

Churchill County School District
Churchill County Middle School
2025-2026 School Improvement Plan



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 [\(Add a link to the school's School Rating Report.\)](#)

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

The area of strength to recognize is that the Spring 2025 MAP data indicated that students in 7th grade had a median growth percentile to the 55th percentile and a median achievement to the 40th percentile. This was an increase from their winter scores where the median range was in the 35th percentile and increased to the 40th percentile for the Spring scores. 8th grade also saw an increase from 36th median to the 42nd median percentile.

The area of strength to recognize is that the Spring 2025 MAP data indicated overall growth from the 43rd percentile to the 47th percentile. 8th grade had an increase in their median growth from the 45th percentile during the Winter Map session to the 50th percentile.

Student Success Areas for Growth

Analyzing the Spring 2025 MAP Data, results indicate that our students are in the 49th median percentile for Math Proficiency. The results of the Spring MAP testing d 21st-60th percentile, we did show low achievement with high growth. This growth indicates that students are attempting to do their best on the MAP testing. This grow have small interventions throughout the year with designated time during advisory for math focus, scores are projected to improve within our group of students that fall

Analyzing the Spring 2025 MAP Data, results indicate that our students are in the 47th median percentile for Reading Proficiency. The results of the Spring MAP testir students withing the 1st-40th percentile, we did show growth in 7th and 8th grade. This growth indicates that students are attempting to do their best on the MAP testir have small interventions throughout the year to include high intense tutoring that can be provided after school or during a summer school session.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	One teacher with no Para support. Pushes in to classrooms and has one skill class for students to get small group instruction.	Utilize peers that are proficient that can help with language barriers. Additional support for teacher with hiring of an ELL para.
Foster/Homeless	Maintaining current records of students who fall under the McKinney/Vento program.	District support with staff who monitor and update personnel on students current situation. Working with Safe School Professionals and Counselors to meet students needs.

Student Group	Challenge	Solution
Free and Reduced Lunch	Ensuring that all students who are eligible sign up for program. Logistics of getting information out to families to verify students eligibility.	Working with Chartwells and District Office to send out essential paperwork to families.
Migrant/Title1-C Eligible	Up to date information from DO as students are enrolled in the school district.	Working with DO when students are enrolled and creating connections with families.
Racial/Ethnic Minorities	Ensuring that equitable representation of minorities throughout school building.	Working with teachers to ensure that multiple races are being represented throughout the curriculum as well as equitable representation with use of media.
Students with IEPs	Ensuring students IEPS are within compliance and that identified needs are being met.	Continuing to work with SpED teachers ensuring that students IEPS are within compliance.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Student Proficiency rates in Math and ELA, as measured by MAPS testing, have indicated slow or no growth in math and reading proficiency. 60% of students earn test scores below grade level in Math and 69% below grade level in Reading.

Critical Root Cause: Student learning loss and attendance due to a lack of consistency in curriculum, culture and student performance, as measured on high stakes assessment. Further, a large percentage of teaching staff are licensed Substitutes, or Educators certified under non-core subject areas.

Adult Learning Culture

Adult Learning Culture Areas of Strength

The staff excels at creating a structured and supportive learning environment by implementing clear classroom procedures and school-wide expectations. Instructors are adept at introducing the curriculum in a way that builds upon the background knowledge of students. This assists students in understanding the relevance of the content. Additionally, there is a desire to learn more on how to address low test scores and use a proactive approach that includes analyzing data to pinpoint specific weaknesses, providing targeted remediation, and fostering a growth mindset among students to build confidence and resilience.

Adult Learning Culture Areas for Growth

To build on their existing strengths, staff can grow by involving learners in creating classroom norms and developing skills in proactive conflict resolution. They can also enhance their curriculum implementation by using more advanced differentiation strategies and regularly integrating current events and real-world scenarios to increase relevance. Finally, to better support students with low test scores, staff can become more adept at data-driven instruction, using formative assessments to adjust teaching in real-time, and focus on building a culture of meaningful, actionable feedback.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Providing classroom teachers with adequate support for ELL students. This includes sufficient support from ELL teacher who has to visit multiple rooms during class periods, the absence of an ELL paraprofessional and lack of materials that are in students home country language.	Acquiring materials in students home language to support in all classrooms. Attempting to secure an ELL paraprofessional so that the ELL teacher has additional support in classrooms throughout the school. This will allow classroom teachers to provide a diverse opportunity to learners.
Foster/Homeless	Maintaining current records of students who fall under the McKinney/Vento program. Providing adequate materials to students that may need additional supports in the classroom.	District support with staff who monitor and update personnel on students current situation. Working with Safe School Professionals and Counselors to meet students needs. Providing staff with additional materials that students may need to be successful during assessments and taking into account how their situation may affect their willingness to attend school during testing schedule.

