

Washoe County School District
Billinghurst Middle School
2024-2025 School Performance Plan

Classification: 3 Star School

Distinction Designations:
TSI



Mission Statement

We are bold students, educators, families, and leaders that embrace each other by cultivating a welcoming, safe, and respectful environment that prioritizes building positive relationships.

We are dedicated to providing rigorous instruction and maintaining high expectations in order to empower all students with the knowledge, resilience, integrity, and confidence to be successful leaders of the future.

We are BIGHORNS!

Vision

As the new school year begins, it's a time of fresh starts, new opportunities, and of course, new challenges. This year's theme/vision, "**Embracing Challenges Head On**," encourages students, teachers, and parents to embrace the difficulties and obstacles that come their way with courage and determination.

Value Statement

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/washoe/billinghurst_middle_school/2024

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Goal 2: Adult Learning Culture: By the end of the 2024-2025 school year, Billinghurst teachers will have produced aligned summative assessments for ELA, Social Studies, Science, and Math. Additionally, teachers will conduct quarterly reflections within their departments for common summative assessments to determine academic trends. Within their Academic Teams, members will conduct quarterly reflections to analyze behavioral and academic data and determine behavior trends within the team.	20
Goal 3: Connectedness: In order to foster a supportive and inclusive environment by enhancing staff-student relationships, strengthening social-emotional learning programs, and reducing bullying and disrespect, by the end of the 2024-2025 school year, Billinghurst will achieve a 10% increase in positive responses in these areas on the next climate surveys by implementing targeted interventions, increasing access to mental health and SEL resources, and promoting a culture of respect and collaboration across the school.	28

Comprehensive Needs Assessment

Student Success

Student Success Summary

The 6th grade students exhibited strong performance across both ELA and Math. In ELA, 57% of students were at or above grade level, significantly surpassing the District's 36%. Additionally, 56% of students achieved typical or better growth, outperforming the District's 52%, and 47% met AGP targets, which was in line with the District's performance. In Math, 47% of students were at or above grade level, well above the District's 29%. Furthermore, 68% of students made typical or more than typical growth, compared to the District's 49%, and 50% of students met AGP targets, a notable improvement over the District's 27%.

The 7th grade data also demonstrates notable strengths. In ELA, 50% of students were at or above grade level, surpassing the District's 40%, and 62% achieved typical or better growth, exceeding the District's 53%. Additionally, 44% of students met state catch up/keep up AGP targets, outperforming the District's 35%. In Math, 44% of students were at or above grade level, compared to the District's 30%, and 43% met AGP targets, exceeding the District's 29%.

In 8th grade, both ELA and Math scores were commendable. In ELA, 48% of students performed at or above grade level and 61% showed typical or better growth, surpassing District averages. Moreover, 48% met the AGP targets, which is higher than the District's 38%. Notably, the percentage of EL students meeting grade-level standards increased significantly from 0% to 19% over the past year. In Math, 35% of students achieved typical or more than typical growth, exceeding the District's 24%, and 34% met AGP targets, surpassing the District's 25%. Additionally, 23% of EL students were at or above standards, a marked improvement from 0% in 2022. In Science, there was a substantial increase in the percentage of EL students performing at or above standards, reflecting significant progress from the previous year.

While Billingshurst's students continue to outperform the district on SBAC measures, there has been a slight decline in scores compared to the previous year, with the exception of English Learners (EL) whose performance improved. African American students and Hispanic students scored at Level 1 in Math and ELA at higher rates compared to their peers and the overall school population. Despite significant progress in Science, where the percentage of EL students meeting or exceeding grade level increased notably, their performance remains lower compared to the overall student body and other special programs.

Student Success Strengths

SBAC performance:

6th grade ELA

57% students were at or above grade level (3 or 4), surpassing the District of 36%

56% of students made typical or more than typical growth on SBAC, surpassing the District's number of 52%.

47% of students were meeting Catch up or Keep up AGP targets, compared to the District's 47%.

6th grade Math

47% of students were at or above grade level (3 or 4), surpassing the District's score of 29%.
68% of students made typical or more than typical growth on SBAC, surpassing the District number of 49%
50% of students are meeting state catch up/keep up AGP targets, surpassing the District number of 27%.

7th grade ELA

50% of students were at or above grade level (3 or 4), surpassing the District's score of 40%
62% of students made typical or more than typical growth, compared to the District average of 53%.
44% of students are meeting state catch up/keep up AGP targets, as compared to District's 35%.

7th grade Math

44% of students were at or above grade level (3 or 4), surpassing the District's score of 30%.
43% of students met the state's catch up/keep up AGP targets, as compared to the District's 29%.

