwide systems for instruction, behavior, intervention, attendance, and progress monitoring to ensure all students receive timely, effective support through a comprehensive Multi-Tiered System of Supports (MTSS).	1. Inconsistent implementation of Tier 1 instructional and behavioral systems across classrooms. Students do not consistently experience common expectations, instructional practices, behavioral supports, and learning environments, resulting in uneven academic and behavioral outcomes. 2. MTSS structures and intervention systems are not yet implemented with consistent fidelity across content areas and grade levels. As a result, students requiring additional support do not always receive timely interventions, progress monitoring, or adjustments based on student need. 3. PLC teams are continuing to develop consistent practices for analyzing data and responding to student performance. Opportunities exist to strengthen the use of i-Ready, common assessments, attendance data, and behavior data to guide instructional decisions and intervention planning. 4. Attendance challenges, behavioral concerns, and varying levels of student engagement reduce student access to instruction and intervention opportunities. Missed instructional time limits student growth and makes it more difficult to accelerate achievement for students performing below grade level. 5. Student achievement, behavior, and intervention systems have historically operated in separate structures rather than through a unified MTSS framework. Greater alignment among instructional, behavioral, attendance, and intervention systems is needed to ensure coordinated support for all students.

2 ★

While Shaw Middle School has established a positive professional culture and strong collaborative structures, opportunities exist to strengthen the consistency and effectiveness of adult learning practices across the school. Student achievement, growth, attendance, and behavior data indicate that instructional practices, intervention systems, and behavioral supports are not yet implemented with consistent fidelity across classrooms and teams. Schoolwide achievement data show that many students continue to perform below grade level, while growth trends indicate that students are not consistently demonstrating the accelerated growth necessary to close achievement gaps. These outcomes suggest a need for greater alignment between professional learning, PLC work, MTSS implementation, instructional decision-making, and schoolwide behavioral systems. As Shaw Middle School continues to strengthen its Systems and Behavior framework, adult learning must focus on creating common expectations, improving collaboration, increasing data-driven decision making, and ensuring that instructional and behavioral practices are implemented consistently across the school.

1. Inconsistent implementation of PLC processes and expectations across teams. While PLC structures are established, teams vary in their use of data, instructional planning, intervention monitoring, and collaborative problem-solving. 2. Limited alignment between professional learning and school improvement priorities. Professional development opportunities have not always been systematically connected to MTSS implementation, behavior systems, instructional priorities, and student outcome data. 3. Variability in Tier 1 instructional and behavioral practices. Students experience differing levels of instructional rigor, engagement, classroom expectations, and behavioral supports across classrooms. 4. Developing staff capacity to utilize academic, attendance, and behavior data to guide decision making. Staff continue to build skills in using multiple data sources to identify student needs, monitor progress, and adjust instruction and interventions effectively. 5. Limited structures for ongoing monitoring and accountability of implementation. Systems exist for collaboration and improvement, but additional monitoring is needed to ensure consistent implementation of agreed-upon instructional, behavioral, and intervention practices. 6. Need for stronger integration of instructional, behavioral, and intervention systems within MTSS. Historically, these systems have operated independently. Greater alignment is needed to create a coordinated and sustainable approach to supporting students.

3 ★

Shaw Middle School continues to build a positive and supportive school culture; however, attendance, behavior, and academic data indicate that some students remain disconnected from the school experience. Students experiencing chronic absenteeism, behavioral challenges, academic difficulties, and limited participation in extracurricular activities are at greater risk for disengagement and lower levels of school connectedness. As Shaw Middle School strengthens its Multi-Tiered System of Supports (MTSS) framework, there is an opportunity to improve systems that ensure every student has meaningful relationships with adults, access to school activities, and a strong sense of belonging. Students who are not consistently engaged in school are less likely to attend regularly, participate in learning opportunities, and access the supports necessary for academic and behavioral success. Data and staff observations suggest that increased focus is needed on student engagement, attendance, mentoring, family partnerships, and schoolwide relationship-building systems. Strengthening these systems will help ensure all students feel connected, supported, and successful at Shaw Middle School.

