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. **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	**Oct:** In progress **October Lessons Learned** 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). **October Next Steps/Need** 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

Winter and Spring MAP assessments.

Feb: In progress

February Lessons Learned

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%.

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.

February Next Steps/Need

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.

June:

June Lessons Learned

This academic year proved that aligning Master Schedule revisions with targeted professional development directly accelerates student outcomes. By protecting Tier I instructional time and training staff on core strategies, data analysis, and high-functioning PLCs, Saville Middle School successfully transitioned to the "High Achievement, High Growth" quadrant. Despite a mid-year MAP norms recalibration and an increase in average class sizes, our instructional foundation

	remained resilient. From Fall to Spring 2026, Math proficiency grew from 26% to 33% (with the Median Test Percentile holding steady at 53), while Reading proficiency surged from 38% to 46% (with the MTP climbing from 48 to 56), alongside a 6.1% increase in both the 41st and 70th percentiles. Ultimately, our fortified Tier I strategies successfully mitigated the challenges of larger class environments, keeping the focus entirely on student growth. **June Next Steps/Need** 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 as we transition from MAP to i-Ready assessments. To optimize this transition and maximize daily instructional touches, we have also restructured our school schedule, moving from a block schedule to a straight 6-period day.
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. **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	**Oct:** In progress **October Lessons Learned** 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). **October Next Steps/Need** 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 Winter and Spring MAP assessments.

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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%.

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June:

June Lessons Learned

June Next Steps/Need

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. **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	**Oct:** In progress **October Lessons Learned** 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. **October Next Steps/Need** 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

The 2025-2026 academic year proved that consistent partnership with AARSI and targeted professional development significantly elevate Tier I instruction. By establishing a steady meeting cadence, the Math and ELA departments strengthened their instructional core and transformed PLCs into hubs for rigorous, data-driven action. Educators mastered critical curriculum tools such as Writable and Mathia.

A key metric of this success was the intentional integration of scaffolding, differentiation, and high-level questioning into collaborative planning. PLC meetings focused on these rigorous practices hit the mid-year target of 25% by the first semester and reached the 50% benchmark by the second

	semester, as verified by PLC Observation data. Moving forward, embedding continuous, data-informed reflection into the PLC structure remains essential for sustaining equitable core instruction across all classrooms. **June Next Steps/Need** As we reflect on the school year, we have successfully moved from establishing collaborative structures to rigorously monitoring and institutionalizing our professional learning communities (PLCs). Through our continued partnership with AARSI and HMH, our primary focus remained on refining Tier I instruction, specifically by embedding the "Data-to-Action" cycle into our daily practices. Administration's ongoing monitoring of PLC data and artifacts has ensured that teams are not just analyzing common assessments, but are actively translating that data into direct, targeted instructional responses that meet our learners' specific needs. Looking ahead to next year, our next steps will center on deepening this work by systematically increasing academic rigor across all classrooms. To better support this push for high expectations and to streamline our data-driven instruction, we will also pivot our assessment strategy, shifting from MAP growth tracking to the i-Ready assessment platform.

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
Improvement Strategy 1: Promote student participation in school activities, including in PBIS supports. **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	**Oct:** In progress **October Lessons Learned** 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. **October Next Steps/Need** 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. **Feb:** In progress **February Lessons Learned** 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

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.

February Next Steps/Need

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.

June:

June Lessons Learned

Analysis of the May Panorama Survey initially showed a 45% sense of belonging, but we knew that number didn't tell the whole story since the survey coincided right with the stress of standardized testing. Refusing to let testing fatigue define our school culture, we launched our own Saville MS Student Connectedness and School Climate Survey to get a more authentic, comprehensive look at how our kids actually feel about their belonging, engagement, relationships, and overall environment. When measured under normal conditions, our student sense of belonging jumped to an incredible 84.5%. While the testing-week data was discouraging at first glance, these localized results prove that our hard work to build community and visibility this year is absolutely paying off, while giving us a clear, accurate roadmap to support the 15.5% of students we still need to reach next year.

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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. **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	**Oct:** In progress **October Lessons Learned** 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. **October Next Steps/Need** 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. **Feb:** In progress **February Lessons Learned** 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

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.

February Next Steps/Need

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.

June:

June Lessons Learned

The initiative to decrease student suspensions has moved from a strong start to a landmark achievement for our school community. Over the course of the year, we achieved a monumental reduction in total suspensions, dropping from a staggering 954 last year to just 20 total suspensions by the end of this year. Most notably, within our targeted effort to support our Black and African-American demographic--which previously faced disproportionate discipline rates--only 9 students were suspended this year. This dramatic shift puts us significantly ahead of our Spring 2026 equity goals and serves as a powerful testament to the effectiveness of our new strategies. By moving away from punitive measures and focusing on proactive, supportive interventions, these numbers reflect a profound, lasting transformation in our school climate and underscore our unwavering commitment to equitable outcomes for every single student.

June Next Steps/Need

Looking ahead to next year, our main focus is making sure these huge discipline gains stick for good. We're going to build restorative practices right into our daily routine by giving staff ongoing training on how to handle conflicts through real dialogue before things escalate. As part of this effort, we are introducing a new supportive structure by rolling out Regulated Classroom training for all staff throughout the

	school year. We will also set up a regular schedule during PLC time to keep a close eye on our behavior data so we can step in early with mentoring and extra support when a student starts struggling. Continuing with the interventions that worked this year, we'll make sure this shift to a supportive, relationship-first environment becomes a permanent part of who we are at Saville MS.