

Washoe County School District

Yvonne Shaw Middle School

2025-2026 School Improvement Plan

Classification: 3 Star School



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.

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at http://nevadareportcard.nv.gov/DI/nv/washoe/yvonne_shaw_middle_school/2023

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Comprehensive Needs Assessment

Revised/Approved: June 19, 2025

Student Success

Student Success Areas of Strength

Shaw Middle School continues to demonstrate strong student achievement and promising growth, particularly within key student populations and in foundational academic domains.

In ELA, recent Spring 2025 i-Ready data indicate that 49% of 6th graders are on or above grade level, with 61% meeting typical growth and 29% achieving stretch growth—a substantial indicator of accelerated academic momentum in the early middle school years. Across all grade levels, 27% of students are mid or above grade level, and an additional 9% are early on grade level, signifying a solid foundation to build upon. Growth is particularly evident among students transitioning from below-grade-level placement toward proficiency benchmarks.

In Math, Spring 2025 i-Ready data show that 53% of 6th graders are on or above grade level, with 50% meeting typical growth and 24% meeting stretch growth. Schoolwide, 33% of students are at or above grade level in math, a strong showing relative to like-schools, with notable gains at the 6th-grade level suggesting effective math instruction and targeted support.

Longitudinal SBAC data and disaggregated school performance profiles show increased proficiency and growth for American Indian students, and EL student data reveal improved growth: 50% (8 of 16) of ELs demonstrated overall language growth from 2022–2024. Despite proficiency gaps in subgroups such as students with IEPs, growth data such as an SGP of 51 for 6th grade IEP students in ELA indicates that students are progressing toward higher achievement levels.

These gains reflect the impact of early intervention strategies, a focus on teacher clarity, and increased support for special populations. Shaw Middle School's targeted efforts continue to foster equity and academic excellence, particularly in developing foundational literacy and numeracy skills for all learners.

Student Success Areas for Growth

While Shaw Middle School has made gains in early grade-level proficiency, particularly in 6th grade, overall academic growth and proficiency across the school remain areas of concern—especially in Reading and Math for students in 7th and 8th grades and for several subgroups.

In Reading, only 42% of students are currently on or above grade level according to Spring 2025 i-Ready data, with 34% of students two or more grade levels below, indicating a significant need for strategic literacy interventions. While 6th grade students showed promising growth, upper-grade cohorts are not meeting growth expectations, suggesting a need for better scaffolding as students progress through middle school.

In Math, similar trends are evident: 42% of students are on or above grade level, with nearly 200 students (27%) performing two or more years below grade level. The decline in performance between grades and the wide performance bands suggest a need for greater differentiation and targeted instruction.

Subgroup analysis reveals persistent performance gaps, especially among students with IEPs, English Learners, and students from low-income backgrounds. SBAC data and i-Ready diagnostics both show that many students in these groups are not making adequate annual growth, which puts them at risk of long-term academic disengagement.

Key areas for growth include:

- Improving Tier 2 and Tier 3 instructional systems to close academic gaps faster and more effectively
- Increasing student ownership of learning through goal setting and progress monitoring
- Strengthening teacher use of formative data to personalize instruction and improve feedback cycles
- Building stronger vertical alignment in curriculum and expectations, particularly in ELA and Math from 6th to 8th grade

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	While 50% of ELs demonstrated growth from 2022–2024, current i-Ready and SBAC data show that a large portion of ELs remain below grade level in both Reading and Math , with limited access to consistent, language-specific interventions .	Increase EL support by properly designating EL Facilitator , providing embedded PD on scaffolding and ELlevation strategies , and implementing push-in language support in Math and ELA classrooms .
Foster/Homeless	Academic instability due to high transiency, absenteeism, and unmet basic needs limits sustained instructional access and performance on diagnostic assessments.	Allocate funding for a dedicated Student Support Advocate (SSA) or case manager, establish regular academic check-ins with a counselor or success mentor, and prioritize immediate tutoring upon enrollment or return from absence.
Free and Reduced Lunch	For the 20% of students who qualify for FRL, SBAC data show persistent achievement gaps, likely influenced by limited access to enrichment, home academic support, and technology .	Find opportunities to expand after-school academic support , as well as explore ways to ensure attendance in extended learning opportunities.
Migrant/Title1-C Eligible	These students often face irregular school attendance due to family mobility, resulting in learning gaps and inconsistent assessment data.	Collaborate with district migrant liaisons to develop a flexible learning toolkit (e.g., paper packets, online modules), and assign a designated staff member to monitor and follow up on learning progress when students are off-site.
Racial/Ethnic Minorities	i-Ready and SBAC data show that students of color, particularly Hispanic and Native American students, are overrepresented in below-grade-level performance bands in both ELA and Math.	Implement data-driven small group instruction with frequent formative checks and include minority families in academic planning through family nights and data workshops.