8th grade ELA

48% of students of students were at or above grade level (3 or 4), surpassing the District's score of 37%
61% of students made typical or more than typical growth on SBAC, surpassing the District's score of 60%.
48% of students met the state's Catch up/Keep Up target, as opposed to the District's 38%.
19% of EL students were at or above standard, as opposed to 0% in 2023

8th grade Math

35% of students made typical or more than typical growth on SBAC, surpassing the District's score of 24%.
34% of students met the state's catch up/keep up AGP target, as opposed to the District's 25%
23% of EL students were at or above standards, compared to 0% in 2022.

8th grade Science

EL students performing at or above standard grew significantly over the year before.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Middle Schools across the country, including Billingshurst, are seeing slower than expected returns to pre-pandemic student performance. Chronic Absenteeism rate at 29.7% for 2022-23 SY. **Critical Root Cause:** There is a continued need to focus on data to drive planning, instruction, reflection and remediation. Billingshurst lacked a fluid and consistent academic intervention and data-monitoring system and lacked in the development of a solid system of support for struggling students. Billingshurst needs to focus on creating an equitable experience for our increasingly diverse student population.

Problem Statement 2 (Prioritized): Billingshurst continues to work on tightening up procedures regarding PLCs and the formation of common summative assessments. Expectations for common assessments and the progression of PLCs have not always been aligned across Teams, grade levels, and departments **Critical Root Cause:** A lack of uniformity in expectations for common assessments and PLC procedures across different Teams, grade levels, and departments had led to uneven progress in PLC practices, resulting in gaps in instructional coherence and misalignment in the development and use of common formative assessments.

Problem Statement 3 (Prioritized): Both our student and staff climate surveys indicate declines in key areas. Decreased staff-student relationships, social-emotional learning, and rising work stress among staff, alongside student challenges in respect, bullying, and SEL relationship skills. These trends highlight critical areas where we must strengthen school culture and support systems. **Critical Root Cause:** Several interconnected factors influence our school climate, including increased stress and workload on staff, which impacts their ability to build strong relationships. Gaps in social-emotional learning and insufficient resources for addressing bullying and respect among students contribute to a less supportive school environment. Changing educational demands strain both staff and students.

Adult Learning Culture

Adult Learning Culture Summary

At Billingshurst, the school maintains a strong culture of collaboration through scheduled Team/Department meetings every Wednesday, which are planned for the entire year. The Math and Science Departments demonstrate exemplary engagement with 100% participation in their Professional Learning Communities (PLCs), utilizing common assessments to track student progress. Both departments are effectively employing their curricula and adhering to common assessments. The ELA, Social Studies, and Science Departments, now in the second year of their new curricula, are actively refining their PLC practices, focusing on consistent pacing, planning, and assessment strategies.

Looking ahead, Billingshurst aims to further enhance PLC effectiveness by ensuring 100% participation and aligning expectations with note-takers to emphasize student needs and growth. There is a push for tighter expectations during PLCs, coupled with an increase in staff-to-staff observations (wisdom within the walls) to promote differentiation and effective student interventions. Additionally, the school plans to align with the District's strategic plan by implementing Teacher Clarity, fostering an adult learning community dedicated to continuous improvement in teaching practices.

Adult Learning Culture Strengths

Billingshurst has a culture of Team/Department meetings on Wednesdays, which are calendared for the year. Our Math Department continues to have 100% participation in PLC meets and uses common assessments. 100% of our Science Department is using the OpenSciEd curriculum and utilizing the common assessments. Our ELA, Social Studies, and Science Departments are in Year 2 of utilizing their new curricula and have continuously worked to develop their best PLC practices, especially around common pacing, planning, new materials and common assessments.

Problem Statements Identifying Adult Learning Culture Needs

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Connectedness

Connectedness Summary

Our recent staff and student climate surveys provide valuable insights into the strengths and areas for growth at Billingshurst. The staff climate survey revealed exceptionally high scores in expectations of student success (86%), safety (95%), and home-to-school communication (94%), all surpassing district averages. These positive results underscore our commitment to creating a supportive and secure learning environment and maintaining strong communication with families. However, there were notable declines in staff-student relationships, social-emotional learning, and work stress, indicating a need for improvement in these areas. The focus will be on enhancing staff-student connections, bolstering social-emotional support systems, and addressing work-related stress through professional development and increased mental health resources.

The student climate survey also showed encouraging progress in several areas, including SEL skills related to self-awareness (73%), self-management of goals (58%), and adult support (70%). Despite this, there were declines in critical areas such as student respect (52%), bullying (41%), and SEL relationship skills (66%). These declines highlight the need for targeted interventions to address issues of respect and bullying and to strengthen SEL programs. Moving forward, efforts will include implementing anti-bullying programs, promoting respect through school-wide initiatives, and providing additional SEL training to support healthier student relationships and a more positive school environment.

