Clark County School District

Woodbury, C. W. MS

2026-2027 Status Checks with Notes

Accreditation Status
Accredited

District Approval Date: August 5, 2026

Mission Statement

The mission of Woodbury Middle School is to provide all students with the instruction and tools to master the skills necessary to succeed as productive adults.

Vision

The vision for Woodbury is for our school to be a high-performing and engaging place, where students are challenged to think critically, perform academically, and hone the skills necessary to contribute positively to a global society.

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/c_w_woodbury_middle_school/2026/nspf/

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: By the end of the 2026/2027 school year, Woodbury Middle School will increase the proficiency of all students in Mathematics and ELA by 5 percentage points as measured by the Spring 2026-2027 i-Ready assessments. (Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)

Aligns with District Goal

Formative Measures: i-Ready Growth Data, Grade Level Common Assessments, semester exams, and student learning goals.

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Teachers will utilize the Tier I adopted curriculum as their primary source of instruction, using data and effective instructional strategies to plan and differentiate instruction to meet the needs of all students. **Position Responsible:** Administration **Resources Needed:** i-Ready data. Classroom walkthroughs and classroom observation data. Math: Carnegie; ELA: Houghton Mifflin Harcourt (HMH), Social Studies: National Geographic, Educurious, Science: Amplify, PLTW, Health: Goodheart Health. School-wide Lesson Plan template with the components of an effective lesson including learning intentions, learning progressions, and student success criteria. Weekly discussion on data collection and analysis to reflect reteaching and enrichment strategies to be implemented within the classroom through Tier I, Tier II, and Tier III instruction. Literacy Across the Curriculum school-wide strategies handbook Targeted professional learning and modeling on differentiated instruction. 1003(a) funding for i-Ready Personalized Instruction, and Instructional Supplies. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 1: Strong: Carnegie Learning Level 2: Moderate: HMH Into Literature, i-Ready Personalized Instruction **Problem Statements/Critical Root Cause:** Student Success 1	**Oct:** In progress **October Lessons Learned** NOW: Current Implementation Status: Teachers have twice weekly PLCs and grade-level/department collaboration time to review data and plan with their team. Tier I instruction uses adopted curricula (Math: Carnegie; ELA: HMH) Tier II/III supports include MATHia, i-Ready and HMH student learning paths. **October Next Steps/Need** NEXT: Immediate Action Steps: Strengthen Tier I Instruction: Rigor-aligned tasks Structured student discourse Frequent formative checks aligned to SBAC-style thinking Align Tier II & Tier III Interventions: Use MATHia, i-Ready and HMH student learning path data to target specific skill deficits, not just program completion. Ensure intervention goals directly support students' ability to access grade-level Tier I instruction. Student Goal Setting Strengthen Student Ownership Through Goal-Setting NEED: Critical Support & Resources Clarity & Consistency of Expectations: Shared understanding of:

	What "proficiency" means on SBAC-aligned task. Common formative checks aligned to standards. Standardize weekly student-led goal-setting conferences so all students can articulate their goals and strategies to reach them. Curriculum Fidelity With Intentional Rigor. Use i-Ready data for grouping students for differentiating and scaffolding. Using common assessment data to inform instruction. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Inquiry Area 1: Student Success

SMART Goal 2: By the end of the 2026/2027 school year, Woodbury Middle School will:
Increase the percentage of English Learners proficient in Mathematics from 7% (projected) in 2026 to 12% percentage points by 2027, as measured by state summative assessments.
Increase the percentage of English Learners proficient in English Language Arts from 14% (projected) in 2026 to 19% percentage points by 2027, as measured by state summative assessments.
By the end of the 2026-2027 school year, Woodbury will increase the percentage of English Language Learners scoring proficient on the WIDA assessment from 12.3% to 15.5%.
(Academic Excellence: Strong Readers, Writers, and Communicators, Academic Excellence: Confident Mathematical Thinkers and Problem Solvers, Academic Excellence: Inclusive Classrooms that Support Every Learner)

Aligns with District Goal

Formative Measures: i-Ready projected proficiency data, Grade Level Common Assessments, Summit K12

