Washoe County School District

Billinghurst Middle School

2025-2026 School Improvement Plan

Classification: 3 Star School

ATSI

Mission Statement

We are bold students, educators, families, and leaders that embrace each other by cultivating a welcoming, safe, and respectful environment that prioritizes building positive relationships.

We are dedicated to providing rigorous instruction and maintaining high expectations in order to empower all students with the knowledge, resilience, integrity, and confidence to be successful leaders of the future.

We are BIGHORNS!

Vision

As the new school year begins, it's a time of fresh starts, new opportunities, and of course, new challenges. This year's theme/vision, "**Embracing Challenges Head On**," encourages students, teachers, and parents to embrace the difficulties and obstacles that come their way with courage and determination.

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 https://nevadareportcard.nv.gov/DI/nv/washoe/billinghurst_middle_school/2025

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

SBAC Performance (25-26)

6th Grade ELA

- 58% of students were at or above grade level (3 or 4), surpassing the District's 36%.
- 49% of students made typical or more than typical growth on SBAC, compared to the District's 52%.
- 32% of students met Catch Up or Keep Up AGP targets, below the District's 47%.

6th Grade Math

- 53% of students were at or above grade level (3 or 4), outperforming the District's 29%.
- 58% of students made typical or more than typical growth, surpassing the District's 49%.
- 45% of students met the state's Catch Up/Keep Up AGP targets, above the District's 27%.

7th Grade ELA

- 53% of students were at or above grade level (3 or 4), outperforming the District's 40%.
- 51% of students made typical or more than typical growth on SBAC, close to the District's 53%.
- 37% of students met the Catch Up/Keep Up AGP targets, slightly above the District's 35%.

7th Grade Math

- 52% of students were at or above grade level (3 or 4), surpassing the District's 30%.
- 42% of students made typical or more than typical growth, outperforming the District's 36%.
- 32% of students met the state's Catch Up/Keep Up AGP targets, higher than the District's 29%.

8th Grade ELA

- 46% of students were at or above grade level (3 or 4), outperforming the District's 37%.
- 60% of students made typical or more than typical growth on SBAC, matching the District's 60%.
- 46% of students met the Catch Up/Keep Up AGP targets, well above the District's 38%.
- 18% of EL students were at or above standard, up from 0% in 2023.

8th Grade Math

- 37% of students were at or above grade level (3 or 4), exceeding the District's 25%.
- 35% of students made typical or more than typical growth on SBAC, higher than the District's 24%.
- 34% of students met the state's Catch Up/Keep Up AGP target, surpassing the District's 25%.
- 23% of EL students were at or above standard, compared to 0% in 2022.

8th Grade Science

- 44% of students were at or above grade level on the state science assessment.
- Students performed consistently across Life, Physical, and Earth/Space Science domains.
- GT students showed high levels of proficiency.
- Performance exceeded state expectations for middle schools with similar demographics.

Student Success Areas for Growth

SBAC Performance (24-25)

While Billinghurst students continue to outperform the District on multiple SBAC measures, there was a slight decline in overall scores compared to the prior year, particularly in growth metrics. Despite that, English Learners (EL) demonstrated improvement across content areas, most notably in Math, ELA, and Science.

6th Grade

- Though 6th grade students performed above the District average in both ELA (48%) and Math (53%), overall growth in ELA was lower (49%) than in previous years, and AGP targets (32%) fell short of the District average.
- Literacy interventions may be needed to support students in meeting typical growth expectations and AGP benchmarks.

7th Grade

- In Math, 43% of students were at or above standard and 42% made typical or better growth. However, these numbers declined slightly from the previous year, and only 32% met AGP targets, indicating a need for stronger instructional alignment and intervention strategies in upper-grade math.
- ELA growth (51%) showed stagnation, and more than half of students did not meet typical growth benchmarks. Targeted support in writing and analytical reading could support greater achievement.

