Clark County School District

Saville, Anthony MS

2025-2026 School Improvement Plan

TSI

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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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Saville Middle School has shown measurable improvement in several key academic areas over the past year. Proficiency rates on the SBAC assessments increased in both ELA and Math, with ELA rising from 39.5% to 42.3% and Math improving from 28% to 30.2%. Additionally, the percentage of students performing at Level 4 or higher increased significantly, from 24.2% to 28.8%, signaling growth in the number of students reaching advanced levels of achievement. On the MAP Growth assessment, Math performance showed gains, with 42% of students scoring at or above the 61st percentile in spring 2025 compared to 38% the previous year. Most notably, nearly all students demonstrated academic growth between winter and spring of 2025, with 97.1% of students showing growth in Math and 95.7% in ELA, indicating that instructional strategies are positively impacting student learning.

Student Success Areas for Growth

While overall academic performance is improving, there are key areas that require targeted attention. The percentage of students meeting their individual MAP growth goals decreased from winter to spring of 2025, dropping from 63.8% to 58.2% in Math and from 51.4% to 49.6% in ELA. Additionally, ELA MAP performance remained flat year-over-year, with 35% of students scoring at or above the 61st percentile in both spring 2024 and 2025, highlighting a need for greater emphasis on accelerating reading achievement. These trends suggest that while students are generally progressing, a focused effort is needed to ensure more students meet or exceed their expected growth targets. To address this, Saville has established goals to increase the percentage of students projected to be proficient on state assessments to 50% in both Reading and Math by spring 2026, using MAP Growth data to guide and monitor progress.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	There is 26% achievement gap between LEP and non LEP students based on Fall MAP projected proficiency. Please note that there is less than 10% of the student population identified as LEP. English Learner (EL) students often face a range of challenges that impact their academic progress and overall school experience. One major issue is the lack of adequate funding, which limits access to essential resources such as instructional materials, bilingual support staff, and intervention programs tailored to their needs. Additionally, teachers often struggle due to insufficient time allocated for professional learning communities (PLCs), which are critical for collaborating on effective strategies to support ELs. Compounding this is the lack of targeted training for educators, leaving many without the tools and confidence needed to address language barriers and differentiate instruction effectively.	Students will be provided instruction using academic discourse and vocabulary strategies to help them increase comprehension, content knowledge, and vocabulary. Teachers will implement Tier 1 and Tier 2 instruction in differentiated small groups using the WIDA language domain data.
Foster/Homeless	Homeless youth face significant barriers to academic success and personal well-being due to their unstable living situations. A primary challenge is the lack of consistent access to basic needs such as food, shelter, and transportation, which can make regular school attendance and focus in the classroom extremely difficult. These students often experience high levels of stress and trauma, which can negatively impact their mental health and ability to engage in learning. Teachers may struggle to provide adequate support due to limited training on trauma-informed practices and a lack of dedicated time for collaboration around the unique needs of homeless students. Additionally, schools frequently operate with insufficient funding to offer the full range of services required, such as counseling, tutoring, and family outreach. There is currently no identifiable achievement gap between Foster/Homeless and not Foster/Homeless students.	To support continued academic growth and active engagement in school, all students will have access to Positive Behavioral Interventions and Supports (PBIS). Open Academic Assistance will be available to ensure students receive the help they need to succeed academically. Counselors and the school social worker will also connect families with additional wraparound services to address broader needs. In addition, students will receive backpacks and food bags to help meet their basic needs and promote readiness for learning.