Student Group	Challenge	Solution
Free and Reduced Lunch	Ensuring that all families that are eligible complete paperwork to receive free and reduced lunch.	Providing multiple opportunities for families to fill out and submit forms during back to school events, open house and family engagement nights. Also providing staff with knowledge on how to help families fill out these forms.
Migrant/Title1-C Eligible	Up to date information from DO as students are enrolled in the school district. Providing teachers with up to date information.	Working with DO when students are enrolled and creating connections with families. Ensuring that staff is reaching out to families using multiple methods of communication to include IC and Parent Square
Racial/Ethnic Minorities	Ensuring that equitable representation of minorities throughout school building.	Working with teachers to ensure that multiple races are being represented throughout the curriculum as well as equitable representation with use of media.
Students with IEPs	Ensuring students IEPs are within compliance and that identified needs are being met.	Continuing to work with SpED teachers ensuring that students IEPs are within compliance. Staff communicating with parents using multiple methods to include IC and Parent Square.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Staff Surveys taken last year had an overarching theme that there has been a challenge with consistent implementation of school policies and protocols, coupled with varied approaches to positive behavior approach systems. Additionally a lack of appropriate teaching materials, effective curriculum, and certified teachers. Staff engagement is low with the introduction of new curriculum, concepts and procedures (i-ready, savvas, nv profile of learner, modern teacher). With an abundance of new initiatives, staff request focused projection of school priorities.

Critical Root Cause: Lack of consistent curriculum and proper training associated across all 3 grade levels. Unclear expectations on what new initiative is the priority along with school wide implementation with fidelity. Inconsistent support for behavioral climate of school.

Problem Statement 2 (Prioritized): Student Proficiency rates in Math and ELA, as measured by MAPS testing, have indicated slow or no growth in math and reading proficiency. 60% of students earn test scores below grade level in Math and 69% below grade level in Reading.

Critical Root Cause: Student learning loss and attendance due to a lack of consistency in curriculum, culture and student performance, as measured on high stakes assessment. Further, a large percentage of teaching staff are licensed Substitutes, or Educators certified under non-core subject areas.

Connectedness

Connectedness Areas of Strength

Our school does a good job of building a supportive community by involving parents and local stakeholders. They make it easy for us to participate in extracurricular activities like sports, academic competitions, and drama events. We also have opportunities to volunteer for various school tasks and committees. This engagement helps strengthen the bond between our families and the school, which enhances the learning experience for all students.

Connectedness Areas for Growth

While our school does a good job of engaging with stakeholders, there are opportunities for growth. Creating more clear and consistent communication about volunteer needs and committee openings, making it easier to get involved. Providing more diverse opportunities for participation that appeal to a wider range of interests and schedules, such as micro-volunteering or project-based roles. Strengthening these areas would likely increase parent and stakeholder involvement, building an even stronger school community. Increasing opportunities for families and stakeholders to engage with student learning through multiple engagement nights for them to attend.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Providing support to families using communication in their home language.	Utilizing staff members who are fluent in languages that are used in our families home. Having them available for meetings, translation of materials and phone calls.
Foster/Homeless	Maintaining current records of students who fall under the McKinney/Vento program. Providing adequate materials to families and students so that they are aware of programs at our school.	District support with staff who monitor and update personnel on students current situation. Working with Safe School Professionals and Counselors to meet students and families needs. Providing families with additional support when having parent engagement nights. This may be through helping them fill out paperwork for services and communication supports with IC and Parent Square.
Free and Reduced Lunch	Ensuring that all families that are eligible complete paperwork to receive free and reduced lunch. Adequate communication to families on how to fill out paperwork.	Providing time during parent engagement activities for families to sign up for services. Sending out communications through IC and Parent Square so that families are aware of services and how to apply for them.

