# Clark County School District

# Saville, Anthony MS

# 2025-2026 Status Checks with Notes

**District Approval Date:** February 9, 2026

# Mission Statement

The administrative team and committee at Saville MS are currently engaged in a comprehensive process of revising our school's mission and vision statements. This work is essential to ensure our guiding principles accurately reflect our commitment to student success, belonging, and equity for all, **with finalization anticipated in the Fall 2025 school year.**

# 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/clark/anthony_saville_middle_school/nspf/

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# Inquiry Areas

**Inquiry Area 1:** Student Success

**SMART Goal 1:** Increase the percentage of students projected to be proficient on state summative assessments in Reading from 46% (spring 2025) to 50% (spring) by 2026, as measured by the MAP(r) Growth Assessments.

Increase the percentage of students projected to be proficient on state summative assessments in math from 43% (spring 2025) to 48% (spring) by 2026, as measured by the MAP(r) Growth Assessments.

**Aligns with District Goal**

**Formative Measures:** An increase in the Median Growth Percentile for all students as measured by MAP Growth Assessments.

| Improvement Strategy 1 Details | Reviews |
|---|---|
| **Improvement Strategy 1:** Provide additional intervention for student growth in ELA through pull-out targeted 6th, 7th, and 8th graders.<br>**Position Responsible:** Administration<br>**Resources Needed:** MAP Growth Assessment data<br>Interventionist and Strategist<br>HMH Into Literature<br>PearSuite<br>Individuals to provide PL<br><br>**Evidence Level**<br>Level 1: Strong: Writable<br>**Problem Statements/Critical Root Cause:** Student Success 1 | **Oct:** In progress<br>**October Lessons Learned**<br>A key lesson learned is that aligning structural changes with professional development directly improves student outcomes. Revisions to the Master Schedule successfully enhanced Tier I instruction, leading to significant gains on the Math & ELA MAP assessment. This is evidenced by growth in the middle and upper performance bands and, most importantly, a 10.5% decrease in students scoring at the 40th percentile and below. These results were supported by targeted staff training on Tier I strategies, data analysis, and Professional Learning Communities (PLCs).<br>**October Next Steps/Need**<br>To build on our current momentum and ensure continued academic growth, our next steps will involve a multi-tiered approach. The interventionist will identify and form small groups to provide daily pull-out support for students needing targeted assistance. Concurrently, the administration will conduct regular classroom observations to ensure rigorous Tier I instruction is being delivered consistently. To further personalize the learning process and foster student ownership, Math and ELA teachers will conduct one-on-one goal-setting conferences with each of their students in preparation for the |

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| | Winter and Spring MAP assessments.<br><br>**Feb:** In progress<br><br>**February Lessons Learned**<br>Despite a mid-year recalibration of MAP Growth norms which adjusted projected outcomes, Saville MS demonstrated robust upward mobility. In Math, student proficiency grew from 26% in the Fall to 29% in the Winter, while Reading saw a substantial increase from 38% to 45%.<br><br>The impact of these Tier I instructional refinements is most evident in our growth metrics: Saville MS successfully transitioned from "Low Achievement, Low Growth" to the "High Achievement, High Growth" quadrant in Math, with the Median Growth Percentile (MGP) rising from 49 to 56. ELA followed a similar trajectory of significant improvement, with the MGP climbing from 52 to 61. Critically, every student performance band achieved a Median Student Growth Percentile above the 50th percentile, confirming that our instructional interventions are effectively reaching all learners and outperforming national growth averages.<br><br>**February Next Steps/Need**<br>To sustain our current trajectory, Saville MS will implement instructional refinements established during our recent professional development. Our primary focus will be increasing high cognitive demand in student tasks and standardizing reteaching and reassessment protocols to ensure mastery. Furthermore, we have redefined our PLC structures to prioritize the analysis of real-time student data, which will drive more effective student engagement and flexible grouping strategies. These systemic shifts ensure that our instructional response is as dynamic as the data we collect, maintaining our high-growth momentum heading into the Spring MAP assessment.<br><br>**June:**<br><br>**June Lessons Learned**<br><br>**June Next Steps/Need** |
| **Improvement Strategy 2 Details** | **Reviews** |
| **Improvement Strategy 2:** Provide additional intervention for student growth in math through pull-out targeted 6th, 7th, and 8th graders. | **Oct:** In progress<br><br>**October Lessons Learned** |

**Position Responsible:** Administration

**Resources Needed:** MAP Growth Assessment data
Interventionist and Strategist
CCSD Math Coordinator
PearSuite
Individuals to provide PL

**Evidence Level**
Level 1: Strong: Carnegie

**Problem Statements/Critical Root Cause:** Student Success 1

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**Feb:** In progress

**February Lessons Learned**

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**Inquiry Area 2:** Adult Learning Culture

**SMART Goal 1:** The percentage of Professional Learning Community (PLC) meetings in which rigorous instructional practices--such as scaffolding, differentiation, and high-level questioning--are explicitly discussed and planned for will be 25% by the end of the first semester and 50% by the end of the second semester, 2026, as measured by data collected through the PLC Observation Google Form.