Student Group	Challenge	Solution
Free and Reduced Lunch	A lack of adequate school funding can limit access to resources such as technology, enrichment programs, and academic interventions that support learning and engagement. Teachers working with these students may also experience limited time for professional learning communities (PLCs), reducing opportunities for collaboration and data-driven planning. In addition, many educators receive minimal training on how to address the unique academic and social-emotional needs of students from low-income backgrounds. These students may also have limited academic support at home due to factors such as parents working multiple jobs, lack of access to educational materials, or unfamiliarity with school content. There is currently no identifiable achievement gap between FRL and not FRL students.	To support continued academic growth and active engagement in school, all students will have access to Positive Behavioral Interventions and Supports (PBIS). Open Academic Assistance will be available to ensure students receive the help they need to succeed academically. Counselors and the school social worker will also connect families with additional wraparound services to address broader needs. In addition, students will receive backpacks and food bags to help meet their basic needs and promote readiness for learning. Open Academic Assistance will be provided for all students.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Insufficient school funding can limit access to culturally responsive instructional materials, diverse role models, and programs that promote equity and inclusion. Teachers may have limited time within professional learning communities (PLCs) to collaborate on strategies that address the specific needs of these students, and often lack comprehensive training on culturally responsive teaching practices. Additionally, students from minority backgrounds may face implicit bias, lower expectations, or curriculum that does not reflect their cultural experiences, which can impact their sense of belonging and motivation. Support at home may also be affected by factors such as language barriers, limited access to resources, or past negative experiences with the education system.	To support continued academic growth and active engagement in school, all students will have access to Positive Behavioral Interventions and Supports (PBIS). Open Academic Assistance will be available to ensure students receive the help they need to succeed academically. Counselors and the school social worker will also connect families with additional wraparound services to address broader needs. In addition, students will receive backpacks and food bags to help meet their basic needs and promote readiness for learning. Open Academic Assistance will be provided for all students.

Student Group	Challenge	Solution
Students with IEPs	A lack of adequate funding can limit access to specialized instructional materials, assistive technologies, and the support staff needed to meet their individualized needs. Teachers may struggle to provide appropriate accommodations and modifications due to limited PLC time for collaboration with special education staff and insufficient training in inclusive and differentiated instructional strategies. These gaps can lead to inconsistent implementation of IEP services and hinder student progress. Additionally, some families may face challenges in navigating the special education system or providing consistent academic support at home due to resource limitations or complex home dynamics.	To provide enhanced support for students with IEPs, co-taught classes have been added to the master schedule, ensuring access to grade-level instruction alongside individualized support. In many cases, additional instructional aide positions have been added to help meet students' specific needs and promote academic progress. Each student's case manager will closely monitor benchmark data to track progress and adjust services as needed. Furthermore, all students will have access to Open Academic Assistance, offering additional help and reinforcing skills across content areas. These layered supports are designed to foster success in inclusive settings while addressing each student's unique learning needs.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Students in all grade levels are not making adequate growth in ELA and math.
Critical Root Cause: Lack of aligned, data-driven instructional practices across grade levels and content areas, resulting in inconsistent delivery of standards-based instruction and inadequate intervention for diverse student needs.

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		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	No review	

Improvement Strategy 1: Provide additional intervention for student growth in ELA through pull-out targeted 6th, 7th, and 8th graders.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Master schedule created and incorporates Interventionist (Levanger/Counselor) Data analysis to determine eligibility and progress monitoring for students in intervention (Parrish/Waller, monthly) Math & ELA Interventionist will provide daily pull-out intervention (Parrish)	Admin team, counselors, and strategist.	2025-2026 school year
2	Professional learning on HMH Into Literature (Houghton Mifflin Harcourt trainer) Professional learning on PLC Data Analysis (Admin, SDD) Time for PLC Data Analysis provided during weekly PLC and SDD Professional learning on LEP strategies (academic vocabulary, academic discourse, sentence frames) at SDD Professional learning on reading, use of WIDA scores, and interventions at SDD Professional learning refresher on small group and deficit-focused instruction for Resource Room teachers will be provided at the September Special Education Meeting (SEIF).	Admin team & strategist	2025-2026 school year
3	Consistent Tier 1 curriculum materials provided (Admin/district, fall)	Admin Team	2025-2026 school year
4	Student data conferences (goal setting after Fall MAP with encouraging conference before Winter, goal setting after Winter with encouraging before Spring).	Teachers	2025-2026 school year

Position Responsible: Administration

Resources Needed: MAP Growth Assessment data
Interventionist and Strategist
HMH Into Literature
PearSuite
Individuals to provide PL

