Douglas County School District



Carson Valley Middle School

2025-2026 School Improvement Plan

Generated by Plan4Learning.com
January 07, 2026 at 01:14 PM

Mission Statement

CVMS will inspire and prepare students to be independent life-long learners and empower them to make connections and have a positive impact in a diverse, ever-changing world.

Vision

We teach because we love watching students grow into the best versions of themselves. Our goal is for every student to feel a sense of purpose and agency, to make meaningful connections with others, and to become safe, respectful, and responsible citizens who positively impact our community."

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Comprehensive Needs Assessment

Student Success

Areas of Strength

CVMS serves a diverse population of learners and offers a wide range of academic opportunities and supports. Advanced Math is available for accelerated students in both 7th and 8th grade, and 22 sixth graders are currently participating in the Gifted and Talented (GT) program. CVMS is the only middle school in the district still offering Spanish, which is aligned with Douglas High School and helps prepare students for success in the high school language program.

Additionally, our culinary course provides students with career and technical skills in the culinary arts, directly supporting the high school's CTE program. Our dedicated and experienced teachers work tirelessly to support students not only academically, but also through clubs and athletics. Overall student attendance has been gradually improving as the effects of COVID continue to lessen.

Last year, we relaunched our PBIS program and implemented **PBIS Rewards**, an online platform that allows staff to award points to students. In ELA, teachers, in collaboration with our library media specialist, secured a year-long subscription to **Accelerated Reader (AR)** to enhance student reading levels, engagement, and assessment performance.

CVMS students will continue to lead their own parent conferences. During these **Student-Led Conferences**, held in advisory classes, students prepare slides throughout the semester to showcase their progress in each subject as well as their MAP and SBAC testing data.

Areas for Growth

- **Expansion and Differentiation of Academic Opportunities**
    - Increase access to advanced coursework and enrichment for a broader range of students while providing targeted support for those who need additional scaffolding.
- **Student Attendance and Engagement**
    - Continue strategies to improve attendance and engagement, particularly for special populations, through connections with PBIS, clubs, and MTSS supports.
- **Data-Driven Instruction and Family Engagement**
    - Leverage assessment and PBIS data to inform instruction and interventions, while strengthening student-led conferences to enhance family involvement and support for student growth.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1	Although CVMS provides a diverse range of academic opportunities, enrichment programs, and behavioral supports, gaps remain in ensuring all students consistently achieve their full potential. Some students, particularly those outside accelerated or GT programs, may not be fully challenged or supported. Additionally, while PBIS, Accelerated Reader, and Student-Led Conferences are in place, their impact is not yet fully maximized for improving student engagement, behavior, and academic growth across all populations.	Limited Differentiation in Core Instruction Advanced coursework and enrichment opportunities are concentrated in specific programs (e.g., GT, Advanced Math), leaving some students without sufficient challenge or support. Inconsistent Use of Data to Inform Instruction While tools like PBIS Rewards, MAP, SBAC, and AR provide data, instructional adjustments based on this information are not fully systematic or consistent across all classrooms. Gaps in Student Engagement and Ownership Although Student-Led Conferences and PBIS initiatives promote student ownership, not all students are equally engaged or actively reflecting on their learning and behavior. Equity and Access Challenges Certain student populations, including those not in accelerated programs or with unique learning needs, may not receive targeted interventions or supports to ensure they achieve grade-level standards.
2	Students are not consistently following clear behavioral and academic guidelines, which has impacted the creation of a structured environment that supports success for all learners.	Inconsistent Communication of Expectations Guidelines for behavior and academic responsibilities are not consistently communicated or reinforced across classrooms and common areas. Limited Reinforcement and Accountability Positive behaviors and adherence to expectations are not systematically recognized or addressed, leading to variability in student compliance. Insufficient Student Understanding and Ownership Some students may not fully understand the purpose of the guidelines or their role in contributing to a productive learning environment. Gaps in Staff Collaboration and Monitoring Staff may not consistently coordinate or monitor student behavior, resulting in uneven implementation of expectations schoolwide.

★ = Priority

Adult Learning Culture

Areas of Strength

Teachers at CVMS engage in monthly Professional Learning Communities (PLCs) within their content areas. Through this collaborative work, subject-area teams have identified priority standards and developed grade-level learning progressions. Teachers are now focused on creating common assessments, analyzing student performance data, and discussing instructional strategies to improve outcomes.

In addition to PLCs, teachers participate in quarterly grade-level meetings to address broader student needs and cross-curricular priorities.

All instructional staff have received training on the English Language Development (ELD) program through the ELLevation platform. Our ELD Site Facilitator has provided ongoing professional development during staff meetings and PLCs to ensure consistent use of ELLevation lessons and to maintain staff engagement with the program throughout the year.