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	Up to date information from DO as students are enrolled in the school district. Providing teachers with up to date information.	Working with DO when students are enrolled and creating connections with families. Ensuring that staff is reaching out to families using multiple methods of communication to include IC and Parent Square. Utilizing staff members who are fluent in the families home language to provide adequate communications home through IC and Parent Square.
Racial/Ethnic Minorities	Ensuring that equitable representation of minorities throughout school building.	Working with teachers to ensure that multiple races are being represented throughout the curriculum as well as equitable representation with use of media.
Students with IEPs	Ensuring students IEPs are within compliance and that identified needs are being met. Includes setting up meetings with families so that students IEPs are within compliance.	Continuing to work with SpED teachers ensuring that students IEPs are within compliance. Staff communicating with parents using multiple methods to include IC and Parent Square.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Parent and community stakeholder engagement is extremely low. Parent survey's indicate that parents feel that communication from the school is minimal at best. Parents also indicate that school or district policies are not held when it comes to bullying, fights and other behaviors that undermine the safety of the school.

Critical Root Cause: Disengagement from stakeholders, feeling of not being welcomed into building, multiple ineffective communication methods used.

Problem Statement 2 (Prioritized): Chronic Absenteeism with a 17% rate has shown significant decrease in student instruction time which correlates with little to no growth in our high-stakes assessments.

Critical Root Cause: Reduction in instruction time correlates with students not having consistent access to curriculum.

Problem Statement 3 (Prioritized): Student Proficiency rates in Math and ELA, as measured by MAPS testing, have indicated slow or no growth in math and reading proficiency. 60% of students earn test scores below grade level in Math and 69% below grade level in Reading.

Critical Root Cause: Student learning loss and attendance due to a lack of consistency in curriculum, culture and student performance, as measured on high stakes assessment. Further, a large percentage of teaching staff are licensed Substitutes, or Educators certified under non-core subject areas.

Priority Problem Statements

Problem Statement 1: Student Proficiency rates in Math and ELA, as measured by MAPS testing, have indicated slow or no growth in math and reading proficiency. 60% of students earn test scores below grade level in Math and 69% below grade level in Reading.

Critical Root Cause 1: Student learning loss and attendance due to a lack of consistency in curriculum, culture and student performance, as measured on high stakes assessment. Further, a large percentage of teaching staff are licensed Substitutes, or Educators certified under non-core subject areas.

Problem Statement 1 Areas: Student Success - Adult Learning Culture - Connectedness

Problem Statement 2: Staff Surveys taken last year had an overarching theme that there has been a challenge with consistent implementation of school policies and protocols, coupled with varied approaches to positive behavior approach systems. Additionally a lack of appropriate teaching materials, effective curriculum, and certified teachers. Staff engagement is low with the introduction of new curriculum, concepts and procedures (i-ready, savvas, nv profile of learner, modern teacher). With an abundance of new initiatives, staff request focused projection of school priorities.

Critical Root Cause 2: Lack of consistent curriculum and proper training associated across all 3 grade levels. Unclear expectations on what new initiative is the priority along with school wide implementation with fidelity. Inconsistent support for behavioral climate of school.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Parent and community stakeholder engagement is extremely low. Parent survey's indicate that parents feel that communication from the school is minimal at best. Parents also indicate that school or district policies are not held when it comes to bullying, fights and other behaviors that undermine the safety of the school.

Critical Root Cause 3: Disengagement from stakeholders, feeling of not being welcomed into building, multiple ineffective communication methods used.

Problem Statement 3 Areas: Connectedness

Problem Statement 4: Chronic Absenteeism with a 17% rate has shown significant decrease in student instruction time which correlates with little to no growth in our high-stakes assessments.

Critical Root Cause 4: Reduction in instruction time correlates with students not having consistent access to curriculum.

Problem Statement 4 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- End-of-Unit Assessments
- Grades
- MAP Growth Assessment
- MyPath
- Smarter Balanced (SBAC)
- Student failure and/or retention rates

Adult Learning Culture

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

Connectedness

- Perception/survey data
- Volunteer opportunities, attendance, and participation

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Churchill County Middle School will increase math proficiency by 4%, as measured by i-Ready Math Curriculum assessments and MAP.