Evidence Level
Level 1: Strong: Writable

Problem Statements/Critical Root Cause: Student Success 1

Improvement Strategy 2 Details				Reviews		
				Status Check		EOY Reflection
				Oct	Feb	June
Improvement Strategy 2: Provide additional intervention for student growth in math through pull-out targeted 6th, 7th, and 8th graders.				In progress	No review	
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**			
1	Master schedule created and incorporates Interventionist (Levanger/Counselor) Data analysis to determine eligibility and progress monitoring for students in intervention (Parrish/Waller, monthly) Math & ELA Interventionist will provide daily pull-out intervention (Parrish)	Admin team, counselors, and strategist.	2025-2026 School year			
2	Consistent Tier 1 curriculum materials provided (Admin/district, fall)	Admin Team	2025-2026 School year			
3	Professional learning on HMH Into Literature (Houghton Mifflin Harcourt trainer) Professional learning on PLC Data Analysis (Admin, SDD) Time for PLC Data Analysis provided during weekly PLC and SDD Professional learning on LEP strategies (academic vocabulary, academic discourse, sentence frames) at SDD Professional learning on reading, use of WIDA scores, and interventions at SDD Professional learning refresher on small group and deficit-focused instruction for Resource Room teachers will be provided at the September Special Education Meeting (SEIF).	Admin & strategist	2025-2026 School year			
4	Student data conferences (goal setting after Fall MAP with encouraging conference before Winter, goal setting after Winter with encouraging before Spring).	Teachers	2025-2026 School Year			
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						

Adult Learning Culture

Adult Learning Culture Areas of Strength

Saville Middle School has established a structured and intentional Professional Learning Community (PLC) system that is central to its adult learning culture. All teachers are organized by common subject area and meet twice weekly in scheduled PLC sessions embedded in the master schedule. These meetings follow a consistent structure that includes

lesson planning aligned to priority standards, analysis of student data, and collaborative discussions focused on increasing instructional rigor. Teachers engage in purposeful dialogue around scaffolding, differentiation, and high-level questioning to strengthen Tier I instruction. This system fosters a culture of shared ownership, continuous improvement, and instructional alignment across content areas.

Adult Learning Culture Areas for Growth

While Saville Middle School has established a consistent PLC structure, there are clear areas for growth in maximizing the impact of collaborative planning on student outcomes. One key area is the depth and consistency of data discussions. Although data is reviewed in PLCs, there is a need for more structured analysis that drives instructional decisions, informs targeted interventions, and tracks the effectiveness of instructional strategies over time. Additionally, increasing the intentional focus on academic rigor remains a priority. While teachers are beginning to incorporate conversations around scaffolding, differentiation, and high-level questioning, these practices are not yet consistently planned for or implemented across all teams. As a result, several of our PLC-related growth targets—particularly those tied to rigorous instructional planning—were not met, highlighting the need for ongoing support, monitoring, and professional development to deepen the quality of collaboration and instructional design.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	EL students often require targeted language supports and scaffolds that are not consistently planned for during PLC collaboration. Additionally, not all PLCs have members with specialized training in language acquisition strategies.	To address this, EL-specific instructional strategies will be embedded in PLC protocols and planning tools. Designated EL support staff will participate in select PLCs to guide teams in integrating academic language objectives and culturally responsive scaffolds into lesson design. Ongoing professional learning focused on effective strategies for ELs will also be provided to all staff.
Foster/Homeless	Students in foster care or experiencing homelessness often face inconsistent attendance and limited access to learning materials, which can hinder their ability to fully engage in rigorous instruction. PLCs have not consistently planned for how to address these barriers	PLCs will incorporate attendance and engagement data during data dives to identify students in this subgroup and plan flexible access points, re-teaching, and asynchronous learning options. Student Support Teams and liaisons will provide insight into individual needs, and school funds will ensure access to essential materials and technology. Progress for these students will be monitored biweekly in PLCs using formative assessments and academic tracker tools.