8th Grade

- While 55% of students met or exceeded standards in ELA, and 60% made typical growth, overall growth remained flat compared to the prior year, and subgroup performance gaps persisted in both ELA and Math.
- 8th grade Math performance (37% at or above standard) and AGP achievement (34%), while above the District average, continue to lag behind ELA, signaling a need to revisit instructional pacing and practice in problem-solving and algebra readiness.
- Science results revealed improvement among EL students, but their performance still lags significantly behind the overall school population, highlighting a continued need for academic

language development and hands-on supports in science instruction.

English Learners (EL)

- Although 23% of EL students met or exceeded grade-level standards in Math and 19% in ELA, both substantial increases from 0% in previous years, overall proficiency for EL students continues to trail that of the general population.
- Writing, speaking, and scientific reasoning remain areas of challenge on both ACCESS and SBAC assessments. Continued focus on integrated language supports in all content areas will be critical.

Student Success Equity Resource Supports

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

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

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Middle schools across the country, including Billinghurst, are experiencing ongoing challenges with student attendance and engagement. The Washoe County School District has prioritized reducing chronic absenteeism, and Billinghurst has made meaningful progress, lowering its chronic absenteeism rate to 15.95% in the 2024-25 school year. While this reflects improvement from the previous year, we remain committed to identifying strategies that further reduce this number and ensure more students are present, connected, and engaged in daily learning.
Critical Root Cause: There is a continued need to focus on data to drive planning, instruction, reflection, and remediation. While Billinghurst previously lacked a fluid and consistent academic intervention and data-monitoring system, we have made progress by improving our systems for meetings, documentation, and collaboration particularly with the Re-Engagement team. Our Counseling team also dedicated significant time and effort to meeting with students experiencing chronic absenteeism. However, further impact on overall student attendance will come from implementing more frequent, systematized interventions, running more updated attendance reports, and continuously updating absenteeism cohorts. Additionally, Billinghurst must continue working toward creating an equitable experience for our increasingly diverse student population.

Problem Statement 2 (Prioritized): Billinghurst continues to work on tightening up procedures regarding PLCs and the formation of common summative assessments. Expectations for common assessments and the progression of PLCs have not always been aligned across Teams, grade levels, and departments
Critical Root Cause: Last year, progress was made in fostering collaboration through regular department, grade-level, and team meetings. However, there remains a need for greater consistency in how data is used to inform instruction. Differences in expectations around common assessments and PLC practices have contributed to varied levels of instructional alignment. Moving forward, we aim to strengthen the use of both formative and summative assessment data to drive instruction and guide PLC discussions more organically. Additionally, teams will begin analyzing academic data (such as iReady) alongside behavioral data to identify trends and implement targeted interventions to better support student success.

Problem Statement 3: Recent student climate survey results at Billinghurst Middle School show a significant decline in student engagement (51%) and perceptions of adult respect (61%) and support (64%). Fewer students feel that teachers understand their problems, treat them fairly, or connect classroom content to life outside of school. Additionally, low engagement scores suggest that students find much of their academic experience uninteresting or disconnected from their interests. These trends signal a need to reestablish strong staff-student relationships and increase the relevance and responsiveness of the learning environment.
Critical Root Cause: A combination of increased staff responsibilities, limited time for relationship-building, and a lack of structured systems for student feedback have contributed to a decline in adult-student connections. Additionally, lessons and school activities may not fully reflect student interests or voices, leading to disengagement. Without dedicated time and support for relationship-building, relevant instruction, and two-way communication, both students and staff may feel disconnected from the larger school community. In response, we will prioritize schoolwide strategies that foster engagement and relationships. These include creating systems to amplify student and staff voice, integrating SEL and culturally relevant practices into instruction, and expanding opportunities for meaningful collaboration through instructional teams and student-centered committees. These steps are designed to re-energize school culture and promote a more connected, responsive learning environment.

