

Clark County School District

Saville, Anthony MS

2026-2027 School Improvement Plan

Accreditation Status
Accredited

Classification: 3 Star School



District Approval Date: July 22, 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 Spring 2027 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/

Table of Contents

Comprehensive Needs Assessment 4

 Student Success 4

 Inquiry Area 1: Student Success 7

 Adult Learning Culture 10

 Inquiry Area 2: Adult Learning Culture 12

 Connectedness 14

 Inquiry Area 3: Connectedness 16

Priority Problem Statements 19

Comprehensive Needs Assessment Data Documentation 20

Plan Notes 22

School Continuous Improvement Team 24

Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Saville Middle School has continued its upward trajectory, demonstrating significant, measurable improvement across all key academic benchmarks over the past year. Proficiency rates on the Smarter Balanced Assessment Consortium (SBAC) exams showed strong gains in both core subjects, proving that targeted classroom interventions are moving the needle. Specifically, ELA proficiency surged by 6.8 percentage points, rising from 42.3% to 49.1% and bringing nearly half the student body to grade-level proficiency, while Math proficiency continued its steady upward climb, improving from 30.2% to 33.2%.

This momentum was heavily mirrored on the Measures of Academic Progress (MAP) Growth assessment, which highlighted an incredible acceleration in high-percentile achievement. The percentage of students scoring at or above the 61st percentile in ELA advanced by an exceptional 11 percentage points, skyrocketing from 34% to 45%, while Math MAP performance rose steadily from 37% to 42%. Most notably, Saville Middle School demonstrated powerful school-wide momentum, with 51.2% of all students achieving overall growth across their MAP assessments, reinforcing that the school's current instructional frameworks are successfully impacting student learning and raising the academic ceiling at all levels.

Student Success Areas for Growth

While Saville Middle School's overall academic performance has reached impressive new heights, critical areas still require targeted attention. Despite the remarkable surges in high-percentile achievement on the MAP Growth assessment, overall student growth data indicates that a substantial portion of the student body is still falling short of their individual targets; with 51.2% of students demonstrating overall MAP growth, nearly half of the student population did not meet their expected benchmarks. Furthermore, a persistent gap remains between the disciplines, as SBAC Math proficiency lags at 33.2% compared to ELA's historic leap to 49.1%. These trends suggest that while current instructional strategies are successfully raising the academic ceiling, a more focused effort is needed to accelerate mathematical understanding and ensure that every individual student meets or exceeds their personalized growth targets.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	There is a 36.8% achievement gap in ELA, and a 21.3% achievement gap in math between ELs and Non ELs, based on 25-26 Prelim SBAC data. 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	There is currently no identifiable achievement gap between Foster Homeless/Not Foster Homeless students. 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	There is currently no identifiable achievement gap between FRL/Not FRL students. 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: Lacking data-driven instructional practices across grade levels and content areas, resulting in inconsistent delivery of rigorous standards-based instruction and inadequate intervention for diverse student needs.

Inquiry Area 1: Student Success

SMART Goal 1: 40% of students will meet or exceed their typical growth target in Reading by the spring of 2027, as measured by interim assessments.

40% of students will meet or exceed their typical growth target in Math by the spring of 2027, as measured by interim assessments.

Formative Measures: Students will meet or exceed their typical growth target in Math and Reading by the spring of 2027, as measured by personalized instruction lessons per subject.

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Enhance student achievement by ensuring PLC teams dedicate at least 50% of their meeting time to analyzing data and executing targeted instructional responses.					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Admin lead PLC's (Admin)	Admin team	2026-2027 school year				
2	Professional learning on HMH Into Literature (Houghton Mifflin Harcourt trainer) & Carnegie Math HMH Coachly 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 Introduction to PBLs	Admin team teachers, & strategist	2026-2027 school year				
3	Consistent Tier 1 curriculum materials provided (Admin/district, fall)	Admin Team	2026-2027 school year				
4	Student data conferences (goal setting after Fall i-Ready with encouraging conference before Winter, goal setting after Winter with encouraging before Spring).	Teachers	2026-2027 school year				
Position Responsible: Administration Resources Needed: i-Ready Personalize Instruction Interventionist and Strategist HMH Into Literature/Writable Carnegie Learning PearSuite Individual PL Evidence Level Level 1: Strong: Carnegie Learning Level 2: Moderate: PLC, Data Analysis, i-Ready Personalize Instruction, HMH Into Literature/Writable Level 3: Promising: PBL Problem Statements/Critical Root Cause: Student Success 1							

