# Clark County School District

# Woodbury, C. W. MS

# 2026-2027 School Improvement Plan

**Accreditation Status**
**Accredited**

**Classification: 1 Star School**

Title I, ATSI, ≥ 10% of enrolled students are English Learners

**District Approval Date:** October 23, 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/

# Table of Contents


Comprehensive Needs Assessment ..... 4
Student Success ..... 4
Inquiry Area 1: Student Success ..... 7
Adult Learning Culture ..... 12
Inquiry Area 2: Adult Learning Culture ..... 14
Connectedness ..... 17
Inquiry Area 3: Connectedness ..... 19
Priority Problem Statements ..... 21
Comprehensive Needs Assessment Data Documentation ..... 22
Schoolwide and Targeted Assistance Title I Elements ..... 24
1.1: Comprehensive Needs Assessment ..... 24
2.1: School Performance Plan (SPP) developed with appropriate stakeholders ..... 24
2.2: Regular monitoring and revision ..... 24
2.3: Available to parents and community in an understandable format and language ..... 24
2.4: Opportunities for all children to meet State standards ..... 24
2.5: Increased learning time and well-rounded education ..... 25
2.6: Address needs of all students, particularly at-risk ..... 25
3.1: Annually evaluate the schoolwide plan ..... 25
4.1: Develop and distribute Parent Involvement and Family Engagement Policy ..... 25
4.2: Offer flexible number of parent involvement meetings ..... 25
Plan Notes ..... 26
School Continuous Improvement Team ..... 27

# Comprehensive Needs Assessment

## Student Success

**Student Success Areas of Strength**

During the 2025-2026 school year, ELA/Reading students showed stronger progress toward the goal. 30% of students are projected to meet SBAC proficiency, which is a 6% increase from the Fall MAP projection and exceeds the school's target of 25%. During the 25-26 school year, there is evidence of student growth in math, 39.73% of the 638 students tested met their projected growth, and 73.18% grew at least one percentage point.

The data shows some progress in English Learner performance in WIDA Expanding-level achievement and Math SBAC proficiency. On the 2024–2025 WIDA assessment, 22 students scored at the Expanding level, indicating an increase in the number of students demonstrating higher levels of English language development. In Math, English Learner proficiency also improved, with 1 ELL student achieving Level 3 on the 2023–2024 Math SBAC, compared to 5 ELL students achieving Level 3 on the 2024–2025 Math SBAC. Based on MAP Projected CRT Proficiency, 7% of ELs are projected proficient in math, and 14% of ELs are projected proficient in reading.

**Student Success Areas for Growth**

Increase growth and school-wide achievement in ELA and Math by strengthening Tier I instruction, using i-Ready data to guide PLC planning, increasing targeted interventions, and monitoring student growth regularly to support improvement in both Mathematics and ELA.

English Learners continue to need targeted academic support in both content areas. Preliminary WIDA results also indicate a decrease in overall proficiency.