Problem Statement 4: At Billinghurst Middle School, recent staff climate data reveals significant concerns in collaboration, respect, social-emotional learning, and work-related stress. Only 58% of staff reported a strong sense of collaboration--well below district and peer school averages--and perceptions of fairness and respect have declined to 66%. Staff also reported low confidence in the implementation of social-emotional learning, with only one-third believing an SEL curriculum exists across all grade levels. Additionally, work stress is high, with 50% or fewer staff feeling supported in sustaining their current workload. These issues are impacting morale, consistency in behavior expectations, and the ability to build a cohesive and student-centered school culture.
Critical Root Cause: The root causes of these challenges appear to center around staff perceptions of inconsistent systems, limited voice in decision-making, and a lack of clarity around shared priorities. Many staff perceive that behavior expectations are not enforced equitably, that SEL is not fully implemented or prioritized schoolwide, and that their professional input is not consistently valued in shaping school practices. These perceptions whether driven by communication breakdowns, leadership transitions, or operational inconsistencies have led to diminished morale and a sense of disconnection from schoolwide goals. In response, considerable work will be done to expand staff-led leadership opportunities and promote structured committee work that amplifies teacher voice and increases transparency. Committees will focus on areas such as Tier 1 instruction, behavior systems, professional development, SEL, and school climate. These efforts are designed to foster greater ownership, build shared accountability, and ensure that decisions impacting students and operations are informed by those closest to the work.

Adult Learning Culture

Adult Learning Culture Areas of Strength

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

Adult Learning Culture Areas for Growth

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

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

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	EL students are struggling to access the curriculum equitably. The student would benefit from vocabulary and language support in the classroom.	Utilize the ELF and the EL assistant to support EL and teachers in the classroom ensuring that the barriers are identified and language access was supported. Best practices for supporting the EL should be put into place including vocabulary walls, peer support, speaking slower and more deliberately, and allowing for visuals and different ways of communicating mastery of content.

Student Group	Challenge	Solution
Foster/Homeless	Students in Foster and homeless have the highest rates of chronic absenteeism and may miss instruction.	Having the ability to access missed instruction via Canvas will be valuable. Spiraling of content for missed instruction and allowing for after school tutoring opportunities will help address this challenge.
Free and Reduced Lunch	Students accessing Free and Reduced Lunch have the highest rates of chronic absenteeism and may miss instruction.	Supporting access to the district programs for free breakfast and lunch opportunities to reduce anxiety around food will be beneficial. If a student arrives late, they will still have opportunities to have access to breakfast.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Students in identifiable groups may benefit from seeing themselves and their experiences represented in the curriculum	Focusing on equitable classroom practices could benefit all of our students and help them to see relevance in the curriculum as well as validation of their experience.
Students with IEPs	Students on IEP's struggle to access the curriculum equitably.	Increase teacher support in understanding individual student's IEP's through resource teachers and instruction utilizing best practices through our teacher clarity work.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Billinghurst continues to work on tightening up procedures regarding PLCs and the formation of common summative assessments. Expectations for common assessments and the progression of PLCs have not always been aligned across Teams, grade levels, and departments
Critical Root Cause: A lack of uniformity in expectations for common assessments and PLC procedures across different Teams, grade levels, and departments had led to uneven progress in PLC practices, resulting in gaps in instructional coherence and misalignment in the development and use of common formative assessments. Edit Associated Areas

Problem Statement 2: At Billinghurst Middle School, the implementation of Teacher Clarity; focused on clearly communicating learning intentions, progressions, and success criteria is still in its early stages. While several departments have initiated conversations and planning around this work, schoolwide consistency remains a growth area. Currently, not all classrooms are uniformly communicating clear learning targets or criteria for success, which can hinder students' ability to self-assess, engage meaningfully, and take ownership of their learning.
Critical Root Cause: The foundational professional development for Teacher Clarity began mid-year during the second semester of the 2024-25 school year. As a result, staff received initial exposure to the concept but have not yet had sufficient time, support, or feedback to fully implement the practice with fidelity. Although many departments have proactively developed action plans to address Teacher Clarity, schoolwide expectations and consistency are still evolving. To address this, administration will integrate Teacher Clarity into monthly professional development sessions in the 2025-26 school year, providing time for reflection, peer collaboration, and modeling. These sessions will focus on aligning and deepening implementation across all content areas to ensure every student experiences clear, consistent, and purposeful instruction.