Connectedness Strengths

- **Staff Climate Survey:** Our recent staff climate surveys revealed exceptional results, with scores in Expectations of Student Success, Safety, and Home-to-School Communication far surpassing district averages. These positive outcomes reflect our commitment to fostering a supportive and secure learning environment, while maintaining strong, open lines of communication with families. We are proud of our collective efforts and will continue to build on this success to further benefit our students and community.
- Expectation of Success: 86% (+5)
- Safety: 95% (+4)
- Home-School Communication: 94%

- **Student Climate Survey:** Our recent student climate survey showed encouraging growth in key areas: SEL skills related to self-awareness and self-concept, SEL self-management of goals, and adult support. These gains reflect our efforts to help students develop a stronger sense of identity, set and achieve personal goals, and feel supported by the adults around them. To build on this momentum, we will continue to enhance SEL programs and ensure that every student has access to the guidance and resources needed to thrive.
- SEL Skills: Self Awareness of Self Concept: 73% (+3)
- SEL Self-Management of Goals: 58% (+4)

Adult Support: 70%

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Both our student and staff climate surveys indicate declines in key areas. Decreased staff-student relationships, social-emotional learning, and rising work stress among staff, alongside student challenges in respect, bullying, and SEL relationship skills. These trends highlight critical areas where we must strengthen school

culture and support systems. **Critical Root Cause:** Several interconnected factors influence our school climate, including increased stress and workload on staff, which impacts their ability to build strong relationships. Gaps in social-emotional learning and insufficient resources for addressing bullying and respect among students contribute to a less supportive school environment. Changing educational demands strain both staff and students.

Stakeholder Engagement

Stakeholder Engagement Summary

Prompt	Response
<p>In 2-3 sentences, describe how the district engages required stakeholder groups in the needs assessment and decision making processes including: Parents and families, students at risk of failure and dropping out, educators and school leaders, community groups, historically underrepresented groups (ELs and MLs, racially & ethnically diverse stakeholders, indigenous populations, economically disadvantaged, transient populations), private and charter schools, and other hard-to-reach groups.</p>	<p>The district actively engages required stakeholder groups in the needs assessment and decision-making processes through a variety of targeted approaches. The Student Voice Advocacy Group and parent groups provide valuable input on student needs and program effectiveness, while a re-engagement specialist addresses the needs of students at risk of chronic absenteeism. Additionally, collaboration with an indigenous liaison and support for children in transition ensure that the perspectives of historically underrepresented and economically disadvantaged populations are incorporated into decision-making, ensuring a comprehensive and inclusive approach.</p>
<p>What lessons did you learn from your stakeholder groups that are informing your improvement priorities for the upcoming school year?</p>	<p>From our stakeholder groups, we have learned several key lessons that are shaping our improvement priorities for the upcoming school year:</p> <ol style="list-style-type: none">1. Community Willingness to Support: The strong support from both our school community and local businesses highlights the value of leveraging these partnerships. Moving forward, we will enhance our collaboration with community organizations and businesses to create more opportunities for student enrichment and support.2. Importance of Diverse Student Input: Insights from the Student Voice Advocacy Group, which includes students from diverse and under-represented backgrounds, have been instrumental in shaping our school culture goals. This feedback underscores the need to continually involve a broad spectrum of student voices in decision-making processes to ensure our initiatives are inclusive and reflective of all student experiences. <p>These lessons are guiding us to prioritize deeper community engagement and a more inclusive approach to gathering and acting on student feedback, thereby fostering a more supportive and responsive school environment.</p>

Prompt	Response
<p>What has worked well in your previous engagement efforts?</p> <p>What might you do differently to increase or improve engagement moving forward?</p>	<ol style="list-style-type: none"> 1. Diverse Stakeholder Involvement: Engaging various stakeholder groups, such as the Student Voice Advocacy Group and parent groups, has provided a broad range of perspectives and valuable insights. This diverse involvement has helped in identifying and addressing specific needs and tailoring interventions effectively. 2. Targeted Support for At-Risk Students: The use of a re-engagement specialist to address chronic absenteeism has been successful in directly supporting students at risk of dropping out. This targeted approach has helped in improving attendance and engagement among students who are most vulnerable. 3. Collaboration with Indigenous Liaison and Support for Transient Populations: Working closely with the indigenous liaison and supporting children in transition has strengthened relationships with historically underrepresented and economically disadvantaged groups. This collaboration has ensured their unique needs are recognized and addressed in the decision-making process. <p>What Might Be Done Differently:</p> <ol style="list-style-type: none"> 1. Enhanced Communication Channels: To increase engagement, expanding communication channels to include more digital platforms and interactive tools could reach a wider audience, including hard-to-reach groups. Providing regular updates and opportunities for feedback through these channels could foster greater involvement.