**Student Success Equity Resource Supports**

| Student Group | Challenge | Solution |
|---|---|---|
| **English Learners** | **Challenges to tackle:**<br>• Student chronic absenteeism and truancy<br>• Positive student behavior<br>• Student leadership skills<br>• Due to language barriers and/or lack of discourse opportunities, ELs struggle with foundational literacy skills and/or have limited opportunities to practice and improve language skills.<br><br>There is a 5% achievement gap in math, and a 22% achievement gap in reading between ELs and Not ELs, based on Spring 2026 MAP Projected CRT Proficiency data. | Teacher instruction to include strategic grouping strategies, scaffolds, and differentiation of instruction based upon data. Teachers will provide language supports and implement various instructional strategies, such as QTEL to meet the needs of the ELL students. The Learning Strategists will support teachers by providing professional development on effective instructional strategies that support ELL students to help students demonstrate proficiency toward grade-level standards. Selected students will participate in our Summit K12 Advisory classes.. Language acquisition programs available to students: Focused Language Study (FLS) Classes, ELD class, ACLE (HMH3D) classes, Mango Languages, Academic Discourse Tasks from QTEL and ULD.<br><br>Woodbury MS Administrators and Strategists will conduct classroom observations to ensure students are provided with opportunities to engage more deeply with grade-level text and are provided language support and various instructional strategies that will meet the needs of the ELL students. |
| **Foster/Homeless** | In previous years (23/24 and 22/23) the achievement gap was well over 10% between Homeless and not Homeless students. However in 24/25, the achievement gap was 2.5%, which shows the achievement gap is closing. | • The school counselor and student success advocate will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.<br>• The Title I HOPE Advocate on campus will coordinate ongoing services and support, and monitor students' attendance, academic, and social/emotional progress. |
| **Free and Reduced Lunch** | There is no identifiable achievement gap between the FRL student group and the not-FRL student group. | • Licensed and support staff will provide opportunities for after-hours tutoring.<br>• Provide Tier I differentiated and/or Tier II instructional support for students.<br>• The counselors will provide Social-Emotional Learning (SEL) lessons monthly to equip students with essential life skills like self-awareness, empathy, and conflict resolution. |

| Student Group | Challenge | Solution |
|---|---|---|
| **Migrant/Title1-C Eligible** | N/A | N/A |
| **Racial/Ethnic Minorities** | **Challenges to Tackle:**<br>• Student chronic absenteeism and truancy<br>• Positive student behavior<br>• Student leadership skills<br>• Data indicates that students from certain racial and ethnic groups are experiencing academic performance gaps. These disparities highlight the need for culturally responsive practices, targeted supports, and equitable access to high-quality instruction. | In addition to the implementation of instructional strategies, scaffolds, and differentiation of instruction, Woodbury's EDE representative will provide equity and diversity training for all staff in order to implement culturally relevant opportunities and activities in the classroom. Teachers will be trained in culturally responsive teaching to improve instruction for all students. Students will participate in our student mentoring program during their Advisory classes. |
| **Students with IEPs** | **Challenges to Tackle:**<br>• Student chronic absenteeism and truancy<br>• Positive student behavior<br>• Student leadership skills<br>• Students receiving special education services may experience academic challenges related to their identified learning needs, which require individualized supports and interventions to ensure access to grade-level content. | Special Education teachers will become familiar with the district-adopted ELA and Math Tier 1, Tier 2, and Tier 3 curricula and pacing guides to improve their instructional practices. SPED teachers will participate in all Professional learning to learn differentiated strategies to be used in the classroom along with the curriculum. SPED teachers ensure all students are making progress in their academic and IEP goals through ongoing assessments. Students will participate in our student mentoring program in their Advisory classes. |

**Problem Statements Identifying Student Success Needs**

**Problem Statement 1 (Prioritized):** Because educators struggle to use diagnostic data for flexible grouping, classroom instruction remains predominantly whole-group. This lack of differentiation across the MTSS framework results in a critical absence of visible student learning outcomes.
**Critical Root Cause:** Teachers know how to read a data spreadsheet, but they do not know how to translate that data into actionable instructional steps.

**Problem Statement 2 (Prioritized):** AB 335: As evidenced by the 25-26 WIDA assessment, the problem is that English Learners are performing below other identified student groups in Woodbury Middle School due to current language supports not consistently meeting the needs of English Learners across content areas.
**Critical Root Cause:** AB 335: The low performance of English Learners in language proficiency and content achievement is due to inconsistent implementation of intentional language development supports across classrooms and content areas. Data from WIDA, MAP, and SBAC are not consistently used during PLCs to plan targeted language supports

