

Washoe County School District



Billinghurst Middle School

2025-2026 Status Checks

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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, Billingshurst 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.

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

Improvement Strategy 1

iReady

Position Responsible: Teachers; administration

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1, 2

Status Checks

In progress

In progress

November

February

May

SMART Goal 1 Problem Statements Identifying Student Success

Problem Statement	Root Cause
1 Middle schools across the country, including Billingshurst, are experiencing ongoing challenges with student attendance and engagement. The Washoe County School District has prioritized reducing chronic absenteeism, and Billingshurst 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.	There is a continued need to focus on data to drive planning, instruction, reflection, and remediation. While Billingshurst 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, Billingshurst must continue working toward creating an equitable experience for our increasingly diverse student population.
2 Billingshurst 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	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, Billingshurst 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, Billingshurst 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 Billingshurst'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.

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

PLC's

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Adult Learning Culture 1

Status Checks

In progress

In progress

November

February

May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

Problem Statement	Root Cause
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	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, Billingshurst 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, Billingshurst 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, Billingshurst 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.

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

SEL

Position Responsible: administration

Evidence Level

Level 1: Strong:
SEL

Problem Statements: Connectedness 1

Status Checks

In progress

In progress

November

February

May

SMART Goal 1 Problem Statements Identifying Connectedness

Problem Statement	Root Cause
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.	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.