Stakeholder Engagement Strengths

Billinghurst excels in stakeholder engagement through targeted approaches, such as leveraging the Student Voice Advocacy Group and parent input to effectively address student needs and enhance program effectiveness. The re-engagement specialist, attendance committee, and Home Visit team play a crucial role in supporting students at risk of chronic absenteeism, leading to improved attendance, parent/school partnerships, and engagement. Collaboration with an indigenous liaison and support for children in transition highlight Billinghurst's commitment to including historically underrepresented and economically disadvantaged populations in decision-making, ensuring their needs are addressed.

Strong support from the community and local businesses emphasizes the value of these partnerships. Insights from the Student Voice Advocacy Group underscore the importance of incorporating diverse student perspectives to shape an inclusive school culture, reflecting a broad range of experiences in decision-making. This comprehensive stakeholder involvement has been instrumental in tailoring interventions and improving overall program effectiveness.

Priority Problem Statements

Problem Statement 1: Middle Schools across the country, including Billingshurst, are seeing slower than expected returns to pre-pandemic student performance. Chronic Absenteeism rate at 29.7% for 2022-23 SY.

Critical Root Cause 1: There is a continued need to focus on data to drive planning, instruction, reflection and remediation. Billingshurst lacked a fluid and consistent academic intervention and data-monitoring system and lacked in the development of a solid system of support for struggling students. Billingshurst needs to focus on creating an equitable experience for our increasingly diverse student population.

Problem Statement 1 Areas: Student Success - Adult Learning Culture

Problem Statement 2: Billingshurst continues to work on tightening up procedures regarding PLCs and the formation of common summative assessments. Expectations for common assessments and the progression of PLCs have not always been aligned across Teams, grade levels, and departments

Critical Root Cause 2: A lack of uniformity in expectations for common assessments and PLC procedures across different Teams, grade levels, and departments had led to uneven progress in PLC practices, resulting in gaps in instructional coherence and misalignment in the development and use of common formative assessments.

Problem Statement 2 Areas: Student Success - Adult Learning Culture

Problem Statement 3: Both our student and staff climate surveys indicate declines in key areas. Decreased staff-student relationships, social-emotional learning, and rising work stress among staff, alongside student challenges in respect, bullying, and SEL relationship skills. These trends highlight critical areas where we must strengthen school culture and support systems.

Critical Root Cause 3: Several interconnected factors influence our school climate, including increased stress and workload on staff, which impacts their ability to build strong relationships. Gaps in social-emotional learning and insufficient resources for addressing bullying and respect among students contribute to a less supportive school environment. Changing educational demands strain both staff and students.

Problem Statement 3 Areas: Student Success - Connectedness

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- School goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Planning and decision-making committee minutes

Accountability Data

- State assessment performance report
- Comprehensive, Targeted, and/or Additional Targeted Support data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Special education
- EL
- Foster
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (Rtl)

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data

Parent/Family/Community Data

- Parent/family surveys and/or other feedback

- Parent/family engagement, opportunities, attendance, and participation
- Community surveys and/or other feedback

Support Systems and Other Data

- Master schedule
- Processes and procedures for teaching and learning, including program implementation

Goals


Goal 1: Student Success: By the end of the 2024-2025 school year, across all grades and demographic subgroups, Billinghurst will increase the percentage of students meeting or exceeding grade level standards in ELA, Math and Science (8th grade only) by at least three percentage points by enhancing support for English Learners (ELs) and diverse populations.

Aligns with District Priority

Annual Performance Objective 1: Increase the percentage of students performing at or above grade level (3 or 4) in ELA to 60% in 6th grade, 55% in 7th grade, and 55% in 8th grade by the end of the academic year.

Evaluation Data Sources: SBAC scores, iReady monitoring tools, quarterly assessments.