Aligns with District Goal

Formative Measures: Data from Fall MAPS will be analyzed by Math Department. From this data, additional math supports for students will be put into place during advisory time. Small groups will be formed for either remediation or acceleration.

Improvement Strategy 1 Details				Reviews											
<p>Improvement Strategy 1: Continue to implement i-Ready math curriculum with fidelity and provide additional training opportunities for teacher instruction. Utilize the 24-25 school year data from the diagnostic data to create small group instructions through WIN (What I Need) instructional time during advisory. Bring PD in for whole staff to evaluate MAP data determine differentiation and support for all students, and ensure increased attendance for assessments to inform classroom practices.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 10%;">Action #</th> <th style="width: 35%;">Actions for Implementation</th> <th style="width: 30%;">Person(s) Responsible</th> <th style="width: 25%;">Timeline</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td>At completion of Fall MAPS, collaborate on student outcomes to determine how remediation or acceleration groups will be formed for the WIN advisory time.</td> <td>CCMS Admin, Teachers, Support Staff and Community Liaisons.</td> <td>First check of MAPS data estimated Oct 2025.</td> </tr> </tbody> </table> <p>Position Responsible: CCMS admin, teachers, support staff and community liaisons. Resources Needed: Continued access to I-Ready and MAPS professional development training for whole staff. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Level 1: Strong: ESSA Evidence Strong based on Hattie's research on teacher clarity and collective teacher efficacy. Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 2 - Connectedness 3</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	At completion of Fall MAPS, collaborate on student outcomes to determine how remediation or acceleration groups will be formed for the WIN advisory time.	CCMS Admin, Teachers, Support Staff and Community Liaisons.	First check of MAPS data estimated Oct 2025.	Status Check			EOY Reflection
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In progress	No review	No review													

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SMART Goal 1 Problem Statements:

Student Success
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Adult Learning Culture
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Inquiry Area 1: Student Success

SMART Goal 2: Churchill County Middle School will increase ELA proficiency by 4%, as measured by MAP assessment.

Aligns with District Goal

Formative Measures: Data from Fall MAPS will be analyzed by ELA Department. From this data, additional ELA supports for students will be identified by scaffolding Savvas curriculum to fill gaps. Small groups will be formed for either remediation or acceleration during advisory time.

Improvement Strategy 1 Details				Reviews											
<p>Improvement Strategy 1: Continue to implement ELA Savvas curriculum with fidelity and provide additional training opportunities for teacher instruction. Utilize the 24-25 school year data from the diagnostic data to create small group instructions through WIN (What I Need) instructional time during advisory. Bring PD in for whole staff to evaluate MAP data determine differentiation and support for all students, and ensure increased attendance for assessments to inform classroom practices.</p> <table border="1"> <thead> <tr> <th>Action #</th> <th>Actions for Implementation</th> <th>Person(s) Responsible</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>At completion of Fall MAPS, collaborate on student outcomes to determine how remediation or acceleration groups will be formed for the WIN advisory time.</td> <td>CCMS Admin, Teachers, Support Staff and Community Liaisons.</td> <td>First check of MAPS data estimated Oct 2025.</td> </tr> </tbody> </table> <p>Position Responsible: CCMS admin, teachers, support staff and community liaisons. Resources Needed: Continued access to I-Ready and MAPS professional development training for whole staff. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Level 1: Strong: ESSA Evidence Strong based on Hattie's research on teacher clarity and collective teacher efficacy. Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 2 - Connectedness 3</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	At completion of Fall MAPS, collaborate on student outcomes to determine how remediation or acceleration groups will be formed for the WIN advisory time.	CCMS Admin, Teachers, Support Staff and Community Liaisons.	First check of MAPS data estimated Oct 2025.	Status Check			EOY Reflection
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SMART Goal 2 Problem Statements:

Student Success
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Adult Learning Culture

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Connectedness

Problem Statement 3: Student Proficiency rates in Math and ELA, as measured by MAPS testing, have indicated slow or no growth in math and reading proficiency. 60% of students earn test scores below grade level in Math and 69% below grade level in Reading. **Critical Root Cause:** Student learning loss and attendance due to a lack of consistency in curriculum, culture and student performance, as measured on high stakes assessment. Further, a large percentage of teaching staff are licensed Substitutes, or Educators certified under non-core subject areas.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Increase PD opportunities for teachers that focus on the needs of staff to include MAPS Data analysis, knowledge of credits needed to advance to the high school, classroom management. Also having these trainings tiered for those that are new those that have advance knowledge on subjects. Include that master teachers can provide the training.

