Clark County School District

Rogich, Sig MS

2025-2026 Status Checks with Notes

District Approval Date: February 18, 2026

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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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. **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	**Oct:** In progress **October Lessons Learned** Student data has been analyzed and classes leveled to meet the current needs of all students. MAP data was the focus of both our September and October Staff Development Days. The focus was on analyzing MAP data to identify focus areas for targeted small group instruction. We also shared teaching strategies to differentiate and scaffold instruction with the expectation that we will see small group instruction as well as differentiation and scaffolding during our instructional rounds. In addition, the learning strategist is working closely with teachers to address the needs of their students. She is pushing into classes to work with small groups weekly. **October Next Steps/Need** MAP data will be reviewed after the winter assessments to gauge student progress and growth. At that time, we will evaluate the individual needs of our students and make schedule changes, as needed. Ongoing professional development will be focused on analyzing student data and using differentiation and scaffolding to the meet the needs of all students. **Feb:** In progress **February Lessons Learned** Winter MAP data indicates that the percentage of students scoring at or above the 61st percentile increased from 66.7% in

fall to 71.9% in winter, with 52.7% of these students demonstrating growth. While this reflects positive momentum, growth rates vary by grade level, with Grade 8 showing comparatively lower growth. These findings suggest that while differentiated Tier I practices are being implemented, consistency and depth of rigor remain ares for continued refinement.

-Differentiation alone does not guarantee growth for high-achieving students; intentional planning for increased rigor and cognitive demand is required.

-PLC conversations are strongest when teachers analyze item-level MAP data rather than broad percentile bands.

-Students benefit most when learning intentions and success criteria explicitly articulate what growth looks like for students already performing above grade level.

-Variability across grade levels shows the need for tighter vertical alignment of rigor.

February Next Steps/Need

-Strengthen PLC protocols to require identification of specific instructional moves that increase rigor for high-performing readers.

-Use instructional rounds to monitor evidence of extended thinking, text complexity, and student discourse, particularly in Grade 8.

-Provide targeted professional learning on differentiating up, including exemplar tasks and model lessons.

-Continue quarterly monitoring of MAP growth data and adjust instructional groupings and supports accordingly.

June:

June Lessons Learned

June Next Steps/Need

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. **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	**Oct:** In progress **October Lessons Learned** All teachers meet regularly in their Professional Learning Communities (PLCs). Current Focal Point Data shows that approximately 80% of teachers are incorporating differentiation or scaffolds into their lessons to meet the needs of all students. Regular administrative supervision of weekly PLC meetings has been effective in encouraging teacher participation. **October Next Steps/Need** We will continue to provide ongoing professional learning with regard to effective PLCs. In addition, we need to continue provide professional development on targeted instruction with small groups, differentiation, and scaffolding techniques. **Feb:** In progress **February Lessons Learned** Progress monitoring data indicates growing implementation of differentiation and scaffolding practices. Current data shows 62% of observations reflected differentiation and 63% reflected scaffolding, increasing to 83% and 85% respectively when "Not Necessary" observations are excluded.These data points demonstrate improving instructional practice, though they also reveal inconsistencies in applicationacross classrooms and content areas. -Clear PLC structures and template support consistency, but effective data analysis requires continued modeling and

feedback.

-Teachers are more likely to implement differentiation when professional learning is immediately connected to upcoming lessons.

-Observation data shows that scaffolds are more frequently present than intentional differentiation, suggesting a need to deepen understanding of how scaffolding, differentiation, and rigor coexist.

-Ongoing administrative presence in PLCs increases fidelity to the PLC+ process.

February Next Steps/Need

-Refine PLC expectations to emphasize analisys->instructional response -> progress monitoring, using common student work.
-Continue regular professional learning focused on learning progressions, success criteria, and strategic scaffolds.
-Use observation feedback cycles to provide specific, actionable coaching tied to differentiation and scaffolds.
-Leverage teacher leaders to model effective PLC facilitation and instructional practices.

June:

June Lessons Learned

June Next Steps/Need

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.
    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
	Oct: In progress
	
	October Lessons Learned
	A Positive Behavioral Interventions and Support Team has been created and includes a variety of school community members. The team meets monthly to analyze data and discuss areas of success and areas for growth. Monthly homerooms have begun with a focus on strengthening schoolwide expectations.
	
	October Next Steps/Need
	The Fall TFI 3.0 needs to be completed prior to October 31, 2025. The PBIS team will continue to meet monthly to analyze data and implement improvements to the program. Monthly homerooms will continue to focus on engaging ways to strengthen student understanding of the schoolwide expectations.
	
	Feb: In progress
	
	February Lessons Learned
	Schoolwide behavior data indicates emerging progress toward reducing exclusionary discipline practices, though suspension rates remain well above the targeted goal. While suspension rates for our African American students remain disproportionate, our Hispanic rates are proportionate. Data reviews reveal patterns of inconsistent Tier I PBIS implementation across settings and varying levels of staff confidence in restorative practices. These findings affirm the importance of continued focus on consistent expectations, proactive behavior instruction, and relationship-centered responses.
	-Tier I PBIS systems are most effective when expectations are explicitly taught, modeled, and reinforced across all

classrooms.
-Staff benefit from clear guidance and shared language around restorative responses to behavior.
-Disaggregated behavior data provides critical insight into disproportionality and informs more equitable supports.

February Next Steps/Need
-Use TFI results to prioritize 1-3 high-leverage PBIS action steps and monitor progress quarterly.
-Increase professional learning focused on restorative practices and implicit bias awareness.
-Strengthen communication of behavior expectations to students and families, including explicit instruction on the Citizenship Rubric during monthly homerooms.
-Continue weekly review of behavior data to guide targeted supports and ensure timely interventions.
-Counselors will emphasize positive school behavior during classroom lessons.

June:

June Lessons Learned

June Next Steps/Need