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: iReady Implement targeted interventions and differentiated instruction based on individual student needs through the use of iReady. Expand professional development for teachers focusing on advanced instructional strategies and formative assessment practice Action Steps:</p> <p>Implementation of a 30-minute Excel period for students to access iReady for a minimum of 90 minutes per week.</p> <p>Instead of utilizing one class period per week in core classes to implement iReady, iReady will be implemented in Excel, freeing up one hour every two weeks for teachers to focus on core content areas.</p> <p>An EL assistant, under the direction of a trained EL facilitator, will push in to Science classes, promoting vocabulary for all students, but in particular for our EL students.</p> <p>EL facilitator to provide training for everyday instruction of our EL students, and work with teachers on strategies to foster language development.</p> <p>Through a strong PLC process, Billingshurst will be able to identify students who may need extra support through the MTSS process. These students will use customized Pathways through iReady during Excel.</p> <p>Teacher development to foster student conversations and the use of academic language during classroom discussions.</p> <p>Formative Measures: iReady diagnostic measures; Tier III data collection. Position Responsible: Teachers; administration</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Promising Problem Statements/Critical Root Causes: Student Success 1, 2 - Adult Learning Culture 1, 2</p>	Status Check		
	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Annual Performance Objective 1 Problem Statements:

Student Success
<p>Problem Statement 1: Middle Schools across the country, including Billingshurst, are seeing slower than expected returns to pre-pandemic student performance. Chronic Absenteeism rate at 29.7% for 2022-23 SY. Critical Root Cause: There is a continued need to focus on data to drive planning, instruction, reflection and remediation. Billingshurst lacked a fluid and consistent academic intervention and data-monitoring system and lacked in the development of a solid system of support for struggling students. Billingshurst needs to focus on creating an equitable experience for our increasingly diverse student population.</p>

Student Success

Problem Statement 2: Billingshurst continues to work on tightening up procedures regarding PLCs and the formation of common summative assessments. Expectations for common assessments and the progression of PLCs have not always been aligned across Teams, grade levels, and departments. **Critical Root Cause:** A lack of uniformity in expectations for common assessments and PLC procedures across different Teams, grade levels, and departments had led to uneven progress in PLC practices, resulting in gaps in instructional coherence and misalignment in the development and use of common formative assessments.

Adult Learning Culture

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Annual Performance Objective 2: Increase the percentage of students performing at or above grade level (3 or 4) to 50% in 6th grade, 50% in 7th grade, and 45% in 8th grade by the end of the academic year.


Evaluation Data Sources: Regularly review student progress and adjust interventions based on data from common formative assessments. SBAC scores, iReady monitoring tools, and quarterly assessments will also be utilized to evaluate student success.

Summative Evaluation: Continue

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: iReady Introduction of supplemental resources to support math skills development, such as iReady and GoMath. Provide targeted professional development in math instruction and data-driven strategies.</p> <p>Implementation of a 30-minute Excel period for students to access iReady for a minimum of 90 minutes per week.</p> <p>Instead of utilizing one class period per week in core classes to implement iReady, iReady will be implemented in Excel, freeing up one hour every two weeks for teachers to focus on core content areas.</p> <p>An EL assistant, under the direction of a trained EL facilitator, will push in to Science classes, promoting vocabulary for all students, but in particular for our EL students.</p> <p>EL facilitator to provide training for everyday instruction of our EL students, and work with teachers on strategies to foster language development.</p> <p>Through a strong PLC process, Billinghurst will be able to identify students who may need extra support through the MTSS process. These students will use customized Pathways through iReady during Excel.</p> <p>Teacher development to foster student conversations and the use of academic language during classroom discussions.</p> <p>Formative Measures: iReady diagnostic performance; Tier III data collection; quarterly review of common formative assessments Position Responsible: Teachers, administration</p> <p>Evidence Level: Promising Problem Statements/Critical Root Causes: Student Success 1 - Adult Learning Culture 2</p>	Status Check		
	Jan	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Annual Performance Objective 2 Problem Statements:

Student Success

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Goal 2: Adult Learning Culture: By the end of the 2024-2025 school year, Billingshurst teachers will have produced aligned summative assessments for ELA, Social Studies, Science, and Math. Additionally, teachers will conduct quarterly reflections within their departments for common summative assessments to determine academic trends. Within their Academic Teams, members will conduct quarterly reflections to analyze behavioral and academic data and determine behavior trends within the team.


Aligns with District Priority


Annual Performance Objective 1: By the end of the 2024-2025 school year, ensure that 100% of teachers in the ELA, Social Studies, Science, and Math departments have collaboratively created and implemented aligned summative assessments that reflect consistent standards and learning objectives.

Evaluation Data Sources: Note-takers created during Team and Department PLCs and standards aligned summative assessments per department.

