

Clark County School District

Rogich, Sig MS

2025-2026 School Improvement Plan



Mission Statement

The mission of Sig Rogich Middle School is to provide students with a challenging middle school experience that will prepare them for high school success academically, behaviorally, and socially. Students will develop lifelong skills through direct instruction, hands-on learning, and the integration of technology.

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/sig_rogich_middle_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

The Spring 2025 MAP data reflects a 7% increase in the number of students scoring in the 70th percentile and above in Math from the Spring 2024 MAP assessment. There has been considerable growth in Math since the 2021-2022 school year. In Spring of 2022, 38% of students scored in the 70th percentile and above on the Math MAP assessment compared to 62% in Spring of 2025.

The number of students scoring in the 40th percentile and below in Math has shown a steady decrease since the 2021-2022 school year as measured by the Spring MAP data: 2021-2022 (28%), 2022-2023 (26%), 2023-2024 (18%), 2024-2025 (14.5%).

The Spring 2025 MAP data reflects a 5% increase in the number of students scoring in the 70th percentile and above in Reading from the Spring 2024 MAP assessment. There has been steady growth in Reading since the 2021-2022 school year. In Spring of 2022, 43% of students scored in the 70th percentile and above on the Math MAP assessment compared to 52% in Spring of 2025.

The number of students scoring in the 40th percentile and below in Reading has shown a steady decrease since the 2021-2022 school year as measured by the Spring MAP data: 2021-2022 (25%), 2022-2023 (22%), 2023-2024 (21%), 2024-2025 (17.5%).

Chronic absenteeism has decreased since the 2022-2023 school year: 2022-2023 (20.3%), 2023-2024 (16.6%), 2024-2025 (16.3%).

Student Success Areas for Growth

While there was a 5% increase in students performing in the 70th percentile and above in reading from Fall 2024 to Spring 2025, only 51.67% of students were in that range.

Various demographic groups scored significantly below the overall population in reading and math on the Spring 2025 MAP assessment.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Achievement rates for English Learners are below that of the population as a whole. English Learners have a 22% chronic absenteeism rate compared to the schoolwide 16%.	Provide targeted English language development instruction for English learners, focusing on improving their proficiency in academic English to support their understanding and success in Mathematics and Reading; Implement culturally responsive instructional practices that acknowledge and value the diverse backgrounds, experiences, and languages of English learners. Incorporate culturally relevant materials, examples, and resources to enhance their engagement and understanding; and offer small-group instruction specifically tailored to the needs of English learner students to allow for more individualized support and targeted instruction to address their language and content gaps. Provide professional development for teachers on instructional strategies to support English learners. Make regular phone calls home for students who are absent to build relationships and address any concerns that families may have that are keeping students from attending school.
Foster/Homeless	Gaps in academic progress due to inconsistent school enrollment.	Implement targeted academic support programs and additional academic interventions to address skill gaps, provide extra support, and promote academic growth. Counselors will meet with students and ensure that families have the necessary community supports in order to improve attendance. Make regular phone calls home for students who are absent to build relationships and address any concerns that families may have that are keeping students from attending school.

Student Group	Challenge	Solution
Free and Reduced Lunch	Gaps in academic progress due to inconsistent attendance and lack of necessary school supplies.	Continuously monitor and analyze data on student performance to identify trends and areas for improvement. Use this data to inform instructional decisions and target interventions effectively; use of technology (hot spots for families); provide school supplies for students who need them. Make regular phone calls home for students who are absent to build relationships and address any concerns that families may have that are keeping students from attending school.
Migrant/Title1-C Eligible	Gaps in academic progress due to inconsistent school enrollment.	Implement culturally responsive teaching; provide targeted English language development support to help migrant students improve their language proficiency. Offer specialized English as a Second Language (ESL) classes, language support services, or bilingual instructional approaches to facilitate their academic progress; and offer small-group instruction specifically tailored to the needs of English learner students to allow for more individualized support and targeted instruction to address their language and content gaps. Make regular phone calls home for students who are absent to build relationships and address any concerns that families may have that are keeping students from attending school.