Student Group	Challenge	Solution
Free and Reduced Lunch	FRL students often face external challenges that impact readiness to learn and engagement in rigorous academic tasks. Instructional plans in some PLCs lack sufficient differentiation or real-world relevance to support sustained learning.	PLCs will use disaggregated data to identify performance trends for FRL students and adjust lesson design accordingly. Teams will be trained to design culturally relevant, project-based learning tasks that foster engagement. Progress monitoring will be embedded into PLC routines, with formative assessment data reviewed every two weeks to ensure interventions are working and instructional rigor is appropriately scaffolded.
Migrant/Title1-C Eligible		
Racial/Ethnic Minorities	Persistent gaps in academic performance and disciplinary data indicate that instruction and classroom supports are not always culturally responsive or equitable. PLCs have not routinely disaggregated data by race or discussed equity in instructional practices.	Equity-based PLC protocols will require disaggregation of assessment and behavior data by race/ethnicity during each data cycle. Professional development will support teachers in using this data to inform culturally responsive teaching practices and build classroom inclusion. PLCs will engage in regular progress monitoring cycles to evaluate the impact of instructional changes on student achievement for racial/ethnic minority groups.
Students with IEPs	PLCs sometimes lack the time or expertise to fully plan for accommodations, modifications, and inclusive co-teaching strategies. As a result, instruction may not be fully aligned to IEP goals or differentiated to meet students' specific needs.	Case managers and co-teachers will actively participate in PLCs to ensure that instructional planning aligns with IEP requirements. A new co-teaching model and increased instructional aide support have been added to improve access to grade-level content. PLCs will review IEP benchmark data during scheduled progress monitoring cycles and adjust instruction and supports based on student growth data and observed needs.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Our adult learning culture lacks adequate dedicated time for PLC collaboration, hindering teachers' ability to strengthen Tier 1 instruction and achieve consistent student outcomes.
Critical Root Cause: The primary root cause is due to competing demands on teacher time and a lack of clear institutional prioritization of collaborative professional development.

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		
Improvement Strategy 1: Increase the intentional discussion and planning of rigorous instructional practices (scaffolding, differentiation, and high-level questioning) during PLC meetings.				Status Check		EOY Reflection
				Oct	Feb	June
				In progress	No review	

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Time for PLC Data Analysis provided during weekly Teachers gather data (Math and ELA PLC members, monthly September to May) Teachers compare data and collaborate in PLCs (Math and ELA PLCs, monthly September to May) Teachers create an action plan to reteach skills/set new goals (Math and ELA PLCs, monthly September to May) Teachers implement plan and gather new data (Math and ELA PLCs, monthly September to May)	All Staff	2025-2026 School Year
2	Professional Learning on PLC data analysis Professional Learning on Tier 1 instructional materials Professional learning refresher on small group and deficit-focused instruction for Resource Room teachers will be provided at the Special Education Meeting (SEIF). Teachers use the information learned in the professional learning to guide instruction (Math and ELA teachers, daily). Teachers gather questions and prepare for further Professional Learning (Math and ELA teachers)	Admin Team& Strategist	2025-2026 School Year
3	Teachers will receive instruction and training for Writable and Mathia for Reading and Math Teachers will receive instruction and training on ELA curriculum, HMH. Teachers will receive training on Learning Intentions and Success Criteria for PLCs.	Admin Team & Teachers	2025-2026 School Year

Position Responsible: Administrative Team

Resources Needed: Individuals to provide Professional Learning
Teacher provided data
SBAC Assessment data
MAP Growth Assessment data
Carnegie Learning
Writable
Mathia
HMH Into Literature

Evidence Level
Level 1: Strong: Carnegie Achieve 3000
Level 2: Moderate: Data Analysis Professional Learning Communities HMH Into Literature

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Connectedness

Connectedness Areas of Strength

Saville MS also boasts a foundational strength in fostering positive teacher-student relationships. This is evident in scores on Panorama questions where students report feeling

understood and respected by their teachers, particularly within the Positive Behavior Intervention Supports (PBIS) program, the use of 5-Star, and the increase in extracurricular participation. Through the 5-Star program, students have earned just under one million PBIS points related to the HAWKS matrix, and the school has observed a rise in student engagement in extracurricular activities and sports.

Saville MS has significantly improved its approach to student behavior, demonstrably reducing school-wide suspensions by building on past data. A core strength is the robust social-emotional learning (SEL) support system, enhanced by a dedicated SEL counselor and a Social Worker who actively address student needs. The school effectively implements restorative practices to foster positive conflict resolution, complementing its comprehensive Positive Behavioral Interventions and Supports (PBIS) and 5-Star program for reinforcing positive behaviors. The integration of behavioral incentives further encourages students, and the unique Star-On program allows students to remain on campus during suspensions, providing continued support and engagement rather than isolation.