and differentiated instruction

**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**

**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.

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|---|---|---|---|---|
| 1 | Woodbury will continue to provide grade level and department collaboration time to ensure vertical and horizontal alignment through data-focused, PLC meetings and grade level/department meetings. Teachers will review various points of data to plan for instruction following the CCSD Teaching and Learning Cycle. | Administrators, Teachers, and Strategists | Mid-August 2026-May 2027 | |
| 2 | Teachers will use the adopted curriculum for Tier I instruction to teach grade-level standards and ensure they are instructing at a high level of rigor. (Math: Carnegie; ELA: Houghton Mifflin Harcourt (HMH, National Geographic, Educurious, Amplify Science, PLTW, Goodheart Health). | Administrators, Teachers, and Strategists | Mid-August 2026-May 2027 | |
| 3 | Teachers will provide Tier II and Tier III interventions for identified students in order to achieve proficiency. | Administrators, Teachers, and Strategists | Mid-August 2026-May 202 | |
| 4 | Teachers will meet with students to discuss their documented academic progress through focused, student-led goal-setting conferences. | Administrators and Teachers | Mid-August 2026-May 2027 | |

**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,

**Reviews**

| Status Check | | EOY Reflection |
|---|---|---|
| Oct | Feb | June |

| | | | |
|---|---|---|---|
| and student success criteria.<br>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.<br>Literacy Across the Curriculum school-wide strategies handbook<br>Targeted professional learning and modeling on differentiated instruction.<br>1003(a) funding for i-Ready Personalized Instruction, and Instructional Supplies.<br><br>**Schoolwide and Targeted Assistance Title I Elements:**<br>2.4, 2.5, 2.6, 4.1, 4.2<br>**Evidence Level**<br>Level 1: Strong: Carnegie Learning<br>Level 2: Moderate: HMH Into Literature, i-Ready Personalized Instruction<br>**Problem Statements/Critical Root Cause:** Student Success 1 | In progress | No review | |

**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 | | |
|---|---|---|---|
| | Status Check | | EOY Reflection |
| | Oct | Feb | June |
| | In progress | No review | |

**Improvement Strategy 1:** Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners.

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|---|---|---|---|---|
| 1 | Ensure teachers and administrators complete CCSD's adopted Language Development Approach, Understanding Language Development (ULD). | Administration, Strategists, Teachers | Mid-August 2026-May 2027 | |
| 2 | Monitor implementation of English learner support in Tier I participating in instructional rounds utilizing the Tier I monitoring tool. | Administration, Strategists, Teachers, EL support coordinator | Mid-August 2026-May 2027 | |
| 3 | 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. | Administration, Strategists, Teachers, EL support coordinator | Mid-August 2026-May 2027 | |

**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

| Improvement Strategy 2 Details | Reviews | |
|---|---|---|
| | Status Check | EOY Reflection |

**Improvement Strategy 2:** Implement Tier II support for identified EL student groups (newcomers, short term English learners (STELL) and long-term English learners (LTEL).

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|---|---|---|---|---|
| 1 | Implement Focus Language Study (FLS) Tier II support for newcomers. | Administration, Strategists, Teachers, EL support coordinator | Mid-August 2026-May 2027 | |
| 2 | Implement Summit K12 Tier II support for ELLs through the FLS, ACLE, ELD classes as well as in the 5 ELL Advisory classes. | Administration, Strategists, Teachers, EL support coordinator | Mid-August 2026-May 2027 | |
| 3 | Implement Academic Content Language Expansion (ACLE) for Tier II for LTELs. | Administration, Strategists, Teachers, EL support coordinator | Mid-August 2026-May 2026 | |
| 4 | Monitor implementation of English Language learner support in Tier II by participation in instructional rounds utilizing Tier II monitoring tools for FLS and ACLE. | Administration, Strategists, Teachers, EL support coordinator | Mid-August 2026-May 2026\7 | |
| 5 | 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. | Administration, Strategists, Teachers, EL support coordinator | Mid-August 2025-May 2026 | |

**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 | Feb | June |
|---|---|---|
| In progress | No review | |

# Adult Learning Culture

**Adult Learning Culture Areas of Strength**

Current findings show that teachers are making progress in aligning instruction to grade-level standards, with **76% of teachers demonstrating alignment to the standard**. This indicates that the majority of teachers are intentionally planning instruction connected to required learning expectations.