As the school transitions into full implementation of the Multi-Tiered System of Supports (MTSS), the ongoing work of PLCs will serve as a cornerstone of the MTSS framework, providing a systematic approach to collaborative planning, data-driven decision-making, and continuous instructional improvement.

Areas for Growth

Areas for Growth – MTSS Tier 1

1. **Consistency of Tier 1 Practices Across Classrooms**
    - Ensure that evidence-based instructional strategies are applied consistently in all subject areas and grade levels.
    - Strengthen fidelity checks to monitor and support implementation.
2. **Data-Driven Instruction**
    - Build structures for teachers to use formative and summative assessment data more frequently to adjust Tier 1 instruction.
    - **Increase collaboration in PLCs** around identifying trends in core instruction and addressing them proactively.
3. **Differentiation & Engagement**
    - Expand differentiation within Tier 1 so that instruction meets the needs of all learners, including advanced, struggling, and special populations.
    - Incorporate more student-centered strategies that promote engagement and active learning.
4. **Integration of SEL & Behavior Supports**
    - Strengthen Tier 1 supports by embedding social-emotional learning and behavior expectations into daily instruction.
    - Align PBIS strategies with academic Tier 1 instruction for a more holistic approach.
5. **Access & Equity**
    - Ensure Tier 1 curriculum and instructional practices are culturally responsive and accessible to English learners, students with disabilities, and other special populations.
6. **Family & Student Involvement**
    - Provide families with clear communication and strategies to support Tier 1 learning at home.

- Involve students more actively in goal-setting and self-monitoring of progress.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1	While CVMS is in the process of establishing structures for collaboration and instructional planning, Tier 1 instruction is not yet consistently meeting the needs of all learners. Student achievement data, particularly for special populations (e.g., English Learners, students with disabilities, and historically underserved groups), indicates gaps in mastery of priority standards. Inconsistent implementation of evidence-based instructional practices and limited differentiation within Tier 1 contribute to uneven student outcomes.	Inconsistent Fidelity of Tier 1 Practices, which include: Variability in how evidence-based strategies and core curriculum are implemented across classrooms and content areas. Limited Use of Data to Drive Instruction Differentiation & Scaffolding Gaps Insufficient Integration of SEL and Behavior Supports

★ = Priority

Connectedness

Areas of Strength

This year, our school theme is **"Own Your Journey."** As part of this focus, we have relaunched our Positive Behavioral Interventions and Supports (PBIS) program. In the past, our PBIS reward system faced challenges with inconsistent use of "Tiger Tickets," and we were unable to effectively track which students were receiving points or which staff members were issuing them. To address these challenges, we have continued our implementation of **PBIS Rewards**.

In addition to PBIS, we are prioritizing Social-Emotional Learning across advisory classes. SEL lessons for advisory teachers will deliver a consist message of belonging with an emphasis of how every student fits-in. This will ensuring all students receive support in this area.

We also have a **Hope Squad**, a peer-nominated group of students selected by both peers and teachers to serve as approachable, trusted leaders. Hope Squad members promote suicide awareness and act as a support system for peers who may have concerns about themselves or others.

Areas for Growth

- **Consistency and Fidelity of PBIS Implementation**
    - Ensure PBIS Rewards is used equitably and consistently across all classrooms, with regular monitoring of data to guide interventions and improve student outcomes.
- **Integration of SEL into Daily Instruction**
    - Expand SEL beyond advisory by embedding strategies into core academic instruction and providing professional development for teachers to support social-emotional growth alongside academics.
- **Family and Student Engagement**
    - Strengthen student ownership by involving them in shaping PBIS incentives and SEL initiatives, while also increasing parent participation in PBIS Rewards to reinforce positive behaviors at home.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1	While CVMS has implemented PBIS, SEL lessons, and the Hope Squad to support positive behavior and student well-being, data and observations indicate that student engagement, consistent use of behavior supports, and integration of social-emotional strategies into daily instruction remain uneven. Some students are not fully benefiting from Tier 1 behavioral and SEL supports, and opportunities to engage families and students in the process are underutilized.	Inconsistent Implementation of PBIS Staff vary in the frequency and consistency of awarding points and issuing referrals, leading to uneven reinforcement of expected behaviors. Limited Integration of SEL Across Content Areas SEL instruction primarily occurs during advisory, with minimal integration into core academic classes, reducing its impact on daily student interactions and overall school climate. Insufficient Student and Family Engagement Students have limited input into PBIS incentives and SEL initiatives, and parent participation in PBIS Rewards is low, weakening the home-school connection and reinforcement of positive behaviors. Data Utilization Gaps PBIS, SEL, and behavior referral data are not consistently analyzed to identify trends or target interventions for specific students or groups.