Aligns with District Goal

Formative Measures: Increase professional development opportunities by 50% over the next school year, with a focus on core staff needs. These opportunities will include training on MAPS data analysis, knowledge of credits needed for high school advancement, and advanced classroom management strategies.

Improvement Strategy 1 Details				Reviews											
<p>Improvement Strategy 1: The implementation plan is designed to increase professional development by 50% over the next school year, focusing on key areas like MAP data analysis, high school credits, and classroom management. The plan will be executed in four phases, starting with a planning and preparation phase in which a PD committee and master teachers are established, a needs assessment is conducted, and a calendar is developed. Following this, master teachers will create tiered content and roll out the initial introductory sessions. The core of the plan involves a full-scale implementation of all tiered trainings, where new and experienced teachers receive tailored instruction. The final phase will focus on evaluating the program's success by collecting feedback and analyzing data to inform planning for the following academic year.</p> <table border="1"> <thead> <tr> <th>Action #</th> <th>Actions for Implementation</th> <th>Person(s) Responsible</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>The professional development implementation plan is a four-phase strategy to increase teacher training by 50% over the next year. It begins with a planning phase to establish a committee, identify master teachers, conduct a needs assessment, and create a calendar. The second phase focuses on content creation and initial rollout, where master teachers develop tiered materials and host introductory sessions. The third phase is full-scale implementation, offering a rotation of tiered trainings on MAPS data analysis, high school credits, and classroom management. The final phase involves evaluation and reporting, where data is collected and analyzed to inform future planning.</td> <td>Admin, Department Chairs</td> <td>Set up with 4 phases to check for progress. 1st check Sep for planning and preparation; 2 phase Nov for Content Creation and Initial Rollout; Phase 3 Full Scale implementation (Dec-May); Phase 4 Evaluation June.</td> </tr> </tbody> </table> <p>Position Responsible: Admin, Department Chairs</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6</p> <p>Evidence Level Level 1: Strong: ESSA Evidence Strong based on Hattie's research on teacher clarity and collective teacher efficacy.</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	The professional development implementation plan is a four-phase strategy to increase teacher training by 50% over the next year. It begins with a planning phase to establish a committee, identify master teachers, conduct a needs assessment, and create a calendar. The second phase focuses on content creation and initial rollout, where master teachers develop tiered materials and host introductory sessions. The third phase is full-scale implementation, offering a rotation of tiered trainings on MAPS data analysis, high school credits, and classroom management. The final phase involves evaluation and reporting, where data is collected and analyzed to inform future planning.	Admin, Department Chairs	Set up with 4 phases to check for progress. 1st check Sep for planning and preparation; 2 phase Nov for Content Creation and Initial Rollout; Phase 3 Full Scale implementation (Dec-May); Phase 4 Evaluation June.	Status Check			EOY Reflection
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SMART Goal 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: Staff Surveys taken last year had an overarching theme that there has been a challenge with consistent implementation of school policies and protocols, coupled with varied approaches to positive behavior approach systems. Additionally a lack of appropriate teaching materials, effective curriculum, and certified teachers. Staff engagement is low with the introduction of new curriculum, concepts and procedures (i-ready, savvas, nv profile of learner, modern teacher). With an abundance of new initiatives, staff request focused projection of school priorities. **Critical Root Cause:** Lack of consistent curriculum and proper training associated across all 3 grade levels. Unclear expectations on what new initiative is the priority along with school wide implementation with fidelity. Inconsistent support for behavioral climate of school.

Inquiry Area 3: Connectedness

SMART Goal 1: Increase family engagement by providing instructional opportunities for parents on understanding grade-level proficiency and academic knowledge. We will also increase our family engagement nights to one per quarter and improve the fluidity of our communication with families throughout the academic year. We will track attendance at these events and measure the improvement in communication through a beginning-of-year and end-of-year parent survey, aiming for a 20% increase in positive feedback regarding communication.