Student Group	Challenge	Solution
Students with IEPs	Students with IEPs have consistently low proficiency rates on both i-Ready and SBAC despite some gains in median SGP, reflecting a need for more individualized instruction and inclusion supports .	Increase use of co-taught classrooms , ensure dedicated collaboration time for SpEd and Gen Ed teachers weekly, and ensure that curriculum accommodations are aligned to student IEP goals.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): While some gains have been made in early middle school proficiency--particularly in 6th grade ELA and Math--schoolwide data indicate that a significant portion of Shaw Middle School students remain below grade level, and growth is inconsistent across grade levels and subgroups. According to Spring 2025 i-Ready diagnostics: In Reading, only 42% of students are on or above grade level (mid or early), while 34% are two or more grade levels below. In Math, 42% of students are on or above grade level, but 32% remain two or more grade levels below. Student growth targets (typical or stretch) are not being met consistently across 7th and 8th grades. SBAC trends corroborate flat or declining median growth percentiles, especially in Math and among students with IEPs and ELs. This stagnation in growth indicates that students are not making the accelerated progress necessary to close proficiency gaps, particularly in the upper grades and in historically underserved populations.

Critical Root Cause: --Inconsistent Tier 2 and Tier 3 implementation across grade levels and content areas, leading to insufficient targeted interventions for below-grade-level students. --Underutilization of real-time diagnostic data (e.g., i-Ready) to adjust instruction, personalize learning, and inform small-group practices. --Gaps in student ownership and engagement, particularly in using progress data to set goals and reflect on academic growth. --Variation in instructional clarity and cognitive rigor, leading to uneven student experiences and outcomes. --Limited vertical and horizontal alignment, especially between ELA and Social Studies and within grade-level PLCs, creating fragmentation in curriculum pacing, vocabulary development, and literacy strategies.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Shaw Middle School benefits from a strong foundation of professional experience and collaboration. Department leaders bring depth of instructional knowledge and curricular alignment, contributing to an environment where peer-to-peer support and instructional modeling are readily accessible.

According to the 2024 Climate Survey, staff continue to report high levels of safety, support, and collegial trust, which are essential conditions for productive professional learning communities (PLCs). This positive climate creates an ideal platform for expanding collaboration around student outcomes.

Additionally, the school has effectively leveraged i-Ready diagnostic tools to supplement teacher-created assessments, providing staff with clear, actionable data to inform instruction and intervention planning. The integration of i-Ready into PLC conversations supports data-driven decision making and fosters a culture where educators reflect on their practice through evidence.

This combination of strong leadership, a supportive climate, and access to high-quality student performance data positions Shaw to deepen its professional learning culture and continue aligning adult learning with student achievement goals.

Adult Learning Culture Areas for Growth

While Shaw Middle School has established a positive and collegial climate for staff, there are critical areas for growth in adult learning practices that directly impact student achievement and equity. Diagnostic and summative assessment data indicate that student growth remains inconsistent, especially in the upper grades and among subgroups such as students with IEPs, English Learners, and those performing below grade level in Reading and Math.

One key area of growth is the effective use of i-Ready and SBAC data within PLCs. Although teachers have access to robust diagnostic tools, the implementation of data-driven instruction varies by team, and opportunities exist to strengthen the connection between assessment results and instructional planning, particularly for differentiated small-group instruction and intervention.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	While 50% of ELs demonstrated growth from 2022–2024, current i-Ready and SBAC data show that a large portion of ELs remain below grade level in both Reading and Math , with limited access to consistent, language-specific interventions .	Increase EL support by designating ELF to provide embedded PD on scaffolding and sheltered instruction , and implementing push-in language support in Math and ELA classrooms .