**Adult Learning Culture Areas for Growth**

In PLCs, teachers are reviewing data, but the connection between data analysis, instructional planning, and differentiated classroom practices needs to become more explicit and consistent. Teachers need to ensure that they are following the Teaching and Leaning Cycle with fidelity.

**Adult Learning Culture Equity Resource Supports**

| Student Group | Challenge | Solution |
| --- | --- | --- |
| **English Learners** | **Challenges to Tackle:**<br>• Teachers need to attend professional learning sessions<br>• Teachers need to effectively implement differentiation and scaffolding instructional strategies learned.<br>• Use various student data points to effectively plan and drive instruction.<br>• Focused and structured PLC sessions.<br>• Lack of use of QTEL strategies school wide | Teachers will use strategies learned in professional development (SIOP, QTEL, and HQSI) to engage students in language support during classroom instruction. Teachers and staff will participate in our student mentoring in Advisory classes. Teachers will utilize various language acquisition programs to assess and assist students. The Learning Strategists and the Region ELL coordinator will deliver professional learning as a means of raising the level of academic discourse among ELL students. All educators at Woodbury MS will complete the Understanding Language Development (ULD) professional learning series, sessions 1-4, and QTEL strategies professional learning to increase the knowledge and skills of teachers at Woodbury MS to deliver effective, Tier I grade-level instruction designed to provide English Language Learners' access to the content. Teachers will use strategies learned in professional development (ULD and QTEL) to engage students in language support during classroom instruction in all subject areas. Long-term English learner students who have not demonstrated mastery of essential standards on grade level common assessments and who have WIDA domain levels under 3.0 will be supported by the Language Learner teacher. Language use will be carefully planned and engineered, leveraging collaborative discourse structures. Woodbury MS Administrators, Strategists, Region 2 ELL coordinator will provide coaching and feedback on the use of discourse structures. The Learning Strategists and the Region 2 ELL coordinator will support teachers by providing professional development on effective instructional strategies that support ELL students to help students demonstrate proficiency toward grade-level standards. |
| **Foster/Homeless** | | |
| **Free and Reduced Lunch** | | |

| Student Group | Challenge | Solution |
|---|---|---|
| **Migrant/Title1-C Eligible** | | |
| **Racial/Ethnic Minorities** | **Challenges to Tackle:**<br>• Teachers need to attend professional learning sessions<br>• Teachers need to effectively implement differentiation and scaffolding instructional strategies learned.<br>• Use various student data points to effectively plan and drive instruction.<br>• Focused and structured PLC sessions. | Woodbury's EDE representative will provide equity and diversity training for all staff in order to implement culturally relevant opportunities and activities in the classroom. Teachers will be trained in culturally responsive teaching to improve instruction for all students. Teachers and staff will participate in Advisory classes. |
| **Students with IEPs** | **Challenges to Tackle:**<br>• Teachers need to attend professional learning sessions<br>• Teachers need to effectively implement differentiation and scaffolding instructional strategies learned.<br>• Use various student data points to effectively plan and drive instruction.<br>• Focused and structured PLC sessions. | Special Education teachers will participate in Professional Development on effective Tier I, Tier 2, and Tier 3 instruction and focus on implementing differentiated, instructional strategies into their classroom instruction. Teachers will ensure all students are making progress in their academic and IEP goals and benchmarks through ongoing assessments. Teachers and staff will participate in our student mentoring in Advisory classes. |

**Problem Statements Identifying Adult Learning Culture Needs**

**Problem Statement 1 (Prioritized):** The Teaching and Learning Cycle is not consistently being followed.
**Critical Root Cause:** The school's professional learning community (PLC) structures lack the protected time and the explicit use and implementation of the protocols required for teams to collaboratively analyze common formative assessments and intentionally plan the next phase of the instructional cycle.