1. Inconsistent systems for identifying and supporting students who are disengaged from school. Students who struggle with attendance, behavior, or academic performance are not always identified early enough to receive timely connection and support. 2. Attendance challenges reduce opportunities for students to develop relationships and engage in the school community. Students with chronic absenteeism miss important academic, social, and extracurricular experiences that contribute to a sense of belonging. 3. Not all students have a strong connection with a trusted adult on campus. While many students experience positive relationships with staff, systems for ensuring every student has an adult advocate can be strengthened. 4. Limited participation in extracurricular activities and school events among some student groups. Students who are not involved in clubs, athletics, leadership opportunities, or school events may experience lower levels of engagement and school connectedness. 5. Family engagement and communication opportunities are not yet reaching all families consistently. Some families may experience barriers to participation, limiting opportunities to strengthen partnerships between home and school. 6. Schoolwide systems for monitoring student connectedness are still developing. Additional structures are needed to regularly review attendance, engagement, behavior, mentoring, and survey data to identify trends and respond proactively through MTSS processes.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- ☑ **Smarter Balanced (SBAC)**
- ☑ **Student Climate Survey, Student Voice**

Adult Learning Culture

- ☑ **School department and/or faculty meeting discussions and data**
- ☑ **Staff surveys and/or other feedback**

Connectedness

- ☑ **Community surveys and/or other feedback**
- ☑ **Demographic data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

By June 2027, the percentage of students performing on or above grade level in both Reading and Mathematics on the i-Ready End-of-Year Diagnostic will increase by 10 percentage points, from 29% to 39% in Reading and from 22% to 32% in Mathematics. Additionally, at least 60% of students will meet their annual Typical Growth targets in Reading and Mathematics, as measured by i-Ready growth reports.

Formative Measures: i-Ready Fall, Winter, and Spring Diagnostics (Reading and Mathematics): Monitor percent on/above grade level and progress toward Typical and Stretch Growth targets.
Monthly PLC data reviews using i-Ready, common formative assessments, and standards mastery data.
MTSS intervention reviews conducted at least monthly to monitor Tier 2 and Tier 3 student progress.
Quarterly analysis of subgroup performance, including English Learners, Students with Disabilities, and other historically underserved student groups.
Progress monitoring through classroom assessments, i-Ready lessons passed, attendance data, and intervention effectiveness measures.

Improvement Strategy 1

i-Ready
Implement a schoolwide system of tiered instruction that uses i-Ready data to drive targeted small-group interventions, monitor student progress, and close skill gaps, especially for students below grade level.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement structured Tier 2 and Tier 3 intervention blocks in the master schedule Implement a schoolwide system of tiered instruction that uses i-Ready data to drive targeted small-group interventions, monitor student progress, and close skill gaps, especially for students below grade level.	Principal, AP, Counselor	SY 26-27	

Position Responsible: Principal, AP, Counselor

Resources Needed: Revised schedule, intervention curriculum

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1

Status Checks

In progress

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Shaw Middle School's beginning-of-year academic data indicate that a significant number of students enter the 2026-2027 school year performing below grade level in both Reading and Mathematics. BOY 2026 i-Ready Reading data show that only 29% of students are performing at or above grade level, while 45% are performing two or more grade levels below. In Mathematics, only 22% of students are performing at or above grade level, while 39% are performing two or more grade levels below. In addition to achievement concerns, three-year growth trends indicate that many students are not demonstrating the accelerated growth necessary to close proficiency gaps. Schoolwide Reading median Student Growth Percentile (SGP) decreased from 42 to 39, while Mathematics SGP decreased from 43 to 37. Students entering achievement Levels 2, 3, and 4 demonstrated growth below district and comparison-school averages, suggesting that existing systems are not consistently accelerating learning for students who begin below grade level. Subgroup data further indicate that students with disabilities, English Learners, and other historically underserved student groups continue to experience achievement and growth challenges that require targeted support. These outcomes suggest a need to strengthen schoolwide systems for instruction, behavior, intervention, attendance, and progress monitoring to ensure all students receive timely, effective support through a comprehensive Multi-Tiered System of Supports (MTSS).	1. Inconsistent implementation of Tier 1 instructional and behavioral systems across classrooms. Students do not consistently experience common expectations, instructional practices, behavioral supports, and learning environments, resulting in uneven academic and behavioral outcomes. 2. MTSS structures and intervention systems are not yet implemented with consistent fidelity across content areas and grade levels. As a result, students requiring additional support do not always receive timely interventions, progress monitoring, or adjustments based on student need. 3. PLC teams are continuing to develop consistent practices for analyzing data and responding to student performance. Opportunities exist to strengthen the use of i-Ready, common assessments, attendance data, and behavior data to guide instructional decisions and intervention planning. 4. Attendance challenges, behavioral concerns, and varying levels of student engagement reduce student access to instruction and intervention opportunities. Missed instructional time limits student growth and makes it more difficult to accelerate achievement for students performing below grade level. 5. Student achievement, behavior, and intervention systems have historically operated in separate structures rather than through a unified MTSS framework. Greater alignment among instructional, behavioral, attendance, and intervention systems is needed to ensure coordinated support for all students.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