Improvement Strategy 2 Details					Reviews		
Improvement Strategy 2: Conduct regular administrative walkthroughs to monitor, support, and guarantee the consistent delivery of rigorous Tier I instruction across all classrooms.					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Admin only PLC observation Form (Admin) FocalPoint Walks Analyze & respond to data from PLC Google Form during admin meetings	Admin team, counselors, and strategist.	2026-2027 School year				
2	Admin coaching conversations with teachers, as needed Strategist for coaching opportunities for teachers Consistent Tier 1 curriculum materials provided (Strategist)	Admin Team	2026-2027 School year				
Position Responsible: Administration Resources Needed: i-Ready Personalize Instruction Strategist PLC Google Form Evidence Level Level 1: Strong: Level 2: Moderate: PLC, data analysis Problem Statements/Critical Root Cause: Student Success 1							

Improvement Strategy 3 Details					Reviews		
Improvement Strategy 3: Provide targeted professional learning opportunities to equip teachers with the data-driven insights and instructional strategies needed to maximize i-Ready impact in the classroom.					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Training opportunities for all core subject area teachers	Admin, District Personnel, & i-Ready personnel	2026-2027 school year				
2	Utilize support from School Improvement Grant 1003(a)	Admin	2026-2027 school year				
Position Responsible: Administration Resources Needed: i-Ready data Evidence Level Level 1: Strong: i-Ready Problem Statements/Critical Root Cause: Student Success 1							

Adult Learning Culture

Adult Learning Culture Areas of Strength

Saville Middle School has successfully institutionalized a structured PLC system, moving past surface-level implementation by embedding twice-weekly collaboration into the master schedule. Building on last year’s targeted work of developing common assessments, teacher teams now possess a shared foundation of alignment to priority standards and Tier I instructional strategies. This established structure and access to common data points have created a collaborative culture uniquely positioned to shift its primary focus toward deep data analysis and responsive instruction.

Adult Learning Culture Areas for Growth

Now that we have successfully established our PLC routines and built a solid foundation of common assessments, our next step is to maximize the value of that shared time. While we have the data tools in place, our current area for growth is moving from simply reviewing scores to actively using them to shape our daily instruction. We want to ensure our PLC time directly supports teachers in planning real-time responses to student needs. Additionally, we want to continue deepening classroom rigor. While we’ve started great conversations around high-level questioning and differentiation, we need to work collaboratively to ensure these rigorous strategies are consistently woven into our daily lesson planning, ensuring all students are appropriately challenged.

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.

Student Group	Challenge	Solution
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.
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.

Student Group	Challenge	Solution
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 analyze and respond to Tier 1 instructional data to 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: By the end of the 2027 school year, the Math and Reading departments' PLC teams will increase the time they spend analyzing and responding to student learning to 50%. Administration will monitor this progress using the PLC Observation Google Form.

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

Aligns with District Goal

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
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
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	2026-2027 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) HMH Coachly Extra Duty and Prep Buys	Admin Team & Strategist	2026-2027 School Year				
3	Teachers will receive instruction and training for Writable, Mathia, and i-Ready Teachers will receive instruction and training on ELA curriculum, HMH.	Admin Team & Teachers	2026-2027 School Year				
Position Responsible: Administrative Team Resources Needed: Individuals to provide Professional Learning Teacher provided data SBAC Assessment data i-Ready Personalize Instruction Carnegie Learning HMH Writable Mathia HMH Into Literature Evidence Level Level 1: Strong: Carnegie Level 2: Moderate: Data Analysis, PLC, HMH, HMH Writable, & i-Ready Personalize Instruction 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 and Saville MS Students Connected Survey 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 over 1.5 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 number of Black/African-American student suspensions, 9 in Spring 2026, 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 from 45% (Spring 2026) to 48% (Spring 2027) as measured by the Panorama Survey and 84.5% (Spring 2026) to 86% (Spring 2027) Saville MS Student Connectedness Survey.