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Our African American and Hispanic/Latino populations are achieving below the overall student population.	Implement culturally responsive teaching strategies; ensure equitable access to educational resources for racial and ethnic minority students, including textbooks, technology, and learning materials, as well as addressing any systemic barriers that may hinder their access to resources; and engage and involve parents and families of racial and ethnic minority students through regular communication, to foster partnerships between families and the school to create a collaborative and supportive educational environment. Make regular phone calls home for students who are absent to build relationships and address any concerns that families may have that are keeping students from attending school.
Students with IEPs	Our Special Education population are achieving below the overall student population.	Develop comprehensive and tailored IEPs for students with Individualized Education Plans that outline specific academic goals, accommodations, and modifications to support their learning in Mathematics and Reading. Regularly review and update the IEPs based on ongoing assessments and progress monitoring; provide specialized instruction to address the unique learning needs of students with IEPs; utilize assistive technology; ensure that assigned paraprofessionals work with students with IEPs in the classroom, providing effective additional assistance and individualized attention to support their academic growth.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): As measured by the Spring 2025 MAP data, the percentage of students in the 70th percentile and above in reading has remained stagnant.

Critical Root Cause: Inconsistent implementation of academic rigor and lack of understanding by teachers on how to effectively differentiate to increase rigor using Tier I instructional materials.

Adult Learning Culture

Adult Learning Culture Areas of Strength

A school-wide PLC+ template, lesson plan template, and Reading, Analysis, and Writing rubric have been implemented. Non-Negotiables for lesson implementation focused on strategic and extended thinking have been developed and implemented across curriculum.

Adult Learning Culture Areas for Growth

Consistent use of PLC template in meetings that incorporates effective data analysis. Increase in the implementation of daily rigorous learning opportunities in all classrooms through differentiation, scaffolding, and higher-order thinking.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Teachers and staff need continued professional development on effective teaching strategies for English Learners.	Continuously monitor and analyze data on student performance to identify trends and areas for improvement. Weekly professional development focused on targeted differentiation and scaffolding strategies for English Learners.
Foster/Homeless	Teachers and staff need continued professional development on effective teaching strategies to meet the needs of all students.	Continuously monitor and analyze data on student performance to identify trends and areas for improvement. Emphasize differentiation and scaffolding during every professional development opportunity.

Student Group	Challenge	Solution
Free and Reduced Lunch	Teachers and staff need continued professional development on effective teaching strategies to meet the needs of all students.	Continuously monitor and analyze data on student performance to identify trends and areas for improvement. Use this data to inform instructional decisions and target interventions effectively; use of technology (hot spots for families).
Migrant/Title1-C Eligible	Teachers and staff need professional development on differentiation and scaffolding to effectively meet the needs of all students.	Continuously monitor and analyze data on student performance to identify trends and areas for improvement. Weekly professional development focused on targeted differentiation and scaffolding strategies for English Learners; Implement culturally responsive teaching practices; provide targeted English language development support to help migrant students improve their language proficiency. Continue to implement an FLS class, a dedicated English class for newcomers, and an early bird support class for English Learners; and offer small-group instruction specifically tailored to the needs of English learner students to allow for more individualized support and targeted instruction to address their language and content gaps.
Racial/Ethnic Minorities	Teachers and staff need professional development on culturally inclusive teaching strategies.	Continuously monitor and analyze data on student performance to identify trends and areas for improvement. Emphasize differentiation and scaffolding during every professional development opportunity.
Students with IEPs	Teachers and staff need professional development on differentiation and scaffolding to effectively meet the needs of all students.	Continuously monitor and analyze data on student performance to identify trends and areas for improvement. Emphasize differentiation and scaffolding during every professional development opportunity.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): During PLCs, teachers must consistently analyze student data, utilize data-driven, evidence-based teaching strategies, and develop effective structures that meet the needs of all learners.

Critical Root Cause: Lack of understanding and implementation of evidence-based teaching strategies, including differentiation and scaffolding, to effectively meet the needs of all learners.