## **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**

**Improvement Strategy 1:** Provide on-going professional development on effective PLC structures and PLC collaboration using data analysis to plan and differentiate instruction.

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|---|---|---|---|---|
| 1 | Professional learning provided to all teachers on building collective efficacy through PLCs, utilizing the Teacher Clarity Playbook, and how to effectively utilize the PLC as a lever to improve student achievement and promote equity. | Administration and Learning Strategists | August 2026-May 2027 | |
| 2 | Professional development on culturally responsive teaching, analyzing, disaggregating, and utilizing data to inform and differentiate instruction. | Administrators, Teachers, and Strategists | Mid-August 2026-May 2027 | |
| 3 | Professional development on the Teaching and Learning Cycle, utilizing District pacing guides, using district provided sentence stems, backward assessment plannings, creating rigorous aligned learning tasks with student outcomes, and facilitating rigorous Tier I instruction aligned to the NVACS/NGSS. | Administrators, Teachers, and Strategists | Mid-August 2026-May 2027 | |
| 4 | Administrators and content strategists will attend PLCs regularly. Content strategists will facilitate professional learning and coaching. | Administrators, Teachers, and Strategists | Mid-August 2026-May 2027 | |
| 5 | Administrators will be instructional leaders and conduct frequent classroom observations with substantive feedback sessions. | Administrators, Teachers, and Strategists | Mid-August 2026-May 2027 | |
| 6 | Professional development on utilizing strategic grouping strategies based on student performance data. | Administrators, Teachers, and Strategists | Mid-August 2026-May 2027 | |

**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:**

**Reviews**

| Status Check | | EOY Reflection |
|---|---|---|
| Oct | Feb | June |

| | | | |
|---|---|---|---|
| 2.4, 2.5, 2.6, 4.1, 4.2<br>**Evidence Level**<br>Level 1: Strong: Carnegie Learning, MAP Growth<br>Level 3: Promising: HMH<br>**Problem Statements/Critical Root Cause:** Adult Learning Culture 1 | In progress | No review | |

# Connectedness

**Connectedness Areas of Strength**

Based on the Annual District Survey, 92.86% of our parents state school involves parents in most school events or activities. (a slight increase from 88.57% from last year). Based on the Annual District Survey results 92.31% parents believe at this school, the teachers really care about their child.. (an increase from 85.71% from last year). Based on the Annual District Survey results 84.62% of our parents state that they are informed about the current curriculum for their child's grade level. (an increase from 68.57% last year). Based on the Annual District Survey results 84.62% of our parents agree that the school actively seeks the input of parents before making important decisions. (an increase from 77.14% from last year). Based on the Annual District Survey results 100% of our Parents agreed that the school building is clean and well-maintained. (an increase from 82.86% from last year).

**Connectedness Areas for Growth**

There is a lack of collective teacher efficacy impacting the consistent implementation of school-wide behavior expectations, Positive Behavior Intervention Supports (PBIS), and the school-wide MTSS process.

**Connectedness Equity Resource Supports**

| Student Group | Challenge | Solution |
| --- | --- | --- |
| **English Learners** | **Challenges to Tackle:**<br>• Survey participation<br>• Parental and community involvement<br>• Student, staff, and parent buy-in<br>• Implementation of Tier 1 positive behavioral interventions and support (PBIS) by identifying necessary action steps based on the results of the Tier Fidelity Inventory (TFI) 3.0. | Teachers teach the Leader in Me lessons during the Advisory period. Teachers will use language supports and strategies to meet the needs of the ELL students through the use of language acquisition programs (Mango Languages, BrainPOP ELL, Lexia English, ACLE, FLS). Teachers will implement and follow the positive behavior interventions and support (PBIS). Teachers will monitor all students' social-emotional well-being and assist students when needed. Assign students developmentally appropriate levels of responsibility for classroom decision-making and management. Teachers will use language supports and strategies to meet the needs of the ELL students. Empower Long-Term English Learner students who struggle with language domains to communicate openly with school staff and parents by providing a mechanism for students to give in-depth evaluations of their teachers, and hold student-led parent-teacher conferences to actively involve students in the discussions. Hold family and academic nights throughout the school year, |
| **Foster/Homeless** | | |
| **Free and Reduced Lunch** | | |
| **Migrant/Title1-C Eligible** | | |