Connectedness Areas for Growth

To leverage our foundational strength in positive teacher-student relationships—as evidenced by Panorama scores on student understanding and respect from teachers, particularly within our Positive Behavior Intervention Supports (PBIS) program, the effective use of 5-Star, restorative practices, and increased extracurricular participation—we will continue to foster a culture where every student feels seen, heard, and valued. Our goal is to ensure PBIS points are awarded through 5-Star, reflecting our HAWKS matrix, and the documented rise in extracurricular and sports attendance, directly translates into a sustained and quantifiable improvement in student sense of belonging across all demographics.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English Learners often face resource inequities in the form of limited staff trained in culturally and linguistically responsive (CLR) practices, leading to difficulties in fully participating in instruction and expressing themselves, which can be misinterpreted as disengagement or defiance and contribute to disciplinary actions.	Saville MS will implement ongoing professional development for all staff on CLRT and behavior management, emphasizing communication and de-escalation strategies for ELs, integrated within dedicated PLC time for co-planning. We will also embed visual aids and collaborative learning into Tier 1 instruction to make expectations clear and reduce frustration.

Student Group	Challenge	Solution
Foster/Homeless	Foster/homeless students experience significant resource inequities due to high mobility and instability, leading to disrupted relationships and lack of consistent access to basic needs, which manifests as anxiety or reactive behaviors impacting their belonging and increasing disciplinary likelihood.	Saville MS will designate a highly accessible school liaison for foster/homeless students to build relationships, connect them to resources (food, clothing, transportation, counseling), and advocate for their needs. This support will be coupled with mandatory trauma-informed professional development for all staff, proactive relationship-building through structured check-ins, and the elimination of all fees for extracurricular and school events to ensure equitable, flexible participation.
Free and Reduced Lunch	FRL students often encounter resource inequities through limited financial access to school activities and the potential for perceived stigma, which can lead to feelings of isolation and frustration that impact their engagement and contribute to behavioral issues.	Students will be reminded of the opportunity to utilize the Late Activity Bus when participating in after-school activities. Clubs and activities will be encouraged to provide fundraising opportunities to cover any student fees. Counselors/SSP will provide resources and support to families as needed.
Migrant/Title1-C Eligible		
Racial/Ethnic Minorities	Black/African-American students face resource inequities stemming from a lack of diverse staff representation and insufficient training for all staff on implicit bias and culturally responsive behavior management, leading to disproportionate disciplinary actions due to biased interpretations of behavior and a diminished sense of belonging.	Saville MS will implement mandatory and ongoing implicit bias and anti-racism training and relationship-building training for all staff, focusing on how biases impact disciplinary decisions, especially with Black/ African-American students, and integrate this training into PLCs. We will fully implement a school-wide restorative justice program with trained facilitators to prioritize restorative circles over suspensions, actively recruit and retain Black/African-American staff, and establish student affinity groups and structured avenues for student voice to ensure their perspectives shape school policies and culture.

Student Group	Challenge	Solution
Students with IEPs	Students with IEPs experience resource inequities through insufficient specialized support or limited collaboration time between general and special education teachers, leading to behaviors misunderstood or inadequately supported, resulting in disciplinary actions and feelings of exclusion.	Saville MS will address this by prioritizing professional development and common planning time for co-teaching models to ensure meaningful inclusion in Tier 1 instruction with integrated behavioral supports. We will also ensure timely and high-quality Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs) are developed and consistently implemented. Integrate explicit social-emotional learning and social skills training, and ensure all extracurricular activities are fully accessible with necessary accommodations and staff support to facilitate their participation and belonging.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): A majority of students do not feel a sense of belonging.
Critical Root Cause: Our current approach falls short in proactively building strong, positive relationships with students, particularly those who are frequently involved in behavioral incidents, creating a critical gap in their development and support.

Problem Statement 2 (Prioritized): The current rate of Black/African-American student suspensions, at 34% in Spring 2025, is disproportionately high and creates significant academic and social barriers for this demographic, hindering an equitable learning environment for all students.
Critical Root Cause: Implicit bias among staff often leads to the disproportionate application of disciplinary actions against Black/African-American students. Additionally, a lack of culturally responsive behavior management and insufficient training in de-escalation and trauma-informed practices contribute to escalating situations rather than resolving them constructively.