Aligns with District Goal

Formative Measures: Addition of 1 engagement night a quarter, streamlined communication through school wide system. Increase parent involvement with more diverse opportunities.

Improvement Strategy 1 Details				Reviews											
<p>Improvement Strategy 1: Multiple Family engagement nights, to include but not limited to Department Showcases (whole school), International Night (whole school), Open House and Parent/Teacher Conferences. Communication to go out from all staff to all stakeholders using one platform (IC or Parent Square). Volunteer opportunities for families to be involved with policies such as PBIS Team and School Performance Plan Committee.</p> <table border="1"> <thead> <tr> <th>Action #</th> <th>Actions for Implementation</th> <th>Person(s) Responsible</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Implement school wide communications expectation of 1x week communication with families from each teacher. Use of Infinite Campus or Parent Square to send out messages. With this communication, send out invites for upcoming events in ample time for families to plan to attend or volunteer at.</td> <td>CCMS Admin, Committee Chairs</td> <td>1st quarter implement requirements for 1x week parent communication from all teachers. Schedule Engagement nights for the year by Oct.</td> </tr> </tbody> </table> <p>Position Responsible: CCMS Admin, Committee Chairs Resources Needed: Community partnership outreach; purchase of universal communication system.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 4.1, 4.2 Evidence Level Level 4: Demonstrate Rationale: ESSA Evidence Tier 4 Demonstrates a Rationale based on CASEL policy brief. Problem Statements/Critical Root Cause: Connectedness 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Implement school wide communications expectation of 1x week communication with families from each teacher. Use of Infinite Campus or Parent Square to send out messages. With this communication, send out invites for upcoming events in ample time for families to plan to attend or volunteer at.	CCMS Admin, Committee Chairs	1st quarter implement requirements for 1x week parent communication from all teachers. Schedule Engagement nights for the year by Oct.	Status Check			EOY Reflection
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Nov	Jan	Mar	June												
In progress	No review	No review													

SMART Goal 1 Problem Statements:

Connectedness

Problem Statement 1: Parent and community stakeholder engagement is extremely low. Parent survey's indicate that parents feel that communication from the school is minimal at best. Parents also indicate that school or district policies are not held when it comes to bullying, fights and other behaviors that undermine the safety of the school. **Critical Root Cause:** Disengagement from stakeholders, feeling of not being welcomed into building, multiple ineffective communication methods used.

Inquiry Area 3: Connectedness

SMART Goal 2: Reduce the school's chronic absenteeism by 3% to an annual measure 16% or less over the course of the next academic year by implementing targeted interventions for students with a history of chronic absenteeism.

Aligns with District Goal

Formative Measures: Each quarter take inventory on the percentage rate of students who are put on an Pre-SARBS and SARBS contract. Evaluate if Pre-SARB meetings are effective and adjust as necessary.