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: PLC Implement structured expectations for note-takers to ensure meetings focus on actionable discussions related to student needs and growth. Tighten meeting protocols to enhance productivity and relevance.</p> <p>Consistent use of note takers to drive discussion regarding academic trends</p> <p>Common summative assessments must be created and analyzed.</p> <p>Data collective from common summative assessments to be analyzed</p> <p>Ongoing monthly professional development around research-based instructional strategies.</p> <p>Collect and analyze student data in iReady</p> <p>Ongoing specialized and targeted support for special education teachers and EL assistant</p> <p>Admin to take monthly snapshots of Pathway Progress</p> <p>Formative Measures: Review of note-takers, summative assessments</p> <p>Position Responsible: administration</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Promising</p> <p>Problem Statements/Critical Root Causes: Student Success 2 - Adult Learning Culture 1</p>	Status Check		
	Jan	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Annual Performance Objective 1 Problem Statements:

Student Success

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Annual Performance Objective 2: By the end of the 2024-2025 school year, Billingshurst staff will have increased the frequency of staff-to-staff observations to foster a culture of continuous professional development and differentiation in teaching practices by developing a system for regular peer observations and feedback that aligns with Billingshurst's goal of improving differentiation and student interventions.

Evaluation Data Sources: Review observation reports and follow-up on action plans to ensure effective implementation of feedback. Review of systems for fostering staff-to-staff observations.

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: PLC Peer to peer observations Consistent use of note takers to drive discussion regarding academic trends Common summative assessments must be created and analyzed. Data collective from common summative assessments to be analyzed Ongoing monthly professional development around research-based instructional strategies. Collect and analyze student data in iReady Ongoing specialized and targeted support for special education teachers and EL assistant Admin to take monthly snapshots of Pathway Progress Formative Measures: observation reports Position Responsible: Administration for development Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Promising Problem Statements/Critical Root Causes: Student Success 1, 2 - Adult Learning Culture 1, 2	Status Check		
	Jan	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Annual Performance Objective 2 Problem Statements:

Student Success

Problem Statement 1: Middle Schools across the country, including Billingshurst, are seeing slower than expected returns to pre-pandemic student performance. Chronic Absenteeism rate at 29.7% for 2022-23 SY. **Critical Root Cause:** There is a continued need to focus on data to drive planning, instruction, reflection and remediation. Billingshurst lacked a fluid and consistent academic intervention and data-monitoring system and lacked in the development of a solid system of support for struggling students. Billingshurst needs to focus on creating an equitable experience for our increasingly diverse student population.

Problem Statement 2: Billingshurst continues to work on tightening up procedures regarding PLCs and the formation of common summative assessments. Expectations for common assessments and the progression of PLCs have not always been aligned across Teams, grade levels, and departments **Critical Root Cause:** A lack of uniformity in expectations for common assessments and PLC procedures across different Teams, grade levels, and departments had led to uneven progress in PLC practices, resulting in gaps in instructional coherence and misalignment in the development and use of common formative assessments.

Adult Learning Culture

Problem Statement 1: Billingshurst continues to work on tightening up procedures regarding PLCs and the formation of common summative assessments. Expectations for common assessments and the progression of PLCs have not always been aligned across Teams, grade levels, and departments **Critical Root Cause:** A lack of uniformity in expectations for common assessments and PLC procedures across different Teams, grade levels, and departments had led to uneven progress in PLC practices, resulting in gaps in instructional coherence and misalignment in the development and use of common formative assessments.


Problem Statement 2: Middle Schools across the country, including Billingshurst, are seeing slower than expected returns to pre-pandemic student performance. Chronic Absenteeism rate at 29.7% for 2022-23 SY. **Critical Root Cause:** There is a continued need to focus on data to drive planning, instruction, reflection and remediation. Billingshurst lacked a fluid and consistent academic intervention and data-monitoring system and lacked in the development of a solid system of support for struggling students. Billingshurst needs to focus on creating an equitable experience for our increasingly diverse student population.


Goal 2: Adult Learning Culture: By the end of the 2024-2025 school year, Billingshurst teachers will have produced aligned summative assessments for ELA, Social Studies, Science, and Math. Additionally, teachers will conduct quarterly reflections within their departments for common summative assessments to determine academic trends. Within their Academic Teams, members will conduct quarterly reflections to analyze behavioral and academic data and determine behavior trends within the team.


Annual Performance Objective 3: Teachers will conduct quarterly reflections within their departments to analyze the effectiveness of common summative assessments and identify academic trends by the end of each academic quarter.

Evaluation Data Sources: Standardized reflection template to guide discussions and identify trends; results of common summative assessments; analysis of demographic subgroup performance.