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners. **Position Responsible:** Administration **Resources Needed:** WIDA Access Assessment data i-Ready proficiency data Summit K12 QTEL Strategies ULD Professional learning series Tier I monitoring Tool Math: Carnegie; ELA: Houghton Mifflin Harcourt (HMH), Social Studies: National Geographic, Educurious, Science: Amplify, PLTW, Health: Goodheart Health. Literacy Across the Curriculum schoolwide strategies handbook **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 1: Strong: Carnegie Learning Level 2: Moderate: HMH Into Literature Level 3: Promising: HMH 3D Level 4: Demonstrate Rationale: Summit K12 **Problem Statements/Critical Root Cause:** Student Success 2	**Oct:** In progress **October Lessons Learned** NOW: Current Implementation Status: Teachers and administrators complete CCSD's adopted Language Development Approach, Understanding Language Development (ULD). Administration, Strategists, Teachers monitor implementation of English learner support in Tier I instruction. Advisory Summit K12 teachers support our LTELs with instruction and goal setting. Administration, Strategists, Teachers, EL support coordinator, based on the instructional rounds, identify professional learning, professional learning community, and coaching needs for the school to provide language practice opportunities for EL students. **October Next Steps/Need** NEXT: Immediate Action Steps: Implement more strategic discussions during PLC to support EL learners. Use the "data dive" information to target the needs and levels of the EL learners in the classroom. Provide differentiation and scaffolds outside of translation, to provide extra support. Advisory Summit K12 teachers meet with students weekly for a goal setting conference.

NEED: Critical Support & Resources
Need to identify and leverage our EL learners' strengths in the classroom to engage them in their learning tasks in order for them to demonstrate the acquisition of their skills. Increase the use formative assessments.
Conference with the students. Intentionally group them with their classmates to benefit from their peer leaders. Use alternative ways tp assess to demonstrate competency. Increase the use of visual tools.
Advisory K12 teachers have students track their progress and take ownership for their learning.

Feb: No review

February Lessons Learned

February Next Steps/Need

June:

June Lessons Learned

June Next Steps/Need

Improvement Strategy 2 Details	Reviews
Improvement Strategy 2: Implement Tier II support for identified EL student groups (newcomers, short term English learners (STELL) and long-term English learners (LTEL). **Position Responsible:** Administration **Resources Needed:** FLS instructional materials Newcomer curriculum (HMH 3D) Summit K12 ACLE instructional materials ELD instructional materials FLS (QTEL) and ACLE Look for Tools i-Ready Growth Data **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 3: Promising: HMH 3D Level 4: Demonstrate Rationale: Summit K12 **Problem Statements/Critical Root Cause:** Student Success 2	**Oct:** In progress **October Lessons Learned** NOW: Current Implementation Status: Teachers and administrators complete CCSD's adopted Language Development Approach, Understanding Language Development (ULD). Administration, Strategists, Teachers monitor implementation of English learner support in Tier I instruction. Advisory Summit K12 teachers support our LTELs with instruction and goal setting. Administration, Strategists, Teachers, EL support coordinator, based on the instructional rounds, identify professional learning, professional learning community, and coaching needs for the school to provide language practice opportunities for EL students. **October Next Steps/Need** NEXT: Immediate Action Steps: Implement more strategic discussions during PLC to support

	EL learners. Use the "data dive" information to target the needs and levels of the EL learners in the classroom. Provide differentiation and scaffolds outside of translation, to provide extra support. Advisory Summit K12 teachers meet with students weekly for a goal setting conference. NEED: Critical Support & Resources Need to identify and leverage our EL learners' strengths in the classroom to engage them in their learning tasks in order for them to demonstrate the acquisition of their skills. Increase the use formative assessments. Conference with the students. Intentionally group them with their classmates to benefit from their peer leaders. Use alternative ways tp assess to demonstrate competency. Increase the use of visual tools. Advisory K12 teachers have students track their progress and take ownership for their learning. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the 2026-2027 school year, 85% of our teachers will use data analysis to plan and differentiate instruction as measured by the Focal Point Tier I Monitoring Tool, FocusED data and PLC documentation. (Academic Excellence: Valued Educators)