Connectedness

Connectedness Areas of Strength

Rogich Middle School students are actively involved in a number of clubs, sports, and school-based activities, as well as high parent involvement.

Connectedness Areas for Growth

Building consistent restorative disciplinary practices among all staff members and students to establish, strengthen, and maintain positive relationships. Staff members need to be aware of their own implicit biases and how they impact teaching and learning.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Ensure that English Learners understand the schoolwide expectations as well as the supports available to them.	Build into our data analysis protocol the practice of disaggregating data to ensure that all students are receiving the support they need to be successful. Implement culturally responsive instructional practices that acknowledge and value the diverse backgrounds, experiences, and languages of English learner students. Incorporate culturally relevant materials, examples, and resources to enhance their engagement and understanding of the Citizenship Rubric expectations. Ensure that families receive a copy of the Citizenship Rubric and provide additional details, as needed.
Foster/Homeless	Ensure that students understand the schoolwide expectations as well as the supports available to them.	Build into our data analysis protocol the practice of disaggregating data to ensure that all students are receiving the support they need to be successful. Counselors will meet with students to ensure access to needed supports.

Student Group	Challenge	Solution
Free and Reduced Lunch	Ensure that students understand the schoolwide expectations as well as the supports available to them.	Build into our data analysis protocol the practice of disaggregating data to ensure that all students are receiving the support they need to be successful. Counselors will meet with students to ensure access to needed supports.
Migrant/Title1-C Eligible	Ensure that students understand the schoolwide expectations as well as the supports available to them.	Build into our data analysis protocol the practice of disaggregating data to ensure that all students are receiving the support they need to be successful. Implement culturally responsive instructional practices that acknowledge and value the diverse backgrounds, experiences, and languages of all students.
Racial/Ethnic Minorities	African American and Hispanic/Latino students are disproportionately represented in behavior referrals.	Efforts have been made to create inclusive programs in support of historically underrepresented or marginalized populations within student groups. Emphasize the importance of implementing culturally responsive instructional strategies with teachers and staff. Include regular professional development on culturally responsive teaching strategies.
Students with IEPs	Ensure that students understand the schoolwide expectations as well as the supports available to them.	Accommodations and supports are available to support students in the classroom.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): The use of exclusionary discipline practices impedes student learning.

Critical Root Cause: Lack of communicating and reinforcing Tier 1 behavioral expectations through positive behavioral interventions and supports.

Priority Problem Statements

Problem Statement 1: As measured by the Spring 2025 MAP data, the percentage of students in the 70th percentile and above in reading has remained stagnant.

Critical Root Cause 1: Inconsistent implementation of academic rigor and lack of understanding by teachers on how to effectively differentiate to increase rigor using Tier I instructional materials.

Problem Statement 1 Areas: Student Success

Problem Statement 2: During PLCs, teachers must consistently analyze student data, utilize data-driven, evidence-based teaching strategies, and develop effective structures that meet the needs of all learners.

Critical Root Cause 2: Lack of understanding and implementation of evidence-based teaching strategies, including differentiation and scaffolding, to effectively meet the needs of all learners.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: The use of exclusionary discipline practices impedes student learning.

Critical Root Cause 3: Lack of communicating and reinforcing Tier 1 behavioral expectations through positive behavioral interventions and supports.

Problem Statement 3 Areas: Connectedness

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 Mathematics
- Criterion-Referenced Test in Science
- End-of-Unit Assessments
- Grades
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Nevada Alternate Assessment (NAA)
- Smarter Balanced (SBAC)
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Screener

Adult Learning Culture

- Lesson Plans
- 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
- Teacher evaluation
- Walk-through data

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Demographic data
- PBIS/MTSS data
- Perception/survey data
- Social Emotional Learning Data
- Other

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: By the end of Spring instruction 2026, 15% of students currently performing at the 61st percentile and above in reading on the Fall 2025 MAP Assessment will show growth as measured by the Spring 2026 MAP Growth Assessment.