★ = Priority

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

By May 2026, CVMS will increase student engagement and academic growth across all populations by strengthening existing programs (PBIS, Accelerated Reader, and Student-Led Conferences) and expanding enrichment opportunities through after school opportunities. Specifically, we will: Increase the percentage of students meeting or exceeding growth targets in reading and math by 10% (as measured by MAP). Reduce office discipline referrals by 15% (as tracked in Infinite Campus). Progress will be monitored quarterly through data reviews of academic performance, discipline, and participation rates, and adjustments will be made to ensure equitable support for all students. This also aligns with our WIG of reducing our discipline rates.

Formative Measures: 1. Increase the percentage of students meeting or exceeding growth targets in reading and math by 10% (as measured by MAP).
2. Reduce office discipline referrals by 25% (as tracked in Infinite Campus).

Improvement Strategy 1

Academic Growth: Increase the percentage of students meeting or exceeding growth targets in reading and math by 10% (MAP data). Behavior & Engagement: Reduce office discipline referrals by 25% (Infinite Campus data).

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	PBIS: Revisit schoolwide expectations, increase recognition for positive behaviors, and provide tiered supports for students with repeated referrals.	Sarah Sparhawk, MTSS Team	Quarterly
2	Launch after-school academic and enrichment clubs (math, reading, and arts) with at least one new offering per semester.	Greg Thetford, Sarah Sparhawk, Ann Felte, Juan Quijas, Tara VanPatten	First Quarter with quarterly reviews.
3	Share quarterly data reports with grade-level teams to identify students in need of additional support or enrichment.	Greg Thetford, Sarah Sparhawk	Quarterly
4	Recognize staff contributions in reducing discipline referrals and promoting academic growth.	Greg Thetford, Sarah Sparhawk	Monthly during PLC's

Resources Needed: Data, BIF Funding

Status Checks

In progress

November **January** **March** **June**

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

By May 2026, CVMS will improve Tier 1 instruction to close achievement gaps by ensuring consistent use of evidence-based and differentiated practices across all classrooms, resulting in 90% of classrooms demonstrating fidelity to Tier 1 instructional expectations (as measured by walkthroughs and fidelity checks).

Formative Measures: Quarterly Walkthrough Data - Percentage of classrooms observed using agreed-upon Tier 1 evidence-based practices (tracked against the 90% target).
PLC Agendas/Minutes - Evidence that grade-level/content PLCs are analyzing student work and formative assessment data at least monthly.
Teacher Self-Reflection/Surveys - Collected twice per year to measure teacher confidence and consistency in applying Tier 1 strategies.

Improvement Strategy 1

Establish Clear Tier 1 Instructional Expectations

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Define a shared framework for high-quality Tier 1 instruction (e.g., lesson structure, learning targets, checks for understanding, differentiation strategies).	MTSS team, admin team, department leads.	May 2026
2	Use PLCs to design lessons, analyze student work, and embed differentiation strategies.	MTSS team, department leads	Quarterly checks beginning with October 17th when the first quarter ends.
3	Conduct regular walkthroughs and fidelity checks with specific, actionable feedback aligned to Tier 1 expectations.	Greg Thetford, Sarah Sparhawk	Quarterly walk through in the second semester after implementation and training.

Status Checks

In progress

November **January** **March** **June**

SMART Goal 2

Survey data indicate that over 50% of teachers experienced burnout during the 2024-2025 school year based on the Workplace Conditions Survey. The goals in this School Performance Plan are designed to intentionally reduce staff burnout by improving working conditions, support systems, and overall staff well-being. Our goal is to reduce teachers experiencing burnout by 10%, reducing the percentage to 40%.

Formative Measures: We will track informal but telling indicators in addition to using the Workplace Conditions Survey at the end of the year. Informal tracking will include:

Staff morale during meetings

Participation in school activities

Retention intent (mid-year check)

Inquiry Area 3

Connectedness

SMART Goal 1

By May 2026, CVMS will strengthen Tier 1 behavioral and SEL supports by ensuring consistent implementation of PBIS, SEL lessons, and Hope Squad strategies across all classrooms, resulting in a 15% increase in student engagement scores. (as measured by student surveys, classroom observations, and Infinite Campus data), while actively involving students and families in the process.

Formative Measures: Classroom Observations / Walkthroughs - Quarterly checks to document consistent implementation of PBIS strategies, SEL lessons, and Hope Squad practices across classrooms.
Student Engagement Surveys - Administer mid-year and end-of-year surveys to monitor changes in engagement and sense of belonging.
Student Participation in Hope Squad Activities - Track involvement rates and follow-up interventions to ensure equitable access.
Teacher Self-Reflection / Surveys - Twice per year, assess teacher confidence and consistency in embedding SEL strategies into daily instruction.

Improvement Strategy 1

Establish Clear Expectations for PBIS & SEL Implementation

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Develop and communicate a schoolwide framework for PBIS routines and SEL lessons.	Admin team, MTSS team	December 2025

Status Checks

In progress

November **January** **March** **June**