Improvement Strategy 1 Details				Reviews											
<p>Improvement Strategy 1: Various assigned staff (counselors, safe school professionals, secretaries) will make daily attendance calls to increase overall student attendance. A tiered, consistent plan will be developed targeting absenteeism. For example, students who miss 1-2 day days will receive a call by the attendance secretary (or assigned staff and automated attendance calls). Students after 3 truancies will be referred to the SARB contract. Once students receive 5 truancies, Juvenile Probation Office (JPO) will be involved with an officer, administrator, school representative, and parent. Students absent more than 10+ (unverified) days will receive a home visit. Students who are depicting attendance concerns could also be placed on an attendance contract. An Attendance Committee (made up of counselors, administrators, and safe school professionals) will also be created to address this concern. Further, similar to attendance contracts, students depicting behavioral challenges will be placed on Plans of Behaviors to decrease behavioral incidents. The school staff, student, and families will work together to create a successful environment with determined success plans (with fidelity) for attendance and behavior.</p> <table border="1"> <thead> <tr> <th>Action #</th> <th>Actions for Implementation</th> <th>Person(s) Responsible</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>*These measures will be tracked using Google drives, which will be shared amongst all identified staff. Also, the student information monitoring system, Infinite Campus, will be used to track student attendance and behavior. *Student attendance will be monitored daily. *CCMS administration will monitor student behavior and discipline daily. *CCMS administration, or designees, will provide results to teachers, students, and families of attendance and discipline. Results and methods will be tracked and/or recorded</td> <td>Persons responsible for this goal is administration, counselors, safe school professionals, identified secretaries, and any relevant parties designated for this duty.</td> <td>End of school year. Include multiple check in points at each quarter to determine if action plan is working.</td> </tr> </tbody> </table> <p>Position Responsible: Persons responsible for this goal is administration, counselors, safe school professionals, identified secretaries, and any relevant parties designated for this duty.</p> <p>Resources Needed: none</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p> <p>Evidence Level Level 4: Demonstrate Rationale: ESSA Evidence Tier 4 Demonstrates a Rationale based on CASEL policy brief.</p> <p>Problem Statements/Critical Root Cause: Connectedness 2</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	*These measures will be tracked using Google drives, which will be shared amongst all identified staff. Also, the student information monitoring system, Infinite Campus, will be used to track student attendance and behavior. *Student attendance will be monitored daily. *CCMS administration will monitor student behavior and discipline daily. *CCMS administration, or designees, will provide results to teachers, students, and families of attendance and discipline. Results and methods will be tracked and/or recorded	Persons responsible for this goal is administration, counselors, safe school professionals, identified secretaries, and any relevant parties designated for this duty.	End of school year. Include multiple check in points at each quarter to determine if action plan is working.	Status Check			EOY Reflection
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Nov	Jan	Mar	June												
In progress	No review	No review													

SMART Goal 2 Problem Statements:

Connectedness
<p>Problem Statement 2: Chronic Absenteeism with a 17% rate has shown significant decrease in student instruction time which correlates with little to no growth in our high-stakes assessments. Critical Root Cause: Reduction in instruction time correlates with students not having consistent access to curriculum.</p>

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment process at our school involves the Principal, Assistant Principals, Teachers, parents who attend Title I meetings, School Counselors, Nurse, Safe School Professionals, SIT Coordinators, and Title VI Coordinators. This team meets quarterly to analyze student performance data, survey feedback, and program evaluations to ensure alignment between school improvement goals and the identified needs of our students and community.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

The Churchill CSD creates space and meetings that include staff, parents, and community members, meeting once in the fall and once in the spring to review plans and provide feedback for revisions. Additionally, two Title I meetings are held annually—one in the fall at the district office and one in the spring—and each school hosts a Title I information table at their Back-to-School Night to engage stakeholders. Further feedback is collected through surveys and public forums, ensuring the plan reflects diverse perspectives. Student handbooks and compacts are also reviewed in the fall and spring to maintain alignment with stakeholder needs and expectations.

2.2: Regular monitoring and revision

Churchill CSD holds quarterly status checks with teams responsible for monitoring each strategy, documenting lessons learned and next steps in Plan4Learning. The process incorporates school climate surveys from the Nevada Department of Education, MTSS Big 5 Reports—tracking attendance, behavior, course performance, discipline, and social-emotional data—and TISS reporting with the University of Nevada Reno and NDE. These data sources ensure plans remain responsive to student and community needs.

2.3: Available to parents and community in an understandable format and language

The SPP and DPP will be available on our school district website in multiple languages to meet the needs of our community.

2.4: Opportunities for all children to meet State standards

The Title I funded initiatives in the plan focus on ensuring all children have equitable access to high-quality education that enables them to meet State standards. Key initiatives include:

1. **Targeted Academic Support:** Providing additional instructional support, such as small group tutoring and intervention programs, to students at risk of falling behind academically.
2. **Professional Development for Teachers:** Offering ongoing training to educators on best practices, differentiated instruction, and research-based strategies to meet the needs of diverse learners.
3. **Family Engagement:** Engaging families through regular communication and parent conferences, district Title I meetings, etc., to support student learning at home and strengthen the home-school connection.
4. **Access to Resources:** Ensuring all students have access to necessary learning materials, technology, and other resources to succeed academically.

Standards.