Aligns with District Goal

Formative Measures: Winter MAP data.

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Ensure that all students are appropriately placed and receiving differentiated instruction to meet the needs of all learners, including those students scoring in the 70th percentile and above on their Reading MAP assessment.				Status Check		EOY Reflection
				Oct	Feb	June
				In progress	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Review historical MAP Growth Assessment data to identify specific areas of weakness and patterns among students scoring above the 70th percentile in reading.	Administrative team and all teachers	Summer 2025 and Staff Development Days in August and September.			
2	Incorporate research-based instructional practices that have proven effective in improving student achievement in Reading, including differentiation and scaffolding.	All staff members	Ongoing throughout the year			
3	Provide professional learning to teachers on effectively differentiating to increase rigor in every classroom.	Administrative team	Staff Development days throughout the year. Weekly targeted professional learning.			
4	Provide professional development to ensure teachers can effectively analyze data and identify students or student groups for targeted interventions.	Administrative team	Staff development days throughout the year.			
5	Create a positive and inclusive classroom environment that promotes engagement, motivation, and a growth mindset among students.	All staff members	Ongoing throughout the year			
6	Continue to review student achievement data	Administrative team and all teachers	Monthly			

Action #	Actions for Implementation	Person(s) Responsible	Timeline
7	Level classes to ensure students are placed appropriately and monitor student progress to confirm that each student is appropriately placed.	Administrative team and counselors	Quarterly
8	The learning strategist will work closely with teachers and students to provide differentiated support to increase rigor in the classroom	Learning strategist	Ongoing
9	Ensure that instructional rounds are focused on identifying strategies to increase rigor for all students, including our high achieving students.	Administrative team and teachers invited to engage in instructional rounds	Monthly

Position Responsible: The administrative team

Resources Needed: MAP and Common Assessments Data
2024-2025 SBAC data
Time
PLC meetings for alignment

Evidence Level

Level 1: Strong: Amplify Science
Level 2: Moderate: HMH Into Literature (2); MAP Growth Assessments (2)
Level 3: Promising: Carnegie Math

Problem Statements/Critical Root Cause: Student Success 1

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: As measured by the Spring 2025 MAP data, the percentage of students in the 70th percentile and above in reading has remained stagnant. Critical Root Cause: Inconsistent implementation of academic rigor and lack of understanding by teachers on how to effectively differentiate to increase rigor using Tier I instructional materials.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Ensure that all teachers are actively and regularly participating in the PLC + process to foster the consistent implementation of rigorous Tier I instruction through teacher and student interaction with the learning intention and success criteria daily. Instructional monitoring observation data will show that in 60% of observations, instruction is differentiated and/or scaffolds are used in order to maintain high expectations for all students.

Aligns with District Goal

Formative Measures: Administrative supervision of weekly PLC meetings, weekly review of each PLC+ template, monthly classroom walkthroughs, and review of weekly lesson plans.

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Implement specific PLC structures aligned with the PLC + model to foster the consistent use of standards-based, rigorous, and grade-level appropriate instruction and learning tasks for Tier I Instruction.				Status Check		EOY Reflection
				Oct	Feb	June
				In progress	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Effective communication and training on the expectations for PLCs.	Administrative team	August PD with reviews on the 4 PD days throughout the year			
2	Professional development for teachers that includes strategies for differentiation and scaffolding.	Administrative team	August PD with reviews on the 4 PD days throughout the year			
3	PLC+ Standard Unwrapping to be completed weekly by each PLC. PLC+ monitoring tool submitted each week.	Each PLC with attendance and monitoring by supervising administrators.	Weekly			
Position Responsible: Administrative team Resources Needed: Further training on PLC template and data analysis. Evidence Level Level 1: Strong: Build a committed staff and provide professional development (1) Level 2: Moderate: Professional Learning Communities (PLC) (2); Level 3: Promising: Analyze data in PLCs (3) Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: During PLCs, teachers must consistently analyze student data, utilize data-driven, evidence-based teaching strategies, and develop effective structures that meet the needs of all learners. **Critical Root Cause:** Lack of understanding and implementation of evidence-based teaching strategies, including differentiation and scaffolding, to effectively meet the needs of all learners.