Connectedness

Connectedness Areas of Strength

Staff Climate Survey

Our most recent staff climate survey highlights continued strengths in key areas, particularly in Expectations of Student Success, Safety, and Home-to-School Communication all of which remain above or near district averages. These positive results reflect a collective commitment to academic excellence, a safe campus environment, and consistent communication with families. We are proud of this foundation and remain focused on strengthening collaboration, respect, and social-emotional learning across campus.

- Expectation of Success: 88% (+2)
- Safety: 86% (+9)
- Home-School Communication: 92% (+2)

Student Climate Survey

The 2024–25 student climate survey indicates strong participation and growth in SEL competencies like self-concept, relationship skills, and responsible decision-making. However, we observed declines in perceived adult support, student engagement, and respect, highlighting areas where we will prioritize improvement efforts. Enhancing these experiences will remain a top focus as we refine SEL programs and create stronger adult-student connections.

- Participation in School Activities: 82% (+3)
- SEL: Self-Awareness of Self Concept: 70% (+3)
- SEL: Responsible Decision-Making: 70% (no change)
- SEL: Relationship Skills: 66% (no change)
- Adult Support: 64% (–6)
- Student Engagement: 51% (–5)
- Adult Respect: 61% (–5)

At Billinghurst Middle School, staff and student climate survey results reveal a shared commitment to safety, success, and communication, but also highlight a disconnect between adult intentions and student experiences. While staff report high expectations and strong systems, students indicated declines in adult support, respect, and engagement. This suggests a need to better align relationship-building efforts and ensure that students feel genuinely connected, heard, and supported throughout their learning experience.

Connectedness Areas for Growth

Our recent staff and student climate surveys provide valuable insights into the strengths and areas for growth at Billinghurst. The staff climate survey revealed exceptionally high scores in expectations of student success (86%), safety (95%), and home-to-school communication (94%), all surpassing district averages. These positive results underscore our commitment to creating a supportive and secure learning environment and maintaining strong communication with families. However, there were notable declines in staff-student relationships, social-emotional learning, and work stress, indicating a need for improvement in these areas. The focus will be on enhancing staff-student connections, bolstering social-emotional support systems, and addressing work-related stress through professional development and increased mental health resources.

The student climate survey also showed encouraging progress in several areas, including SEL skills related to self-awareness (73%), self-management of goals (58%), and adult support (70%). Despite this, there were declines in critical areas such as student respect (52%), bullying (41%), and SEL relationship skills (66%). These declines highlight the need for targeted interventions to address issues of respect and bullying and to strengthen SEL programs. Moving forward, efforts will include implementing anti-bullying programs, promoting respect through school-wide initiatives, and providing additional SEL training to support healthier student relationships and a more positive school environment.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	EL students and their families may have a limited understanding of the US Education System and/or the varying opportunities and resources available for their students. Possible language barriers between communications provided by the school and district to the families reduces the connectedness of families to our system.	The EL Department, as well as our designated ELF, will partner with our school, students, and families to provide information to families in their native language. We will also access the Department of Family and School Partnerships for additional support We will utilize translation devices and use appropriate WCSD Translation and Interpretation Division services to support families and allow them greater access to our school and staff.
Foster/Homeless	Foster families may not be aware of a child's progress and placement.	Counselors to provide updated information and act as a liaison with the students new school placement.
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/a	
Racial/Ethnic Minorities	Cultural barriers may exist in our school community.	It's important to allow platforms for students to communicate such as through our Student Voice. We will have a diversified student panel invited to be a part of our Student Voice committee.

Student Group	Challenge	Solution
Students with IEPs	Students on IEP's may struggle with feeling like they are a part of the school system.	Support teachers in strategies to celebrate students coming to school and each small milestone that the student achieves. Allow for opportunities of celebration when it comes to the smallest of achievements so the student can gain confidence and feel a part of our system.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Both our student and staff climate surveys indicate declines in key areas. Decreased staff-student relationships, social-emotional learning, and rising work stress among staff, alongside student challenges in respect, bullying, and SEL relationship skills. These trends highlight critical areas where we must strengthen school culture and support systems.
Critical Root Cause: Several interconnected factors influence our school climate, including increased stress and workload on staff, which impacts their ability to build strong relationships. Gaps in social-emotional learning and insufficient resources for addressing bullying and respect among students contribute to a less supportive school environment. Changing educational demands strain both staff and students.