By June 2027, 100% of Shaw Middle School PLCs and school improvement committees will consistently utilize a common MTSS problem-solving process to analyze academic, attendance, behavior, and engagement data at least twice monthly. Through this process, staff will collaboratively identify student needs, implement targeted instructional and behavioral supports, and monitor intervention effectiveness, as evidenced by PLC artifacts, committee documentation, walkthrough data, and implementation-monitoring tools. Additionally, classroom walkthroughs will indicate at least 90% implementation of identified Tier 1 instructional and behavioral expectations schoolwide.

Formative Measures: PLC agendas, minutes, and data-analysis protocols reviewed monthly.
Monthly MTSS, Intervention Committee, and Instructional Leadership Team data-review documentation.
Classroom walkthrough data focused on Tier 1 instructional and behavioral expectations.
Quarterly PLC self-assessment using a school-developed collaboration and data-use rubric.
Staff professional learning participation records aligned to MTSS, Systems & Behavior, and school improvement priorities.
Quarterly review of intervention effectiveness using academic, attendance, and behavior data.

Improvement Strategy 1

PLC's

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Embed dedicated PLC collaboration time into the weekly schedule Develop and implement consistent PLC structures across all departments focused on standards alignment, data-informed instruction, and student learning outcomes.	Principal	SY 26-27	

Position Responsible: Principal

Resources Needed: NA

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Adult Learning Culture 1

Status Checks

November	February	May
Implemented	Implemented	Implemented

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	While Shaw Middle School has established a positive professional culture and strong collaborative structures, opportunities exist to strengthen the consistency and effectiveness of adult learning practices across the school. Student achievement, growth, attendance, and behavior data indicate that instructional practices, intervention systems, and behavioral supports are not yet implemented with consistent fidelity across classrooms and teams. Schoolwide achievement data show that many students continue to perform below grade level, while growth trends indicate that students are not consistently demonstrating the accelerated growth necessary to close achievement gaps. These outcomes suggest a need for greater alignment between professional learning, PLC work, MTSS implementation, instructional decision-making, and schoolwide behavioral systems. As Shaw Middle School continues to strengthen its Systems and Behavior framework, adult learning must focus on creating common expectations, improving collaboration, increasing data-driven decision making, and ensuring that instructional and behavioral practices are implemented consistently across the school.	1. Inconsistent implementation of PLC processes and expectations across teams. While PLC structures are established, teams vary in their use of data, instructional planning, intervention monitoring, and collaborative problem-solving. 2. Limited alignment between professional learning and school improvement priorities. Professional development opportunities have not always been systematically connected to MTSS implementation, behavior systems, instructional priorities, and student outcome data. 3. Variability in Tier 1 instructional and behavioral practices. Students experience differing levels of instructional rigor, engagement, classroom expectations, and behavioral supports across classrooms. 4. Developing staff capacity to utilize academic, attendance, and behavior data to guide decision making. Staff continue to build skills in using multiple data sources to identify student needs, monitor progress, and adjust instruction and interventions effectively. 5. Limited structures for ongoing monitoring and accountability of implementation. Systems exist for collaboration and improvement, but additional monitoring is needed to ensure consistent implementation of agreed-upon instructional, behavioral, and intervention practices. 6. Need for stronger integration of instructional, behavioral, and intervention systems within MTSS. Historically, these systems have operated independently. Greater alignment is needed to create a coordinated and sustainable approach to supporting students.