**Aligns with District Goal**

**Formative Measures:** Measured by data collected through the PLC Observation Google Form.

| Improvement Strategy 1 Details | Reviews |
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| **Improvement Strategy 1:** Increase the intentional discussion and planning of rigorous instructional practices (scaffolding, differentiation, and high-level questioning) during PLC meetings.<br>**Position Responsible:** Administrative Team<br>**Resources Needed:** Individuals to provide Professional Learning<br>Teacher provided data<br>SBAC Assessment data<br>MAP Growth Assessment data<br>Carnegie Learning<br>Writable<br>Mathia<br>HMH Into Literature<br><br>**Evidence Level**<br>Level 1: Strong: Carnegie Achieve 3000<br>Level 2: Moderate: Data Analysis Professional Learning Communities HMH Into Literature<br>**Problem Statements/Critical Root Cause:** Adult Learning Culture 1 | **Oct:** In progress<br>**October Lessons Learned**<br>A key lesson learned is the significant impact of sustained, collaborative work on improving core instruction. The Math and ELA departments have established a consistent practice of meeting with AARSI to discuss and refine Tier I instruction. This focus has translated directly into more effective practices within their Professional Learning Communities (PLCs), where teachers are consistently conducting deep data analysis and responding to the results of common assessments. This ongoing improvement is supported by targeted professional development that has equipped teachers with strategies for Tier I instruction and the proficient use of curriculum tools like Writable and Mathia.<br>**October Next Steps/Need**<br>To maintain the positive impact of our recent initiatives, our next steps will focus on ensuring these collaborative structures become standard practice. The Math and ELA departments will continue their regular meetings with AARSI to strategically refine and support Tier I instruction. The primary focus within Professional Learning Communities (PLCs) will remain on the deep analysis of data and the use of common assessments to inform instructional decisions. To support this work and ensure fidelity, administrators will regularly observe these processes during PLC meetings, providing feedback and reinforcement. This consistent oversight will ensure teachers continue to effectively implement the Tier I strategies and curriculum tools, such as Writable and Mathia, in their classrooms. |

**Feb:** In progress

**February Lessons Learned**

Building on the momentum of our October findings, the school has transitioned from establishing collaborative habits to institutionalizing them through reorganized PLC structures. These updated cycles now mandate that teams not only analyze student data but also execute immediate, evidence-based responses to common assessments. By continuing our strategic partnerships with AARSI and HMH, we are deepening our mastery of Tier I instructional strategies and ensuring that tools like Writable and Mathia are used with high fidelity. This shift ensures that our professional development is no longer just a series of events, but a continuous cycle of refinement that directly informs daily classroom practice and student intervention.

**February Next Steps/Need**

Building on the groundwork laid in October, we are moving from the establishment of collaborative structures to the rigorous monitoring and institutionalization of these practices. Our primary focus remains the refinement of Tier I instruction through continued partnership with AARSI and HMH, with a specific emphasis on the "Data-to-Action" cycle within our reorganized PLCs. Administration is continuing to monitor PLC data and artifacts to ensure that teams are not only analyzing common assessments but are also demonstrating a direct instructional response to the specific needs of our learners.

**June:**

**June Lessons Learned**

**June Next Steps/Need**

**Inquiry Area 3:** Connectedness

**SMART Goal 1:** Increase student sense of belonging as measured by the Panorama Survey from 42% (Spring 2024) to 48% (Spring) by 2026.

**Aligns with District Goal**

**Formative Measures:** An increase in students feeling a sense of belonging.

| Improvement Strategy 1 Details | Reviews |
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| **Improvement Strategy 1:** Promote student participation in school activities, including in PBIS supports.<br>**Position Responsible:** Administration<br>**Resources Needed:** PBIS Rewards<br>Broadcasting Class for Announcements<br>Teacher Input for Announcements (link on Staff Website)<br>Hallway Trophy/Recognition (decided by the Student Recognition Committee)<br>Training on Five Star Program<br>Funding for Five Star Program<br>Funding for student connectedness (Fun Friday, Games, etc.)<br><br>**Evidence Level**<br>Level 1: Strong: Positive Behavior Interventions and Supports<br>**Problem Statements/Critical Root Cause:** Connectedness 1 | **Oct:** In progress<br>**October Lessons Learned**<br>Analysis of the Spring 2024 Panorama Survey, which indicated that only 42% of students reported a strong sense of belonging, has provided a critical lesson for our school. We have learned that fostering an inclusive environment requires a more intentional and systematic approach. Successfully we have implemented a Back to School Dance, Open House, & relationship-building training with staff. This data shows that a significant portion of our student body does feel fully connected to the school community, which can impact their engagement and overall success. As indicated by the Panorama Survey (Fall 2025), there has been an increase of 1% compared to the Spring of 2025.<br>**October Next Steps/Need**<br>We will be creating more daily points of connection by adding more lunchtime activities, launching a campaign to increase participation in clubs, and expanding our PBIS events to celebrate our students. To ensure our staff is equipped for this work, we will provide additional teacher training on relationship-building, with follow-up collaboration in PLCs to refine these strategies. Critically, our focus on embedding student voice through an advisory committee will continue. These concerted efforts are designed to accelerate our progress toward the 48% goal by ensuring every student feels seen, heard, and connected to our school community.<br>**Feb:** In progress<br>**February Lessons Learned**<br>Analysis of the Winter Panorama Survey indicates a continued positive trend in student belonging, which has now increased to 45%. This growth represents a steady improvement from the |