Inquiry Area 3: Connectedness

SMART Goal 1: Reduce the suspension rate for students from 23% to 20% during the 2025-2026 school year, as measured by school-wide behavior data.

Aligns with District Goal

Formative Measures: Monitoring of weekly behavior data, engaging in classroom observations to ensure that teachers are using the schoolwide expectations to reinforce tier I behavior expectations.

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Strengthen Tier I Positive Behavioral Interventions and Supports (PBIS) by identifying necessary action steps based on the results of the Tiered Fidelity Inventory (TFI) 3.0.				Status Check		EOY Reflection
				Oct	Feb	June
					No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Administer TFI 3.0 to obtain baseline data.	Leadership Team	June 2025			
2	Based on the results of the TFI, prioritize one to three items for implementation focus.	PBIS/MTSS Leadership Team	Ongoing: August-December 2025			
3	Administer the TFI 3.0, focused on the prioritized implementation items to monitor progress	Leadership Team	January 2025			
4	Continue to work on strengthening Tier I PBIS implementation	PBIS/MTSS Leadership Team	Ongoing: January-May 2026			
5	Administer the TFI 3.0, focused on the prioritized implementation items to monitor progress	Leadership Team	May 2026			
6	Develop and implement a positive behavior intervention and supports (PBIS) system.	PBIS/MTSS Leadership Team	Ongoing throughout the year.			
7	Begin monthly homerooms to increase social emotional learning and focus on schoolwide expectations.	PBIS/MTSS Leadership team and teachers.	Monthly beginning in August			
Position Responsible: PBIS Leadership Team Resources Needed: PBIS Leadership Team, TFI Data Evidence Level Level 1: Strong: PBIS Level 2: Moderate: Creating a Positive School Climate and Culture Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: The use of exclusionary discipline practices impedes student learning. Critical Root Cause: Lack of communicating and reinforcing Tier 1 behavioral expectations through positive behavioral interventions and supports.

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$11,243,861.00	Service level agreements Payroll Prep buys Supplies	Inquiry Area 1 - Student Success; Inquiry Area 2 - Adult Learning Culture Inquiry Area 3 - Connectedness
At-Risk Weighted Allocation	\$421,675.00	Licensed staff Supplies	Inquiry Area 1 - Student Success; Inquiry Area 2 - Adult Learning Culture Inquiry Area 3 - Connectedness
EL Weighted Allocation	\$390,453.00	Licensed staff Supplies	Inquiry Area 1 - Student Success; Inquiry Area 2 - Adult Learning Culture
General Carry Forward	\$1,817,558.00	Service level agreements Payroll Prep buys Supplies	Inquiry Area 1 - Student Success; Inquiry Area 2 - Adult Learning Culture Inquiry Area 3 - Connectedness
At-Risk Weighted Carry Forward	\$101,783.00	Licensed staff Supplies	Inquiry Area 1 - Student Success; Inquiry Area 2 - Adult Learning Culture Inquiry Area 3 - Connectedness
EL Weighted Carry Forward	\$31,053.00	Licensed staff Supplies	Inquiry Area 1 - Student Success; Inquiry Area 2 - Adult Learning Culture
Title IA	\$0		

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)

Continuous Improvement Team

Team Role	Name	Position
Required	Susan Harrison	Principal
CI Team Lead	Laura Alford	Assistant Principal
Member	Christina Murakami	Assistant Principal
Member	Claudine Robinson	SSIF
Member	Amy Dolan	Counselor
Member	Anneliese McKelley	Teacher
Member	Cindy Jacobs	Support Staff
Member	Jason Oberg	Parent

Community Outreach Activities

Activity	Date	Lesson Learned
SOT Meeting	08/25/25	School Improvement Plan was presented to the School Operating Team. All members agree with current inquiry areas.
SOT Meeting	09/22/25	School Improvement Plan is on target.