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: PLC Schedule and conduct quarterly reflection meetings focused on assessment data analysis, develop a standardized reflection template to guide discussions and identify trends. Foster a community that shares insights and adjusts assessment practices based on reflection outcomes.	Status Check		
	Jan	Apr	June
	Consistent use of note takers to drive discussion regarding academic trends Common summative assessments must be created and analyzed. Data collective from common summative assessments to be analyzed Ongoing monthly professional development around research-based instructional strategies. Collect and analyze student data in iReady Ongoing specialized and targeted support for special education teachers and EL assistant Admin to take monthly snapshots of Pathway Progress Formative Measures: Note takers from PLCs; quarterly reflection data; MTSS meeting notes Position Responsible: Teachers, administration Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Promising Problem Statements/Critical Root Causes: Student Success 2 - Adult Learning Culture 1		

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Annual Performance Objective 3 Problem Statements:

Student Success

Problem Statement 2: Billingshurst continues to work on tightening up procedures regarding PLCs and the formation of common summative assessments. Expectations for common assessments and the progression of PLCs have not always been aligned across Teams, grade levels, and departments **Critical Root Cause:** A lack of uniformity in expectations for common assessments and PLC procedures across different Teams, grade levels, and departments had led to uneven progress in PLC practices, resulting in gaps in instructional coherence and misalignment in the development and use of common formative assessments.

Adult Learning Culture





Problem Statement 1: Billingshurst continues to work on tightening up procedures regarding PLCs and the formation of common summative assessments. Expectations for common assessments and the progression of PLCs have not always been aligned across Teams, grade levels, and departments **Critical Root Cause:** A lack of uniformity in expectations for common assessments and PLC procedures across different Teams, grade levels, and departments had led to uneven progress in PLC practices, resulting in gaps in instructional coherence and misalignment in the development and use of common formative assessments.

Goal 2: Adult Learning Culture: By the end of the 2024-2025 school year, Billinghurst teachers will have produced aligned summative assessments for ELA, Social Studies, Science, and Math. Additionally, teachers will conduct quarterly reflections within their departments for common summative assessments to determine academic trends. Within their Academic Teams, members will conduct quarterly reflections to analyze behavioral and academic data and determine behavior trends within the team.

Annual Performance Objective 4: Within their Academic Teams, members will conduct quarterly reflections to analyze both behavioral and academic data, identifying trends and making data-driven decisions to support student success.

Evaluation Data Sources: Major and minor behavior data; common formative and summative assessments.

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: PLC Analysis of major and minor behavior trends</p> <p>Consistent use of note takers to drive discussion regarding academic trends</p> <p>Common summative assessments must be created and analyzed.</p> <p>Data collective from common summative assessments to be analyzed</p> <p>Ongoing monthly professional development around research-based instructional strategies.</p> <p>Collect and analyze student data in iReady</p> <p>Ongoing specialized and targeted support for special education teachers and EL assistant</p> <p>Admin to take monthly snapshots of Pathway Progress Formative Measures: Behavior data re: majors and minors Position Responsible: admin; academic Teams.</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Promising Problem Statements/Critical Root Causes: Student Success 1 - Adult Learning Culture 2</p>	Status Check		
	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Annual Performance Objective 4 Problem Statements:

Student Success

Problem Statement 1: Middle Schools across the country, including Billingshurst, are seeing slower than expected returns to pre-pandemic student performance. Chronic Absenteeism rate at 29.7% for 2022-23 SY. **Critical Root Cause:** There is a continued need to focus on data to drive planning, instruction, reflection and remediation. Billingshurst lacked a fluid and consistent academic intervention and data-monitoring system and lacked in the development of a solid system of support for struggling students. Billingshurst needs to focus on creating an equitable experience for our increasingly diverse student population.

Adult Learning Culture

Problem Statement 2: Middle Schools across the country, including Billingshurst, are seeing slower than expected returns to pre-pandemic student performance. Chronic Absenteeism rate at 29.7% for 2022-23 SY. **Critical Root Cause:** There is a continued need to focus on data to drive planning, instruction, reflection and remediation. Billingshurst lacked a fluid and consistent academic intervention and data-monitoring system and lacked in the development of a solid system of support for struggling students. Billingshurst needs to focus on creating an equitable experience for our increasingly diverse student population.

Goal 3: Connectedness: In order to foster a supportive and inclusive environment by enhancing staff-student relationships, strengthening social-emotional learning programs, and reducing bullying and disrespect, by the end of the 2024-2025 school year, Billingshurst will achieve a 10% increase in positive responses in these areas on the next climate surveys by implementing targeted interventions, increasing access to mental health and SEL resources, and promoting a culture of respect and collaboration across the school.





Aligns with District Priority

Annual Performance Objective 1:

By the end of the 2024-2025 school year, Billingshurst will increase positive responses in staff-student relationships, social-emotional learning, and anti-bullying efforts by 10% on the next climate surveys.