Student Group	Challenge	Solution
Foster/Homeless	Academic instability due to high transiency, absenteeism, and unmet basic needs limits sustained instructional access and performance on diagnostic assessments.	Allocate funding for a dedicated Student Support Advocate (SSA) or case manager, establish regular academic check-ins with a counselor or success mentor, and prioritize immediate tutoring upon enrollment or return from absence.
Free and Reduced Lunch	SBAC data show persistent achievement gaps, likely influenced by limited access to enrichment, home academic support, and technology.	Expand after-school academic support tutoring , provide home Wi-Fi hotspots or devices , and ensure attendance in extended learning opportunities.
Migrant/Title1-C Eligible	These students often face irregular school attendance due to family mobility, resulting in learning gaps and inconsistent assessment data.	Collaborate with district migrant liaisons to develop a flexible learning toolkit (e.g., paper packets, online modules), and assign a designated staff member to monitor and follow up on learning progress when students are off-site.
Racial/Ethnic Minorities	i-Ready and SBAC data show that students of color, particularly Hispanic and Native American students, are overrepresented in below-grade-level performance bands in both ELA and Math.	Implement data-driven small group instruction with frequent formative checks , and engage families of color in academic planning through family nights and data workshops.
Students with IEPs	Students with IEPs have consistently low proficiency rates on both i-Ready and SBAC despite some gains in median SGP, reflecting a need for more individualized instruction and inclusion supports .	Increase use of co-taught classrooms, ensure dedicated collaboration time for SpEd and Gen Ed teachers weekly, and ensure curriculum accommodations are aligned to student IEP goals.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): While Shaw Middle School has a positive staff climate and a foundation of experienced leadership, collaboration within Professional Learning Communities (PLCs) remains inconsistent across departments and grade levels. This inconsistency has limited the school's ability to translate data insights into effective instructional practice, particularly in addressing academic gaps and student growth. Despite access to high-quality diagnostic tools such as i-Ready, staff use of data to drive instructional decisions

and tiered interventions is not yet systematic or aligned, especially in teams serving high-needs populations. Furthermore, vertical and horizontal curricular alignment is limited, creating fragmented instructional experiences and contributing to gaps in rigor, clarity, and student progress--particularly in 7th and 8th grade outcomes.

Critical Root Cause: Inconsistent Schoolwide Expectations for PLCs PLC structures and focus vary significantly across departments, with some lacking clarity around purpose, outcomes, or accountability for data use. Limited Targeted Professional Development for Collaborative Instructional Planning Many newer teachers have not yet been trained in high-leverage PLC protocols (e.g., data analysis cycles, goal-setting, instructional planning), resulting in uneven instructional collaboration. Gaps in Accessible and Aligned Common Data Some departments lack a shared set of formative assessments or aligned benchmarks, limiting their ability to engage in meaningful, standards-based data conversations and plan responsive instruction. Insufficient Protected Time for Vertical and Horizontal Collaboration Existing schedules do not provide adequate or protected time for structured collaboration, particularly for aligning instruction across grade levels or bridging ELA and Social Studies literacy goals.

Connectedness

Connectedness Areas of Strength

Shaw Middle School continues to foster a supportive and safe school climate, as reported by staff and reflected in positive adult culture survey responses. Staff have cultivated strong relationships within departments, and many classrooms demonstrate consistent expectations and positive behavior support systems. There are early signs of renewed engagement, particularly among 6th grade students, where academic growth and participation rates in i-Ready suggest a more responsive and encouraging learning environment. Additionally, Shaw’s continued commitment to equity and inclusion is evident in the sustained focus on supporting underserved populations, as well as in its implementation of trauma-informed practices and wraparound services.

Connectedness Areas for Growth

Despite progress, student connection to school remains a significant area of need, especially for students in upper grades and those identified as chronically absent, disengaged, or academically behind. Chronic absenteeism has remained high across multiple years, and survey data suggest that not all students feel a strong sense of belonging or believe they can thrive at school. Students in subgroups such as Foster Youth, English Learners, and students with IEPs continue to show lower academic growth, pointing to underlying challenges in engagement, motivation, and support structures. Moreover, the absence of a schoolwide advisory or mentoring model limits opportunities for students to consistently connect with trusted adults on campus.