2.5: Increased learning time and well-rounded education

The Title I funded initiatives in the plan designed to provide increased learning time and a well-rounded education include:

1. **Extended Learning Time:** Offering after-school programs, summer school, or additional instructional hours to give students more time for academic enrichment and support outside of regular school hours.
2. **Enrichment Programs:** Providing extracurricular activities, including Fallon Youth Center tutoring, middle school credit recovery programs, and involving STEM (Science, Technology, Engineering, and Math) to ensure students receive a comprehensive education that supports their social, emotional, and academic development.
3. **Tutoring and Academic Interventions:** Implementing targeted academic interventions during the school day or outside regular hours to reinforce core subjects and support students who need extra help to meet State standards.

These initiatives aim to enhance learning opportunities for all students and ensure they receive a balanced education that fosters academic success and personal growth.

2.6: Address needs of all students, particularly at-risk

The Title I funded initiatives in the plan address the needs of all students, particularly at-risk students, including:

1. **Targeted Academic Interventions:** Providing individualized or small-group instruction to at-risk students, focusing on areas where they may struggle to ensure they catch up to grade-level expectations through after-school tutoring at the Fallon Youth Center and middle school.
2. **Social-Emotional Support:** Offering counseling, safe school professional support, SIT, and Indian Education Family support to address at-risk students' mental health and emotional needs, fostering a positive learning environment.
3. **Access to Additional Resources:** Ensuring that at-risk students have access to necessary academic resources, such as tutoring, learning materials, and technology, to bridge gaps in their learning.
4. **Professional Development for Teachers:** Training educators on strategies for differentiating instruction and supporting diverse learners, particularly those at risk, to ensure they have the skills to effectively meet all students' needs.

These initiatives aim to provide a holistic approach to supporting at-risk students, ensuring they have the resources, time, and support to succeed academically.

3.1: Annually evaluate the schoolwide plan

The School Performance Plan (SPP) is annually evaluated through a comprehensive review process that includes analyzing student performance data, assessing the effectiveness of implemented strategies, and gathering feedback from Administrators, staff, students, and parents. This evaluation informs adjustments and improvements to the plan for the following year to ensure continuous growth and alignment with academic goals.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

The District collaborates with school administrators, teachers, and parent representatives to develop the Parent Involvement and Family Engagement Policy. The policy is distributed during the Parent Involvement and Family Engagement Information Nights held at the District Office in the Fall and Spring, at each school's open

house during the first week of school, and during biannual parent conferences. Additionally, the policy is accessible on our website.

4.2: Offer flexible number of parent involvement meetings

To provide a flexible number of parent involvement opportunities, we offer multiple events at different times throughout the day, at all sites, and on various days to accommodate families' diverse schedules. These opportunities include parent conferences, flexible individual meetings, and group evening meetings at the school, as well as ensuring that parents can engage with the school community in a way that fits their availability and needs.

5.1: Determine which students will be served by following local policy

To determine which students will be served by Title I funding, Churchill CSD policy outlines a comprehensive set of criteria prioritizing students at risk of not meeting state academic standards. These students are identified through a multi-faceted approach that includes a review of performance data, such as MAP (NWEA) test scores, i-Ready, and SAVVAS progress, which assess students' academic growth and proficiency. Additionally, the school's MTSS (Multi-Tiered System of Supports) team conducts regular reviews of student performance, considering factors such as classroom assessments, teacher recommendations, and overall academic progress.

The identification process also considers socioeconomic status, as students from low-income households are often more at risk of academic underachievement. English language proficiency is another key factor in ensuring that English learners receive the necessary support to succeed academically. Special education needs are also considered, ensuring that students with disabilities receive the accommodations and services required to meet their academic goals. This comprehensive approach ensures that Title I resources are allocated to students needing additional academic support in alignment with district and state regulations.

By utilizing multiple data sources and considering various student factors, Churchill CSD ensures that Title I funding is directed to those who will benefit most, fostering an equitable learning environment for all students.

Community Outreach Activities

Activity	Date	Lesson Learned
Open House School Wide Event	9/17/25	Have tables set up with community programs that parents can access. Include ways for family engagement with students for each core classes.
Title 1 All Schools Family Engagement Meeting at District Office	10/29/25	Have more representation from CCMS. A possible table with activities for parents to