Inquiry Area 3 Connectedness

SMART Goal 1

By June 2027, Shaw Middle School will strengthen student connectedness by reducing chronic absenteeism by 5 percentage points, reducing repeat behavioral referrals by 15%, increasing participation in clubs, athletics, leadership, and extracurricular activities by 10 percentage points, and ensuring that 100% of students identified through the MTSS process as at-risk for disengagement are connected with a mentor, intervention, or school-based support system.

Formative Measures: Monthly attendance reports reviewed by grade level, subgroup, and MTSS teams.
Bi-monthly review of behavior referral data, repeat referrals, and PBIS participation data.
Quarterly student connectedness and belonging surveys measuring student perception of school climate, adult support, and engagement.
Mentorship and student support logs monitored through counseling, administration, and MTSS teams.
Participation reports for clubs, athletics, leadership activities, after-school programs, and student events reviewed quarterly.
Family engagement participation data collected through family nights, conferences, school events, and communication platforms.
Monthly review of students identified as chronically absent, behaviorally at-risk, or academically disengaged to ensure intervention plans are in place.

Improvement Strategy 1

PBIS

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Identify and assign "connection mentors" for at-risk or chronically absent students Strengthen student-adult relationships and sense of belonging through implementation of a campus-wide advisory system, tiered engagement support, and family outreach strategies.	Attendance Clerk, AP, Teachers	SY 26-27	

Position Responsible: Attendance Clerk, AP, Teachers

Resources Needed: Student rosters, mentorship tracker

Evidence Level

Level 1: Strong:
PBIS

Problem Statements: Connectedness 1

Status Checks

In progress

November	February	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Shaw Middle School continues to build a positive and supportive school culture; however, attendance, behavior, and academic data indicate that some students remain disconnected from the school experience. Students experiencing chronic absenteeism, behavioral challenges, academic difficulties, and limited participation in extracurricular activities are at greater risk for disengagement and lower levels of school connectedness. As Shaw Middle School strengthens its Multi-Tiered System of Supports (MTSS) framework, there is an opportunity to improve systems that ensure every student has meaningful relationships with adults, access to school activities, and a strong sense of belonging. Students who are not consistently engaged in school are less likely to attend regularly, participate in learning opportunities, and access the supports necessary for academic and behavioral success. Data and staff observations suggest that increased focus is needed on student engagement, attendance, mentoring, family partnerships, and schoolwide relationship-building systems. Strengthening these systems will help ensure all students feel connected, supported, and successful at Shaw Middle School.	1. Inconsistent systems for identifying and supporting students who are disengaged from school. Students who struggle with attendance, behavior, or academic performance are not always identified early enough to receive timely connection and support. 2. Attendance challenges reduce opportunities for students to develop relationships and engage in the school community. Students with chronic absenteeism miss important academic, social, and extracurricular experiences that contribute to a sense of belonging. 3. Not all students have a strong connection with a trusted adult on campus. While many students experience positive relationships with staff, systems for ensuring every student has an adult advocate can be strengthened. 4. Limited participation in extracurricular activities and school events among some student groups. Students who are not involved in clubs, athletics, leadership opportunities, or school events may experience lower levels of engagement and school connectedness. 5. Family engagement and communication opportunities are not yet reaching all families consistently. Some families may experience barriers to participation, limiting opportunities to strengthen partnerships between home and school. 6. Schoolwide systems for monitoring student connectedness are still developing. Additional structures are needed to regularly review attendance, engagement, behavior, mentoring, and survey data to identify trends and respond proactively through MTSS processes.

Community Outreach Activities

Activity	Date	Lesson Learned
Informal Meet n' Greet	July 29, 2026	6th Grade Families meet the principal
Coyote Night/Ice Cream Social	August 6, 2026	Open house for all families
Connect Ed Messages	Every Sunday/additional when needed	Constant Communication
Instagram Page Active (committee run)	Ongoing	Positve Social Media presence
Sports	Ongoing	School representation in all sporting events