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| | 42% reported in Spring 2024 and builds upon the momentum established in the Fall. Our commitment to a more intentional and systematic approach is reflected in a robust calendar of engagement, including multiple school dances, a high-energy pep rally, and a successful major community event. Furthermore, by integrating frequent spirit weeks and consistent lunchtime activities, we have created more diverse social touchpoints for the student body. While these results confirm that our enhanced focus on school spirit and community visibility is working, we continue to refine our strategies to ensure all students feel a deep and lasting connection to our school community.<br><br>**February Next Steps/Need**<br>To maintain the momentum of our progress, we are sustaining and deepening our commitment to these connection points. We continue to prioritize daily student engagement by hosting regular lunchtime activities and actively promoting club participation to ensure every student finds a niche. Our PBIS events have expanded to more frequently celebrate student success, while staff remains focused on refining relationship-building strategies through ongoing collaboration in PLCs. By keeping student voice at the center of our work through the advisory committee, we are ensuring our interventions stay relevant and impactful. These collective efforts remain the cornerstone of our strategy as we move toward our 48% goal, ensuring that the increase in student belonging is both accelerated and sustained.<br><br>**June:**<br><br>**June Lessons Learned**<br><br>**June Next Steps/Need** |

**Inquiry Area 3:** Connectedness

**SMART Goal 2:** Decrease the number of Black/African-American student suspensions from 34% (spring 2025) to 24% (spring) by 2026, as measured by focusED and Infinite Campus.

**Aligns with District Goal**

**Formative Measures:** Decrease the number of Black/African-American student suspensions from FocusED

| Improvement Strategy 1 Details | Reviews |
| --- | --- |
| **Improvement Strategy 1:** Reduce suspensions of Black/African-American students by building stronger relationships, increasing proactive supports, and shifting disciplinary responses.<br>**Position Responsible:** Administrative Team<br>**Resources Needed:** Staff Development and Training<br><br>**Evidence Level**<br>Level 1: Strong: PBIS, PD, Counselor,<br>Level 4: Demonstrate Rationale: Social Worker<br>**Problem Statements/Critical Root Cause:** Connectedness 2 | **Oct:** In progress<br>**October Lessons Learned**<br>The initiative to decrease Black/African-American student suspensions is off to a strong start. The goal is to reduce the suspension rate from 34% in spring 2025 to 24% by spring 2026. After the first six weeks of the school year, only one student has been suspended. This is a significant decrease from the previous year, putting the school well on track to meet or even exceed its goal. This positive trend indicates that the new strategies being implemented are having an immediate and positive impact on student behavior and school climate.<br>**October Next Steps/Need**<br>To maintain this positive momentum, our next steps will focus on fully embedding restorative practices into our school culture. We will continue to provide staff with targeted professional development on relationship building and conversations to shift our focus from punishment to repairing harm. While continuing to implement the successful strategies identified in the first six weeks, we will closely monitor suspension and referral data to ensure we stay on track to meet or exceed our 24% goal.<br>**Feb:** In progress<br>**February Lessons Learned**<br>The initiative to decrease Black/African-American student suspensions has moved from a "strong start" to a landmark achievement. While the school recorded 334 suspensions for this demographic last year, that number has been dramatically reduced to just 3 students as of February. This monumental shift puts us significantly ahead of our goal to reach a 24% suspension rate by Spring 2026. This data serves as a powerful |

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| | testament to the effectiveness of our new strategies, reflecting a profound and lasting transformation in our school climate and our unwavering commitment to equitable outcomes for every student.<br><br>**February Next Steps/Need**<br>Our focus remains on solidifying these gains by deeply integrating restorative practices into our daily school culture. We are committed to providing ongoing professional development that empowers staff to prioritize relationship-building and use restorative dialogue to resolve conflicts before they escalate. By maintaining the successful interventions established this year and rigorously monitoring our data, we will ensure that this shift from punitive measures to a supportive, harm-repairing environment becomes a permanent fixture of our school. Our primary objective is to sustain this trajectory, ensuring we not only meet but far exceed our goal for Spring 2026.<br><br>**June:**<br><br>**June Lessons Learned**<br><br>**June Next Steps/Need** |