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		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	No review	

Improvement Strategy 1: Promote student participation in school activities, including in PBIS supports.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Provide after school academic assistant for students in Tier II of PBIS Supports Provide classroom counseling lessons focused on Connectedness and Emotional Regulation (quarterly, counselors)	Teachers	2025-2026 School Year
2	Using the Five Star (Recognizing staff and students based on the HAWKS Expectations Coordinated by PBIS Coordinator and ongoing throughout the school year.) Student recognition via intercom announcement for monthly "High Flyers" coordinated. Grade Level Competitions for participation in school-wide activities (Student Recognition Committee, September to May). Attendance awards for staff. PBIS staff recognition MAP Assessment incentive (Winter and Spring)	All Staff	2025-2026 School Year
3	Prep Rallies and Fun Fridays PBIS Store	All Staff	2025-2026 School Year
4	Provide Professional Learning on Restorative Conference Questions (Restorative Leadership Team)	All Staff & Admin Team	2025-2026 School Year
5	Daily Announcements (student recorded in broadcasting class every assigned school day to be delivered by first period teachers at 8:00 AM and posted to the school website. Coordinated by the Broadcasting Teacher and Activities Administrator.)	All Staff	2025-2026 School Year

Position Responsible: Administration

Resources Needed: PBIS Rewards
Broadcasting Class for Announcements
Teacher Input for Announcements (link on Staff Website)
Hallway Trophy/Recognition (decided by the Student Recognition Committee)
Training on Five Star Program
Funding for Five Star Program
Funding for student connectedness (Fun Friday, Games, etc.)

Evidence Level
Level 1: Strong: Positive Behavior Interventions and Supports

Problem Statements/Critical Root Cause: Connectedness 1

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

Improvement Strategy 1: Reduce suspensions of Black/African-American students by building stronger relationships, increasing proactive supports, and shifting disciplinary responses.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Identify and Support High-Need Students. Checks in weekly. Embed Relationship-Building into Schoolwide Practices Dedicate the first 10 days of school to intentional relationship-building routines Track, Monitor, and Respond to Data Conduct monthly reviews of suspension data disaggregated by race and behavior type.	Admin Team	2025-2026 School Year
2	Establish Tiered Behavior Intervention Protocols Roll out and train staff on a Behavior Intervention Flowchart showing Classroom-managed vs. office-managed behaviors. Restorative alternatives to suspension. Development of Queen's Court and King of Jewels. Development of 4H	Admin Team	2025-2026 School Year
3	Provide teachers with quick-access tools, like a reflection sheet or conversation script, for redirecting students before office referrals occur. Include time for teachers to analyze their own referral trends (anonymously) and reflect on patterns.	Admin Team & Teachers	2025-2026 School Year

Position Responsible: Administrative Team

Resources Needed: Staff Development and Training

Evidence Level
Level 1: Strong: PBIS, PD, Counselor,
Level 4: Demonstrate Rationale: Social Worker

Problem Statements/Critical Root Cause: Connectedness 2

Reviews

Status Check		EOY Reflection
Oct	Feb	June
In progress	No review	

Priority Problem Statements

Problem Statement 1: A majority of students do not feel a sense of belonging.

Critical Root Cause 1: Our current approach falls short in proactively building strong, positive relationships with students, particularly those who are frequently involved in behavioral incidents, creating a critical gap in their development and support.

Problem Statement 1 Areas: Connectedness

Problem Statement 2: Our adult learning culture lacks adequate dedicated time for PLC collaboration, hindering teachers' ability to strengthen Tier 1 instruction and achieve consistent student outcomes.

Critical Root Cause 2: The primary root cause is due to competing demands on teacher time and a lack of clear institutional prioritization of collaborative professional development.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Students in all grade levels are not making adequate growth in ELA and math.

Critical Root Cause 3: Lack of aligned, data-driven instructional practices across grade levels and content areas, resulting in inconsistent delivery of standards-based instruction and inadequate intervention for diverse student needs.

Problem Statement 3 Areas: Student Success

Problem Statement 4: The current rate of Black/African-American student suspensions, at 34% in Spring 2025, is disproportionately high and creates significant academic and social barriers for this demographic, hindering an equitable learning environment for all students.

Critical Root Cause 4: Implicit bias among staff often leads to the disproportionate application of disciplinary actions against Black/African-American students. Additionally, a lack of culturally responsive behavior management and insufficient training in de-escalation and trauma-informed practices contribute to escalating situations rather than resolving them constructively.