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

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Promote student participation in school activities, including in PBIS supports.					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Provide after school academic assistant for students in Tier II of PBIS Supports Provide classroom lessons focused on Connectedness and Emotional Regulation (Regulated Classroom) (monthly, counselors)	Teachers	2026-2027 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 i-Ready Assessment incentive (Winter and Spring)	All Staff	2026-2027 School Year				
3	Prep Rallies and Fun Fridays PBIS Store	All Staff	2026-2027 School Year				
4	Provide Professional Learning on Restorative Conference Questions (Restorative Leadership Team)	All Staff & Admin Team	2026-2027 School Year				
5	Daily Announcements (Coordinated by the Broadcasting Teacher and Activities Administrator.)	All Staff	2026-2027 School Year				
Position Responsible: Administration							
Resources Needed: PBIS Rewards							
MTSS							
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.)							
Social Worker and Counselor							
Evidence Level							
Level 1: Strong: MTSS, PBIS, Counselor							
Level 4: Demonstrate Rationale: Social Worker							
Problem Statements/Critical Root Cause: Connectedness 1							

Inquiry Area 3: Connectedness

SMART Goal 2: Maintain or decrease the number of Black/African-American student suspensions from 9 out of the 20 total (spring 2026), as measured by focusED and Infinite Campus.

Formative Measures: Maintain or decrease the number of Black/African-American student suspensions, as measured by focusED and Infinite Campus.

Aligns with District Goal

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.					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
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	2026-2027 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. Continuation of Queen's Court and King of Jewels.	Admin Team	2026-2027 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	2026-2027 School Year				
Position Responsible: Administrative Team Resources Needed: PBIS Rewards MTSS Social Worker and Counselor Evidence Level Level 1: Strong: MTSS, PBIS, Counselor Level 4: Demonstrate Rationale: Social Worker Problem Statements/Critical Root Cause: Connectedness 2							

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 analyze and respond to Tier 1 instructional data to 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: Lacking data-driven instructional practices across grade levels and content areas, resulting in inconsistent delivery of rigorous standards-based instruction and inadequate intervention for diverse student needs.

Problem Statement 3 Areas: Student Success

Problem Statement 4: The number of Black/African-American student suspensions, 9 in Spring 2026, 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
- I-Ready
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- 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

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 development needs assessment data
- 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

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

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$8,172,807	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.	Student Success, Adult Learning Culture, Connectedness
At-Risk Allocation	\$766,739	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.	Student Success, Adult Learning Culture, Connectedness
EL Weighted Allocation	\$196,049	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.	Student 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.	Student Success, Adult Learning Culture, Connectedness

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
At-Risk Carry Forward	\$6	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.	Student Success, Adult Learning Culture, Connectedness
EL Carry Forward	\$5	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.	Student Success, Adult Learning Culture, Connectedness
Title I, 1003(a) Grant	\$5,454,702.03	i-Ready Personalized Instruction, HMH Coachly, extra duty pay, prep buyouts, training supplies, support staff extra duty pay	Student Success, Adult Learning Culture

School Continuous Improvement Team

Team Role	Name	Position
SOT Member	Shannon Sheldon	Teacher
SOT Parent	Calvin Hooks	Parent
SOT Parent	Tom Carrigy	Parent
SOT Chair	Matthew Kranz	Parent
SOT Scribe	April Honeycutt	Parent
AP	Karmen Miller	AP
AP	Tamika Gay	AP
AP	Brian Levanger	AP
Principal	Bradley Leimbach	Principal