To support improvement in this area, Shaw will need to focus on strengthening relational structures, broadening inclusive student voice opportunities, and reinforcing consistent, culturally responsive Tier 1 practices that build belonging and trust.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	While 50% of ELs demonstrated growth from 2022–2024, current i-Ready and SBAC data show that a large portion of ELs remain below grade level in both Reading and Math , with limited access to consistent, language-specific interventions .	Provide embedded PD on scaffolding and sheltered instruction , and implementing push-in language support in Math and ELA classrooms .
Foster/Homeless	Academic instability due to high transiency, absenteeism, and unmet basic needs limits sustained instructional access and performance on diagnostic assessments.	Allocate funding for a dedicated Student Support Advocate (SSA) or case manager, establish regular academic check-ins with a counselor or success mentor, and prioritize immediate tutoring upon enrollment or return from absence.

Student Group	Challenge	Solution
Free and Reduced Lunch	SBAC data show persistent achievement gaps, likely influenced by limited access to enrichment, home academic support, and technology .	Expand after-school academic support tutoring , provide home Wi-Fi hotspots or devices , and ensure attendance in extended learning opportunities.
Migrant/Title1-C Eligible	These students often face irregular school attendance due to family mobility, resulting in learning gaps and inconsistent assessment data.	Collaborate with district migrant liaisons to develop a flexible learning toolkit (e.g., paper packets, online modules), and assign a designated staff member to monitor and follow up on learning progress when students are off-site.
Racial/Ethnic Minorities	i-Ready and SBAC data show that students of color, particularly Hispanic and Native American students, are overrepresented in below-grade-level performance bands in both ELA and Math.	implement data-driven small group instruction with frequent formative checks , and engage families of color in academic planning through family nights and data workshops.
Students with IEPs	Students with IEPs have consistently low proficiency rates on both i-Ready and SBAC despite some gains in median SGP, reflecting a need for more individualized instruction and inclusion supports .	Increase use of co-taught classrooms , ensure dedicated collaboration time for SpEd and Gen Ed teachers weekly, and ensure curriculum accommodations are aligned to student IEP goals.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Despite a supportive staff climate and some academic progress in early grade levels, a notable portion of Shaw Middle School students continue to demonstrate signs of disengagement from school, as reflected in persistently high rates of chronic absenteeism, low academic confidence, and widening performance gaps in the upper grades. Student survey data and achievement patterns suggest that many students--particularly those from historically underserved groups--do not yet feel a strong sense of belonging, connection, or confidence in their ability to succeed at school. These challenges are particularly pronounced among students with IEPs, English Learners, and students who qualify for Free and Reduced Lunch, who continue to score below proficiency and show slower growth on i-Ready and SBAC metrics. These academic gaps, combined with middle school developmental dynamics, signal a growing need for stronger student-staff relationships and intentional structures that foster motivation, relevance, and personal success.

Critical Root Cause: 1. Lingering Impact of Post-Pandemic Disconnection Students who experienced limited in-person schooling during foundational years are still rebuilding routines and relationships, which has impacted attendance, engagement, and academic identity. 2. Lack of Personalization and Relevance in Learning Many students may not yet see how middle school connects to their future goals, culture, or interests, leading to reduced engagement in class and schoolwide activities. 3. Inconsistent Student-Adult Relationships Across the Campus While some classrooms foster strong connections, inconsistent relational practices and a lack of advisory or mentoring structures mean that many students lack a trusted adult advocate. 4. Developmental Needs of Middle School Students Adolescents are navigating identity, autonomy, and peer dynamics; without consistent guidance and

structure, their need for connection may go unmet, especially in large or high-needs classrooms.

Priority Problem Statements

Problem Statement 1: While some gains have been made in early middle school proficiency--particularly in 6th grade ELA and Math--schoolwide data indicate that a significant portion of Shaw Middle School students remain below grade level, and growth is inconsistent across grade levels and subgroups. According to Spring 2025 i-Ready diagnostics: In Reading, only 42% of students are on or above grade level (mid or early), while 34% are two or more grade levels below. In Math, 42% of students are on or above grade level, but 32% remain two or more grade levels below. Student growth targets (typical or stretch) are not being met consistently across 7th and 8th grades. SBAC trends corroborate flat or declining median growth percentiles, especially in Math and among students with IEPs and ELs. This stagnation in growth indicates that students are not making the accelerated progress necessary to close proficiency gaps, particularly in the upper grades and in historically underserved populations.