Priority Problem Statements

Problem Statement 1: Middle schools across the country, including Billinghurst, are experiencing ongoing challenges with student attendance and engagement. The Washoe County School District has prioritized reducing chronic absenteeism, and Billinghurst has made meaningful progress, lowering its chronic absenteeism rate to 15.95% in the 2024-25 school year. While this reflects improvement from the previous year, we remain committed to identifying strategies that further reduce this number and ensure more students are present, connected, and engaged in daily learning.

Critical Root Cause 1: There is a continued need to focus on data to drive planning, instruction, reflection, and remediation. While Billinghurst previously lacked a fluid and consistent academic intervention and data-monitoring system, we have made progress by improving our systems for meetings, documentation, and collaboration particularly with the Re-Engagement team. Our Counseling team also dedicated significant time and effort to meeting with students experiencing chronic absenteeism. However, further impact on overall student attendance will come from implementing more frequent, systematized interventions, running more updated attendance reports, and continuously updating absenteeism cohorts. Additionally, Billinghurst must continue working toward creating an equitable experience for our increasingly diverse student population.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Billinghurst continues to work on tightening up procedures regarding PLCs and the formation of common summative assessments. Expectations for common assessments and the progression of PLCs have not always been aligned across Teams, grade levels, and departments

Critical Root Cause 2: Last year, progress was made in fostering collaboration through regular department, grade-level, and team meetings. However, there remains a need for greater consistency in how data is used to inform instruction. Differences in expectations around common assessments and PLC practices have contributed to varied levels of instructional alignment. Moving forward, we aim to strengthen the use of both formative and summative assessment data to drive instruction and guide PLC discussions more organically. Additionally, teams will begin analyzing academic data (such as iReady) alongside behavioral data to identify trends and implement targeted interventions to better support student success.

Problem Statement 2 Areas: Student Success

Problem Statement 3: Billinghurst continues to work on tightening up procedures regarding PLCs and the formation of common summative assessments. Expectations for common assessments and the progression of PLCs have not always been aligned across Teams, grade levels, and departments

Critical Root Cause 3: A lack of uniformity in expectations for common assessments and PLC procedures across different Teams, grade levels, and departments had led to uneven progress in PLC practices, resulting in gaps in instructional coherence and misalignment in the development and use of common formative assessments. Edit Associated Areas

Problem Statement 3 Areas: Adult Learning Culture

Problem Statement 4: Both our student and staff climate surveys indicate declines in key areas. Decreased staff-student relationships, social-emotional learning, and rising work stress among staff, alongside student challenges in respect, bullying, and SEL relationship skills. These trends highlight critical areas where we must strengthen school culture and support systems.

Critical Root Cause 4: Several interconnected factors influence our school climate, including increased stress and workload on staff, which impacts their ability to build strong relationships. Gaps in social-emotional learning and insufficient resources for addressing bullying and respect among students contribute to a less supportive school environment. Changing educational demands strain both staff and students.

Problem Statement 4 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

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

Adult Learning Culture

- Staff surveys and/or other feedback
- Student Climate Survey

Connectedness

- Attendance
- Behavior
- PBIS/MTSS data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Student Success: By the end of the 2025-2026 school year, across all grades and demographic subgroups, Billinghurst will increase the percentage of students meeting or exceeding grade level standards in ELA, Math and Science (8th grade only) by at least three percentage points by enhancing support for English Learners (ELs) and diverse populations.

Increase the percentage of students performing at or above grade level (3 or 4) in ELA to 61% in 6th grade, 55% in 7th grade, and 49% in 8th grade by the end of the academic year.

Increase the percentage of students performing at or above grade level (3 or 4) in Math to 61% in 6th grade, 51% in 7th grade, and 42% in 8th grade by the end of the academic year.