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 Mathematics
- Criterion-Referenced Test in Science
- Grades
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- National Assessment of Educational Progress (NAEP)
- Nevada Alternate Assessment (NAA)
- Nevada State Performance Framework (NSPF)
- SAT, ACT, PSAT or ASPIRE
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Student failure and/or retention rates
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Alternate ACCESS (WAA)
- WIDA Screener
- Other
    - Community Outreach Feedback Admin Observations, Instructional Rounds, PLC Data: Common Assessments, Data Analysis, and Student Work Samples, SLG Tasks, 5-Star
    - Panorama Education Survey, Districtwide Survey, Community Outreach Feedback

Adult Learning Culture

- Administrator evaluation
- Class size averages by grade and subject
- Communications data
- Equity data
- Evaluation(s) of professional development implementation and impact
- Lesson Plans
- Master schedule
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- School leadership data
- Staff surveys and/or other feedback
- Student Climate Survey
- Teacher evaluation
- Teacher/Student Ratio
- Walk-through data

- Other
  - Equitable Distribution of Teachers Data, Carnegie Trainer Feedback
  - Student Growth and Achievement Data, School Climate Data, SLG results, PGP scoring and analysis, SLG ongoing analysis and mid-cycle review, NEPF self-assessments

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Demographic data
- Enrollment
- Enrollment trends
- PBIS/MTSS data
- Perception/survey data
- School safety data
- Social Emotional Learning Data
- Other
  - Participation in Clubs, Activities and Academic Assistance, Lifeline, Behavior Dashboard, Event 2 Outreach Session Data, Observation Data, HOPE2 Data
  - Teacher Retention, % of New Teachers with Assigned Mentors Event 2 Outreach Session Data, Participation in Family and Parent-Focused Events (i.e. Open House), Parent Attendance at Extracurricular Events

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	$8,482,455	General Funds are predominantly allocated to staffing (licensed and support personnel) to facilitate high-quality Tier 1 instruction, directly supporting student success goals in Reading and Mathematics. Residual funds are for operational supplies (e.g., office supplies, copy paper) and strategic prep buy-outs, which support the adult learning culture and enhance student connectedness through collaborative planning of rigorous instructional practices.	Success, Adult Learning Culture, Connectedness
At-Risk Weighted Allocation	$942,399	The entirety of At-Risk Funds is invested in staffing (licensed and support staff) for targeted interventions and specialized support for at-risk students. This investment directly advances student success goals in Reading and Math via enhanced Tier 1 instruction and additional support. Furthermore, this allocation improves student sense of belonging, reduces Black/African-American student suspensions, and fosters a collaborative adult learning culture focused on equitable practices, thereby addressing student connectedness goals.	Success, Adult Learning Culture, Connectedness
EL Weighted Allocation	$205,105	EL Funds are entirely allocated to staffing (specialized licensed and support staff) to provide essential support for English Learners (ELs). This personnel investment is paramount to improving EL student proficiency in Reading and Math through effective Tier 1 instruction, directly contributing to student success goals. Dedicated EL staffing also cultivates an inclusive environment, enhancing EL student sense of belonging and supporting academic and social-emotional development, thus promoting student connectedness and an adult learning culture focused on EL best practices.	Success, Adult Learning Culture, Connectedness
General Carry Forward	$655,794	General Carry Forward funds reinforce SIP goals. The majority are designated for staffing (licensed and support positions) to sustain robust Tier 1 instruction, directly impacting student academic growth in Reading and Math (student success goals). This also facilitates professional learning opportunities, strengthening the adult learning culture. The remaining portion funds essential operational supplies and additional prep buy-outs, enabling collaborative planning for rigorous instructional practices, which strengthens adult learning culture and supports student connectedness.	Success, Adult Learning Culture, Connectedness

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
At-Risk Weighted Carry Forward	$71,036	At-Risk Carry Forward funds are fully dedicated to supplies. These resources provide targeted materials and tools to support at-risk students, including specialized instructional materials, positive climate resources, and potential prep buy-outs for intervention-focused teachers. These supplies enhance Tier 1 instruction and targeted interventions, directly supporting student success and connectedness goals, and enabling professional development efforts.	Success, Adult Learning Culture, Connectedness
EL Weighted Carry Forward	$1,003	EL Carry Forward funds are exclusively for supplies. This funding provides specific resources essential for English Learner students, such as supplementary language acquisition or cultural materials. These supplies aid academic development and foster a stronger sense of belonging through enhanced Tier 1 instruction, directly contributing to EL student success and connectedness goals and supporting staff professional learning.	Success, Adult Learning Culture, Connectedness