Critical Root Cause 1: --Inconsistent Tier 2 and Tier 3 implementation across grade levels and content areas, leading to insufficient targeted interventions for below-grade-level students. --Underutilization of real-time diagnostic data (e.g., i-Ready) to adjust instruction, personalize learning, and inform small-group practices. --Gaps in student ownership and engagement, particularly in using progress data to set goals and reflect on academic growth. --Variation in instructional clarity and cognitive rigor, leading to uneven student experiences and outcomes. --Limited vertical and horizontal alignment, especially between ELA and Social Studies and within grade-level PLCs, creating fragmentation in curriculum pacing, vocabulary development, and literacy strategies.

Problem Statement 1 Areas: Student Success

Problem Statement 2: While Shaw Middle School has a positive staff climate and a foundation of experienced leadership, collaboration within Professional Learning Communities (PLCs) remains inconsistent across departments and grade levels. This inconsistency has limited the school's ability to translate data insights into effective instructional practice, particularly in addressing academic gaps and student growth. Despite access to high-quality diagnostic tools such as i-Ready, staff use of data to drive instructional decisions and tiered interventions is not yet systematic or aligned, especially in teams serving high-needs populations. Furthermore, vertical and horizontal curricular alignment is limited, creating fragmented instructional experiences and contributing to gaps in rigor, clarity, and student progress--particularly in 7th and 8th grade outcomes.

Critical Root Cause 2: Inconsistent Schoolwide Expectations for PLCs PLC structures and focus vary significantly across departments, with some lacking clarity around purpose, outcomes, or accountability for data use. Limited Targeted Professional Development for Collaborative Instructional Planning Many newer teachers have not yet been trained in high-leverage PLC protocols (e.g., data analysis cycles, goal-setting, instructional planning), resulting in uneven instructional collaboration. Gaps in Accessible and Aligned Common Data Some departments lack a shared set of formative assessments or aligned benchmarks, limiting their ability to engage in meaningful, standards-based data conversations and plan responsive instruction. Insufficient Protected Time for Vertical and Horizontal Collaboration Existing schedules do not provide adequate or protected time for structured collaboration, particularly for aligning instruction across grade levels or bridging ELA and Social Studies literacy goals.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Despite a supportive staff climate and some academic progress in early grade levels, a notable portion of Shaw Middle School students continue to demonstrate signs of disengagement from school, as reflected in persistently high rates of chronic absenteeism, low academic confidence, and widening performance gaps in the upper grades. Student survey data and achievement patterns suggest that many students--particularly those from historically underserved groups--do not yet feel a strong sense of belonging, connection, or confidence in their ability to succeed at school. These challenges are particularly pronounced among students with IEPs, English Learners, and students who qualify for Free and Reduced Lunch, who continue to score below proficiency and show slower growth on i-Ready and SBAC metrics. These academic gaps, combined with middle school developmental dynamics, signal a growing need for stronger student-staff relationships and intentional structures that foster motivation, relevance, and personal success.

Critical Root Cause 3: 1. Lingering Impact of Post-Pandemic Disconnection Students who experienced limited in-person schooling during foundational years are still rebuilding routines and relationships, which has impacted attendance, engagement, and academic identity. 2. Lack of Personalization and Relevance in Learning Many students may not yet see how middle school connects to their future goals, culture, or interests, leading to reduced engagement in class and schoolwide activities. 3. Inconsistent Student-Adult Relationships Across the Campus While some classrooms foster strong connections, inconsistent relational practices and a lack of advisory or mentoring structures mean that many students lack a trusted adult advocate. 4. Developmental Needs of Middle School Students Adolescents are navigating identity, autonomy, and peer dynamics; without consistent guidance and structure, their need for connection may go unmet, especially in large or high-needs classrooms.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Smarter Balanced (SBAC)
- Other
 - iReady Data

Adult Learning Culture

- School department and/or faculty meeting discussions and data

Connectedness

- Community surveys and/or other feedback
- Demographic data

Inquiry Areas

Revised/Approved: June 19, 2025

Inquiry Area 1: Student Success

SMART Goal 1: By June 2026, the percentage of students performing on or above grade level in both Reading and Math on the i-Ready End-of-Year diagnostic will increase by 10 percentage points, from 42% to 52% in Reading and from 42% to 52% in Math, with a minimum of 60% of all students meeting their annual typical growth targets.