| Student Group | Challenge | Solution |
|---|---|---|
| **Racial/Ethnic Minorities** | **Challenges to Tackle:**<br>• Survey participation<br>• Parental and community involvement<br>• Student, staff, and parent buy-in<br>• Implementation of Tier 1 positive behavioral interventions and support (PBIS) by identifying necessary action steps based on the results of the Tier Fidelity Inventory (TFI) 3.0. | Teachers teach the Leader in Me lessons during the Advisory period. Teachers will include culturally responsive teaching strategies in the classroom. Teachers will implement and follow the positive behavior interventions and support (PBIS). Teachers will monitor all students' social-emotional well-being and assist students when needed. |
| **Students with IEPs** | **Challenges to Tackle:**<br>• Survey participation<br>• Parental and community involvement<br>• Student, staff, and parent buy-in<br>• Implementation of Tier 1 positive behavioral interventions and support (PBIS) by identifying necessary action steps based on the results of the Tier Fidelity Inventory (TFI) 3.0. | Teachers teach the Leader in Me lessons during the Advisory period. Teachers will implement and follow the positive behavior interventions and support (PBIS). Teachers will monitor all students' social-emotional well-being and assist students when needed. |

**Problem Statements Identifying Connectedness Needs**

**Problem Statement 1 (Prioritized):** Findings suggest that inconsistent implementation of school-wide behavior expectations, Positive Behavior Intervention Supports (PBIS), and the MTSS behavior process is impacting students' sense of connectedness and access to equitable behavioral support.
**Critical Root Cause:** The lack of collective teacher efficacy and shared accountability around the consistent implementation of school-wide behavior systems i.e. PBIS incentives, and MTSS behavior interventions.

## **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 | | |
|---|---|---|---|
| | Status Check | | EOY Reflection |
| | Oct | Feb | June |
| | In progress | No review | |

**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.

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|---|---|---|---|---|
| 1 | The staff will participate in Leader in Me trainings in order to implement the 7 Habits of Highly Effective Teens within their schoolwide Advisory classes. | Administrators, Teachers, and Behavior Strategist | August 2026-May2027 | |
| 2 | Administer TFI 3.0 to obtain baseline data and based on the results of the TFI, prioritize 1-3 items to monitor progress. | Administrators, Teachers, and Behavior Strategist | August 2026-May2027 | |
| 3 | Implement Restorative Disciplinary Practices schoolwide. | Administrators, Teachers, and Behavior Strategist | August 2026-May2027 | |
| 4 | Continue to work on strengthening Tier I PBIS implementation. | Administrators, Teachers, and Behavior Strategist | August 2026-May2027 | |
| 5 | Implement Social Emotional Behavioral (SEB) strategies schoolwide. | Administrators, Teachers, and Behavior Strategist | August 2026-May2027 | |

**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

# Priority Problem Statements

**Problem Statement 1**: Because educators struggle to use diagnostic data for flexible grouping, classroom instruction remains predominantly whole-group. This lack of differentiation across the MTSS framework results in a critical absence of visible student learning outcomes.

**Critical Root Cause 1**: Teachers know how to read a data spreadsheet, but they do not know how to translate that data into actionable instructional steps.