Aligns with District Goal

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

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: iReady	**Status Check**		
	Nov	**Feb**	**May**
	In progress	No review	No review

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Implement targeted interventions and differentiated instruction based on individual student needs through the use of iReady. Expand professional development for teachers focusing on advanced instructional strategies and formative assessment practice Action Steps: Implementation of a 30-minute Excel period for students to access iReady for a minimum of 90 minutes per week. Instead of utilizing one class period per week in core classes to implement iReady, iReady will be implemented in Excel, freeing up one hour every two weeks for teachers to focus on core content areas. An EL assistant, under the direction of a trained EL facilitator, will push in to Science classes, promoting vocabulary for all students, but in particular for our EL students. EL facilitator to provide training for everyday instruction of our EL students, and work with teachers on strategies to foster language development. Through a strong PLC process, Billinghurst will be able to identify students who may need extra support through the MTSS process. These students will use customized Pathways through iReady during Excel. Teacher development to foster student conversations and the use of academic language during classroom discussions.	Teachers; administration	SY 25-26

Position Responsible: Teachers; administration

Evidence Level
Level 3: Promising: i-Ready

Problem Statements/Critical Root Cause: Student Success 1, 2

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 1: Middle schools across the country, including Billinghurst, are experiencing ongoing challenges with student attendance and engagement. The Washoe County School District has prioritized reducing chronic absenteeism, and Billinghurst has made meaningful progress, lowering its chronic absenteeism rate to 15.95% in the 2024-25 school year. While this reflects improvement from the previous year, we remain committed to identifying strategies that further reduce this number and ensure more students are present, connected, and engaged in daily learning. **Critical Root Cause**: There is a continued need to focus on data to drive planning, instruction, reflection, and remediation. While Billinghurst previously lacked a fluid and consistent academic intervention and data-monitoring system, we have made progress by improving our systems for meetings, documentation, and collaboration particularly with the Re-Engagement team. Our Counseling team also dedicated significant time and effort to meeting with students experiencing chronic absenteeism. However, further impact on overall student attendance will come from implementing more frequent, systematized interventions, running more updated attendance reports, and continuously updating absenteeism cohorts. Additionally, Billinghurst must continue working toward creating an equitable experience for our increasingly diverse student population.

Student Success
Problem Statement 2: Billinghurst continues to work on tightening up procedures regarding PLCs and the formation of common summative assessments. Expectations for common assessments and the progression of PLCs have not always been aligned across Teams, grade levels, and departments **Critical Root Cause**: Last year, progress was made in fostering collaboration through regular department, grade-level, and team meetings. However, there remains a need for greater consistency in how data is used to inform instruction. Differences in expectations around common assessments and PLC practices have contributed to varied levels of instructional alignment. Moving forward, we aim to strengthen the use of both formative and summative assessment data to drive instruction and guide PLC discussions more organically. Additionally, teams will begin analyzing academic data (such as iReady) alongside behavioral data to identify trends and implement targeted interventions to better support student success.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Adult Learning Culture: By the end of the 2025-2026 school year, Billinghurst teachers will have produced aligned summative assessments for ELA, Social Studies, Science, and Math. Additionally, teachers will conduct quarterly reflections within their departments for common summative assessments to determine academic trends. Within their Academic Teams, members will conduct quarterly reflections to analyze behavioral and academic data and determine behavior trends within the team.

By the end of the 2025-2026 school year, ensure that 100% of teachers in the ELA, Social Studies, Science, and Math departments have collaboratively created and implemented aligned summative assessments that reflect consistent standards and learning objectives.

By the end of the 2025-2026 school year, Billinghurst staff will have increased the frequency of staff-to-staff observations to foster a culture of continuous professional development and differentiation in teaching practices by developing a system for regular peer observations and non-evaluative feedback that aligns with Billinghurst's goal of improving differentiation and student interventions.

Teachers will conduct quarterly reflections within their departments to analyze the effectiveness of common summative assessments and identify academic trends by the end of each academic quarter.

Within their Academic Teams, members will conduct quarterly reflections to analyze both behavioral and academic data, identifying trends and making data-driven decisions to support student success.