Formative Measures: i-Ready Fall and Winter Diagnostics (Reading and Math): Track percent on/above grade level and growth toward typical/stretch targets.

Progress Monitoring Checks (biweekly) using i-Ready lessons passed and standards mastery reports.

Formative Common Assessments (every 4-6 weeks) for Math and ELA with subgroup data disaggregation.

Aligns with District Goal

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: 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. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Implement structured Tier 2 and Tier 3 intervention blocks in the master schedule</td><td>Principal, AP, Counselor</td><td>Aug 2025 - Ongoing</td></tr></table> Position Responsible: Principal, AP, Counselor Resources Needed: Revised schedule, intervention curriculum Evidence Level Level 3: Promising: i-Ready Problem Statements/Critical Root Cause: Student Success 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Implement structured Tier 2 and Tier 3 intervention blocks in the master schedule	Principal, AP, Counselor	Aug 2025 - Ongoing	Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Implement structured Tier 2 and Tier 3 intervention blocks in the master schedule	Principal, AP, Counselor	Aug 2025 - Ongoing							
				Nov	Feb	May								
No review	No review	No review												

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 1: While some gains have been made in early middle school proficiency--particularly in 6th grade ELA and Math--schoolwide data indicate that a significant portion of Shaw Middle School students remain below grade level, and growth is inconsistent across grade levels and subgroups. According to Spring 2025 i-Ready diagnostics: In Reading, only 42% of students are on or above grade level (mid or early), while 34% are two or more grade levels below. In Math, 42% of students are on or above grade level, but 32% remain two or more grade levels below. Student growth targets (typical or stretch) are not being met consistently across 7th and 8th grades. SBAC trends corroborate flat or declining median growth percentiles, especially in Math and among students with IEPs and ELs. This stagnation in growth indicates that students are not making the accelerated progress necessary to close proficiency gaps, particularly in the upper grades and in historically underserved populations. **Critical Root Cause:** --Inconsistent Tier 2 and Tier 3 implementation across grade levels and content areas, leading to insufficient targeted interventions for below-grade-level students. --Underutilization of real-time diagnostic data (e.g., i-Ready) to adjust instruction, personalize learning, and inform small-group practices. --Gaps in student ownership and engagement, particularly in using progress data to set goals and reflect on academic growth. --Variation in instructional clarity and cognitive rigor, leading to uneven student experiences and outcomes. --Limited vertical and horizontal alignment, especially between ELA and Social Studies and within grade-level PLCs, creating fragmentation in curriculum pacing, vocabulary development, and literacy strategies.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By March 2026, 100% of content-area PLCs will consistently implement a schoolwide data-driven protocol (e.g., analysis of i-Ready and common assessment data) at least twice monthly, as evidenced by PLC minutes, admin observation notes, and staff self-assessment surveys, leading to an increase in instructional alignment and data use fidelity.

Formative Measures: Quarterly PLC Self-Assessments using a fidelity rubric (e.g., DuFour PLC framework).

Teacher Survey Results (Fall/Winter/Spring) measuring confidence and perceived usefulness of PLC participation.

Interim Common Assessment Results reviewed collaboratively and tracked for instructional response.

Aligns with District Goal

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: PLC's: Develop and implement consistent PLC structures across all departments focused on standards alignment, data-informed instruction, and student learning outcomes. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Embed dedicated PLC collaboration time into the weekly schedule</td><td>Principal</td><td>Completed by Aug 2025</td></tr></table> Position Responsible: Principal Resources Needed: NA Evidence Level Level 2: Moderate: PLC's Problem Statements/Critical Root Cause: Adult Learning Culture 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Embed dedicated PLC collaboration time into the weekly schedule	Principal	Completed by Aug 2025	Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Embed dedicated PLC collaboration time into the weekly schedule	Principal	Completed by Aug 2025							
Nov	Feb	May												
				No review	No review	No review								