**Problem Statement 1 Areas**: Student Success

**Problem Statement 2**: The Teaching and Learning Cycle is not consistently being followed.

**Critical Root Cause 2**: The school's professional learning community (PLC) structures lack the protected time and the explicit use and implementation of the protocols required for teams to collaboratively analyze common formative assessments and intentionally plan the next phase of the instructional cycle.

**Problem Statement 2 Areas**: Adult Learning Culture

**Problem Statement 3**: Findings suggest that inconsistent implementation of school-wide behavior expectations, Positive Behavior Intervention Supports (PBIS), and the MTSS behavior process is impacting students' sense of connectedness and access to equitable behavioral support.

**Critical Root Cause 3**: The lack of collective teacher efficacy and shared accountability around the consistent implementation of school-wide behavior systems i.e. PBIS incentives, and MTSS behavior interventions.

**Problem Statement 3 Areas**: Connectedness

**Problem Statement 4**: AB 335: As evidenced by the 25-26 WIDA assessment, the problem is that English Learners are performing below other identified student groups in Woodbury Middle School due to current language supports not consistently meeting the needs of English Learners across content areas.

**Critical Root Cause 4**: AB 335: The low performance of English Learners in language proficiency and content achievement is due to inconsistent implementation of intentional language development supports across classrooms and content areas. Data from WIDA, MAP, and SBAC are not consistently used during PLCs to plan targeted language supports and differentiated instruction

**Problem Statement 4 Areas**: Student Success

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Student Success**

- Accelerated/Advanced Coursework Enrollment
- Course Offerings
- Criterion-Referenced Test in Science
- End-of-Unit Assessments
- I-Ready
- Multi-Tiered System of Supports (MTSS)
- Nevada Alternate Assessment (NAA)
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Alternate ACCESS (WAA)
- WIDA Screener

**Adult Learning Culture**

- Action research results
- Administrator evaluation
- Budgets/entitlements and expenditures data
- Class size averages by grade and subject
- Coaching Logs
- Communications data
- Equity data
- Evaluation(s) of professional development implementation and impact
- Lesson Plans
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- School leadership data
- Staff surveys and/or other feedback
- Student Climate Survey
- Study of best practices
- Teacher evaluation
- Teacher retention
- Walk-through data

**Connectedness**

- Attendance
- Behavior
- Community surveys and/or other feedback
- Demographic data
- Enrollment
- Enrollment trends
- Home Visits
- PBIS/MTSS data
- Perception/survey data
- School safety data
- Social Emotional Learning Data
- Tobacco, alcohol, and other drug-use data
- Violence and/or violence prevention records
- Volunteer opportunities, attendance, and participation

# Schoolwide and Targeted Assistance Title I Elements

## 1.1: Comprehensive Needs Assessment

The CIP and leadership teams which consist of the administrators, strategists, selected teachers, counselor, paraprofessionals, student, and parents meet once a quarter to evaluate data, progress and action steps.

## 2.1: School Performance Plan (SPP) developed with appropriate stakeholders

The CIP team and SOT, which includes staff, students, parents, and community members meets monthly to review the School Improvement Plan (SIP) and provide feedback for making revisions.

## 2.2: Regular monitoring and revision

During Act 2 (September-October and January -February): Navigating Our Course, CI teams will monitor progress toward achieving goals by engaging in the Now, Next, Need question protocol as data is analyzed and plan implementation is reflected upon. Real-time adjustments will be made, as needed, to ensure the plan results in the intended improvements. The outcomes of this analysis will be documented in the Status Checks section of this plan and posted on school websites to serve as a communication tool with the school community.

## 2.3: Available to parents and community in an understandable format and language

Per Nevada Revised Statutes (NRS).388G, school plans must be posted on both the District and school websites. Upon approval, the School Improvement Plan (SIP) is posted following each Act in the Continuous Improvement Process. With 111 languages in our district, translation services are available upon request.

## 2.4: Opportunities for all children to meet State standards

An adopted curriculum aligned with state standards in English Language Arts, mathematics, science, health, and social studies, including differentiated scaffolds and supports, is used. Districtwide Multi-tiered Systems of Support (MTSS) are implemented in every Clark County School District school.