Evaluation Data Sources: Climate surveys

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: SEL Administration will work with the Student Voice advocacy group, Parent Group, and School Safety Team to address trends and concerns. Enhance SEL Relationship Skills</p> <p>SEL Curriculum: Expand and enhance the SEL curriculum with a focus on developing relationship skills, including communication, empathy, and conflict resolution. These skills will be addressed during Excel with the use of the Second Step program and targeted lessons.</p> <p>Recognition: Celebrate successes and improvements in staff and student climate to maintain motivation and acknowledge achievements. This includes documenting positive phone calls home once per month for select students.</p> <p>Formative Measures: Meeting notes from Parent Group meetings, Note-takers from School Safety Team meeting, and notes from Student Voice Advocacy group</p> <p>Position Responsible: Administration, teachers.</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Student Success 3 - Connectedness 1</p>	Status Check		
	Jan	Apr	June
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Annual Performance Objective 1 Problem Statements:

Student Success

Problem Statement 3: Both our student and staff climate surveys indicate declines in key areas. Decreased staff-student relationships, social-emotional learning, and rising work stress among staff, alongside student challenges in respect, bullying, and SEL relationship skills. These trends highlight critical areas where we must strengthen school culture and support systems. **Critical Root Cause:** Several interconnected factors influence our school climate, including increased stress and workload on staff, which impacts their ability to build strong relationships. Gaps in social-emotional learning and insufficient resources for addressing bullying and respect among students contribute to a less supportive school environment. Changing educational demands strain both staff and students.





Connectedness

Problem Statement 1: Both our student and staff climate surveys indicate declines in key areas. Decreased staff-student relationships, social-emotional learning, and rising work stress among staff, alongside student challenges in respect, bullying, and SEL relationship skills. These trends highlight critical areas where we must strengthen school culture and support systems. **Critical Root Cause:** Several interconnected factors influence our school climate, including increased stress and workload on staff, which impacts their ability to build strong relationships. Gaps in social-emotional learning and insufficient resources for addressing bullying and respect among students contribute to a less supportive school environment. Changing educational demands strain both staff and students.

Goal 3: Connectedness: In order to foster a supportive and inclusive environment by enhancing staff-student relationships, strengthening social-emotional learning programs, and reducing bullying and disrespect, by the end of the 2024-2025 school year, Billingshurst will achieve a 10% increase in positive responses in these areas on the next climate surveys by implementing targeted interventions, increasing access to mental health and SEL resources, and promoting a culture of respect and collaboration across the school.

Annual Performance Objective 2: By the end of the 2024-2025 school year, Billingshurst will expand SEL curriculum and training for staff to better address students' emotional and social needs, as well as integrate SEL practices into daily classroom activities and school-wide initiatives. We will be implementing one school-wide SEL lesson per month that is related to student/staff needs.

Evaluation Data Sources: Administrative observation and documentation, promotion of bimonthly SEL lessons in EXCEL

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: SEL Implementation of bi-monthly SEL lessons, utilizing Second Step Enhance SEL Relationship Skills</p> <p>SEL Curriculum: Expand and enhance the SEL curriculum with a focus on developing relationship skills, including communication, empathy, and conflict resolution. These skills will be addressed during Excel with the use of the Second Step program and targeted lessons.</p> <p>Recognition: Celebrate successes and improvements in staff and student climate to maintain motivation and acknowledge achievements. This includes documenting positive phone calls home once per month for select students.</p> <p>Formative Measures: Review of Second Step online usage Position Responsible: Admin</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Moderate Problem Statements/Critical Root Causes: Student Success 3 - Connectedness 1</p>	Status Check		
	Jan	Apr	June
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<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Annual Performance Objective 2 Problem Statements:

Student Success

Problem Statement 3: Both our student and staff climate surveys indicate declines in key areas. Decreased staff-student relationships, social-emotional learning, and rising work stress among staff, alongside student challenges in respect, bullying, and SEL relationship skills. These trends highlight critical areas where we must strengthen school culture and support systems. **Critical Root Cause:** Several interconnected factors influence our school climate, including increased stress and workload on staff, which impacts their ability to build strong relationships. Gaps in social-emotional learning and insufficient resources for addressing bullying and respect among students contribute to a less supportive school environment. Changing educational demands strain both staff and students.

Connectedness

Problem Statement 1: Both our student and staff climate surveys indicate declines in key areas. Decreased staff-student relationships, social-emotional learning, and rising work stress among staff, alongside student challenges in respect, bullying, and SEL relationship skills. These trends highlight critical areas where we must strengthen school culture and support systems. **Critical Root Cause:** Several interconnected factors influence our school climate, including increased stress and workload on staff, which impacts their ability to build strong relationships. Gaps in social-emotional learning and insufficient resources for addressing bullying and respect among students contribute to a less supportive school environment. Changing educational demands strain both staff and students.