SMART Goal 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: While Shaw Middle School has a positive staff climate and a foundation of experienced leadership, collaboration within Professional Learning Communities (PLCs) remains inconsistent across departments and grade levels. This inconsistency has limited the school's ability to translate data insights into effective instructional practice, particularly in addressing academic gaps and student growth. Despite access to high-quality diagnostic tools such as i-Ready, staff use of data to drive instructional decisions and tiered interventions is not yet systematic or aligned, especially in teams serving high-needs populations. Furthermore, vertical and horizontal curricular alignment is limited, creating fragmented instructional experiences and contributing to gaps in rigor, clarity, and student progress--particularly in 7th and 8th grade outcomes. **Critical Root Cause:** Inconsistent Schoolwide Expectations for PLCs PLC structures and focus vary significantly across departments, with some lacking clarity around purpose, outcomes, or accountability for data use. Limited Targeted Professional Development for Collaborative Instructional Planning Many newer teachers have not yet been trained in high-leverage PLC protocols (e.g., data analysis cycles, goal-setting, instructional planning), resulting in uneven instructional collaboration. Gaps in Accessible and Aligned Common Data Some departments lack a shared set of formative assessments or aligned benchmarks, limiting their ability to engage in meaningful, standards-based data conversations and plan responsive instruction. Insufficient Protected Time for Vertical and Horizontal Collaboration Existing schedules do not provide adequate or protected time for structured collaboration, particularly for aligning instruction across grade levels or bridging ELA and Social Studies literacy goals.

Inquiry Area 3: Connectedness

SMART Goal 1: By June 2026, the percentage of students who report feeling connected to at least one adult at school and that "adults at this school care about me" on the student climate survey will increase from the current baseline (TBD from 2024-25 survey) by at least 10 percentage points, and chronic absenteeism will decrease by 5 percentage points across all grade levels.

Formative Measures: Quarterly Student Check-In Surveys (Forms) measuring adult connection, engagement, and belonging.

Monthly Attendance Reports disaggregated by subgroup and grade level to track trends and progress toward reduction.

Tracking of Mentorship/Advisory Participation logs (for students identified as at-risk or chronically absent).

Behavior and Office Referral Trends reviewed bi-monthly for early signs of disengagement.

Participation Logs for student leadership, clubs, and extracurricular activities (tracked quarterly).

Aligns with District Goal

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: PBIS: Strengthen student-adult relationships and sense of belonging through implementation of a campus-wide advisory system, tiered engagement support, and family outreach strategies. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Identify and assign "connection mentors" for at-risk or chronically absent students</td><td>Attendance Clerk, AP, Teachers</td><td>Sept 2025 - ongoing</td></tr></table> Position Responsible: Attendance Clerk, AP, Teachers Resources Needed: Student rosters, mentorship tracker Evidence Level Level 1: Strong: PBIS Problem Statements/Critical Root Cause: Connectedness 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Identify and assign "connection mentors" for at-risk or chronically absent students	Attendance Clerk, AP, Teachers	Sept 2025 - ongoing	Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Identify and assign "connection mentors" for at-risk or chronically absent students	Attendance Clerk, AP, Teachers	Sept 2025 - ongoing							
				Nov	Feb	May								
No review	No review	No review												

SMART Goal 1 Problem Statements:

Connectedness

Problem Statement 1: Despite a supportive staff climate and some academic progress in early grade levels, a notable portion of Shaw Middle School students continue to demonstrate signs of disengagement from school, as reflected in persistently high rates of chronic absenteeism, low academic confidence, and widening performance gaps in the upper grades. Student survey data and achievement patterns suggest that many students--particularly those from historically underserved groups--do not yet feel a strong sense of belonging, connection, or confidence in their ability to succeed at school. These challenges are particularly pronounced among students with IEPs, English Learners, and students who qualify for Free and Reduced Lunch, who continue to score below proficiency and show slower growth on i-Ready and SBAC metrics. These academic gaps, combined with middle school developmental dynamics, signal a growing need for stronger student-staff relationships and intentional structures that foster motivation, relevance, and personal success. **Critical Root Cause:** 1. Lingerin Impact of Post-Pandemic Disconnection Students who experienced limited in-person schooling during foundational years are still rebuilding routines and relationships, which has impacted attendance, engagement, and academic identity. 2. Lack of Personalization and Relevance in Learning Many students may not yet see how middle school connects to their future goals, culture, or interests, leading to reduced engagement in class and schoolwide activities. 3. Inconsistent Student-Adult Relationships Across the Campus While some classrooms foster strong connections, inconsistent relational practices and a lack of advisory or mentoring structures mean that many students lack a trusted adult advocate. 4. Developmental Needs of Middle School Students Adolescents are navigating identity, autonomy, and peer dynamics; without consistent guidance and structure, their need for connection may go unmet, especially in large or high-needs classrooms.