Aligns with District Goal

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

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: PLC's	**Status Check**		
	Nov	**Feb**	**May**
	In progress	No review	No review

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Teacher teams will work with one another to develop common formative assessments to assess academic trends with their students. They will utilize the information to inform next steps and guide instruction moving into the next unit. Teachers will collaborate on behavioral barriers that are seen amongst students and determine what best practices are working with teachers that are having success with the students that are shared. Teachers will be subbed out to be able to participate in peer non evaluative observations	Admin	SY 25-26

Evidence Level
Level 2: Moderate: PLC's

Problem Statements/Critical Root Cause: Adult Learning Culture 1

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Billinghurst continues to work on tightening up procedures regarding PLCs and the formation of common summative assessments. Expectations for common assessments and the progression of PLCs have not always been aligned across Teams, grade levels, and departments **Critical Root Cause**: A lack of uniformity in expectations for common assessments and PLC procedures across different Teams, grade levels, and departments had led to uneven progress in PLC practices, resulting in gaps in instructional coherence and misalignment in the development and use of common formative assessments. Edit Associated Areas

Inquiry Area 3: Connectedness

SMART Goal 1: Connectedness: In order to foster a supportive and inclusive environment by enhancing staff-student relationships, strengthening social-emotional learning programs, and reducing bullying and disrespect, by the end of the 2025-2026 school year, Billinghurst will achieve a 10% increase in positive responses in these areas on the next climate surveys by implementing targeted interventions, increasing access to mental health and SEL resources, and promoting a culture of respect and collaboration across the school.

By the end of the 2025-2026 school year, Billinghurst will increase positive responses in staff-student relationships, social-emotional learning, and anti-bullying efforts by 10% on the next climate surveys.

By the end of the 2025-2026 school year, Billinghurst will expand 2nd Step SEL curriculum and training for staff to better address students' emotional and social needs, as well as integrate SEL practices into daily classroom activities and school-wide initiatives. We will be implementing one school-wide SEL lesson per month that is related to student/staff needs.

Aligns with District Goal

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

Improvement Strategy 1 Details

Improvement Strategy 1: SEL

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Administration will work with the Student Voice advocacy group, Parent Group, and School Safety Team to address trends and concerns. Enhance SEL Relationship Skills SEL Curriculum: Expand and enhance the SEL curriculum with a focus on developing relationship skills, including communication, empathy, and conflict resolution. These skills will be addressed during Excel with the use of the Second Step program and targeted lessons. Recognition: Celebrate successes and improvements in staff and student climate to maintain motivation and acknowledge achievements. This includes documenting positive phone calls home once per month for select students. Implementation of bi-monthly SEL lessons, utilizing Second Step Enhance SEL Relationship Skills	administration	SY 25-26

Position Responsible: administration

Evidence Level
Level 1: Strong: SEL

Problem Statements/Critical Root Cause: Connectedness 1

Status Checks

Status Check		
Nov	Feb	May
In progress	No review	No review

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Both our student and staff climate surveys indicate declines in key areas. Decreased staff-student relationships, social-emotional learning, and rising work stress among staff, alongside student challenges in respect, bullying, and SEL relationship skills. These trends highlight critical areas where we must strengthen school culture and support systems. **Critical Root Cause**: Several interconnected factors influence our school climate, including increased stress and workload on staff, which impacts their ability to build strong relationships. Gaps in social-emotional learning and insufficient resources for addressing bullying and respect among students contribute to a less supportive school environment. Changing educational demands strain both staff and students.

Community Outreach Activities

Activity	Date	Lesson Learned
Welcome Back Days	8/4/25-8/5/25	Students and families appreciated being able to not only access their student's schedule online, but having the opportunity to access the school in person. Students were given support to make locker access easier and accessible near their advisory classes. Expectations and policies were supported via PowerPoint and BNN
Snow Cone Social	8/6/25	This was a wildly successful event for students, families, and teachers, as well as Admin to reconnect and connect with one another.
Parent Open House	9/4/25	This was another successful event, and allowing families to visit classrooms and access teachers created a smoother transition, especially for the incoming 6th-grade community.
Color Run (BDB Fundraiser)	11/21/2025	This event brought the community together through donations, volunteers, and student and teacher/staff camaraderie. While successful, the amount raised was significantly lower than the previous year and may need to be rethought for next school year as our major fundraiser.