Aligns with District Goal

Formative Measures: i-Ready Growth Data, Grade Level Common Assessments

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Provide on-going professional development on effective PLC structures and PLC collaboration using data analysis to plan and differentiate instruction. **Position Responsible:** Administration and Learning Strategists **Resources Needed:** Professional learning on PLC protocol, strategic grouping, and data analysis. Data from common assessments, i-Ready assessments, and academic intervention data. Data from Instructional Rounds, Classroom Observations, and Lesson Plans. Built-in effective PLC/Collaboration time. PLC Protocol template. 1003(a) funding for: Subs to release teachers for collaboration/PL **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 1: Strong: Carnegie Learning, MAP Growth Level 3: Promising: HMH **Problem Statements/Critical Root Cause:** Adult Learning Culture 1	**Oct:** In progress **October Lessons Learned** NOW: Current Implementation Status: PLCs currently review data on Tuesdays and use data to plan on Wednesdays. However, impact increases only when PLCs result in specific instructional and intervention decisions tied to upcoming standards. **October Next Steps/Need** NEXT: Immediate Action Steps: PLCs will identify 1-2 upcoming grade-level standards. All data analysis will be framed around the question: What does the data tell us about student readiness for this specific standard? Use i-Ready "Grade Level Planning." report. Each PLC will end with at least one documented instructional move A reteach strategy aligned to the standard. A change in task complexity or rigor. A common instructional strategy to be used across classrooms. Planned daily grouping based on i-Ready data. Align Interventions Directly to the Standard and Skill Gap NEED: Critical Support & Resources A standard PLC protocol used weekly across all grade levels and departments Defined PLC outcomes (instructional decisions, not just data review) PLC facilitation support (agenda, roles, time protections) i-Ready data reports: access Instructional Groupings and Grade Level Planning. Track Implementation, Not Just Plans

	Provide Coaching Support for Translating Data - Instruction **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Inquiry Area 3: Connectedness

SMART Goal 1: Reduce the suspension [and/or expulsion] rates for each student group to be less than a 10 percentage point difference from the student group enrollment during the 2026-2027 school year, as measured by school-wide behavior data. (Safe and Supportive Schools: Safe, Respectful, and Consistent School Environments)

Aligns with District Goal

Formative Measures: TFI Data, Infinite Campus Behavioral Data, Focus Ed Behavioral Data

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Strengthen Tier I Positive Behavioral Interventions and Supports (PBIS) by identifying necessary action steps based on the results of the Tiered Fidelity Inventory (TFI) 3.0. **Position Responsible:** Administration, Counselors, Teachers, and Strategists **Resources Needed:** Leader in Me curriculum and professional development Family Engagement Department workshops Survey results from students, staff, and parents. Staff training on SEB, Restorative Disciplinary Practices, De-Escalation and PBIS **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Problem Statements/Critical Root Cause:** Connectedness 1	**Oct:** In progress **October Lessons Learned** NOW: Current Implementation Status: Unified Advisory Curriculum Portal: Fully integrated all Tier 1 core Social-Emotional Behavior (SEB) lessons into a single, centralized portal using Leader in Me, Overcoming Obstacles, IMAGO, and Summit K-12. Systemic Foundation: Implemented school-wide SEB support frameworks aligned with existing MTSS and PBIS structures. Advisory Execution: Core advisory structures are operationalized, ensuring all student groups receive consistent baseline Tier 1 behavioral instruction. **October Next Steps/Need** NEXT: Immediate Action Steps: Fully launch and embed Restorative Disciplinary Practices school-wide to move away from exclusionary discipline. Leadership Team Activation: Operationalize the Campus Intervention and Restorative Center (CIRC) and empower the Restorative Leadership Team to handle transition processes and conflict resolution. Tier 1 Optimization: Continue to audit, refine, enforce Tier 1 PBIS implementation to ensure expectations are taught, modeled, and reinforced equitably across all classrooms. NEED: Critical Support & Resources Equity-Focused Disproportionality Data Tracking. Vital to identify student groups approaching or exceeding the 10 percentage point threshold. Targeted training for all staff on Restorative Circles, de-escalation strategies to ensure the CIRC framework is applied consistently rather than relying on traditional suspension. PBIS

	Fidelity Matrix: A clear, objective rubric to audit that teachers are utilizing Tier 1 positive reinforcements **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**