## 2.5: Increased learning time and well-rounded education

Our Title I funds are used to fund licensed positions in order to target students who require extra support and to provide tutoring, SEL, and credit retrieval opportunities.

## 2.6: Address needs of all students, particularly at-risk

Our Title I funds are used to fund licensed positions in order to target students who require extra support and to provide tutoring, SEL, and credit retrieval opportunities. Additionally, language supports (Mango Languages) are provided for our at risk and ELL students.

## 3.1: Annually evaluate the schoolwide plan

During Act 3 (May-June): Reviewing Our Journey, CI teams will reflect on the school year and determine which goals and improvement strategies will continue, be corrected, or be canceled in the following school year as part of the continuous improvement process.

## 4.1: Develop and distribute Parent Involvement and Family Engagement Policy

The school leadership, staff, parents, and community stakeholders collaborate annually to develop and revise the Parent Involvement and Family Engagement Policy (PIFEP), providing input throughout the process. The finalized plan is then posted on the school website for accessibility.

## 4.2: Offer flexible number of parent involvement meetings

Through Woodbury Middle School's on-site Family Engagement Center, workshops are offered to parents and community members on a variety of topics. Additionally, parent and family engagement nights are strategically scheduled throughout the school year.

# Plan Notes

| Funding Source | Amount | Purpose(s) for which funds are used | Applicable Goal(s) |
|---|---|---|---|
| General Funds Allocation | $4,949,546.48 | Funding school and Licensed Positions, professional development, supplies, equipment, resources, programs, and curriculum. | Student Success, Adult Learning, and Connectedness |
| At-Risk Weighted Allocation | $456,400 | Funding Licensed Positions, supplies, and other services to support student achievement | Student Success, Adult Learning, and Connectedness |
| EL Weighted Allocation | $795,117.61 | Funding Licensed Positions, curriculum, and supplies | Student Success, Adult Learning, and Connectedness |
| General Carry Forward | $825,648.57 | Funding school and Licensed Positions, professional development, supplies, equipment, resources, programs, and curriculum. | Student Success, Adult Learning, and Connectedness |
| At-Risk Weighted Carry Forward | $21,348.81 | Funding Licensed Positions, supplies, and other services to support student achievement | Student Success, Adult Learning, and Connectedness |
| EL Weighted Carry Forward | $1,024.22 | Funding Licensed Positions, curriculum, and supplies | Student Success, Adult Learning, and Connectedness |
| Title IA | $344,162 | Funding Licensed Positions, PISA | Student Success, Adult Learning, and Connectedness |
| 1003(a) District Allocation | $5,454,702.03 | i-Ready Personalized Instruction, Substitutes to Release Teachers for Collaboration/ PL, Instructional Supplies | Student Success, Adult Learning Culture |
| | | | |
| | | | |

# School Continuous Improvement Team

| Team Role | Name | Position |
|---|---|---|
| Team Member | Isabella Galvez-Lopez | Teacher |
| Team Member | Bernice Cabling | Teacher |
| Team Member | Jamantha Rhaburn | Parent |
| Team Member | Antonio Miranda | Parent |
| Team Member | Kyrie Simpson | Student |
| Team Member | Alicia Brown | Counselor |
| Team Member | Payton Ferrari | SPTA |
| Community Member | Deisi Canela | Parent |
| Team Member | Sean Jaramillo | Teacher |
| Team Member | Jeremiah Owens | Teacher |
| Team Member | Aerika Diodati | Strategist |
| Team Member | Christiane Shau | Strategist |
| Administrator | Tricia Keliinoi | Assistant Prinicpal |
| Administrator | Loreen Garcia | Assistant Principal |
| CI Team Lead | Carolann Young | Strategist |
| Administrator | Buffy Banks-Grove | Principal |