

**Clark County School District**  
**Miley Achievement Secondary**  
**2025-2026 Status Checks with Notes**



# Mission Statement

We strive to provide our students with the behavioral, social and emotional supports necessary to promote positive meaningful relationships, character development, responsible citizens and academic achievement.

## Vision

We strive to provide our students with the behavioral, social and emotional supports necessary to promote positive, meaningful relationships, character development, responsible citizens, and academic achievement.

# 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/miley\\_achievement\\_center\\_sec/nspf/](https://nevadareportcard.nv.gov/DI/nv/clark/miley_achievement_center_sec/nspf/)

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# Inquiry Areas

## Inquiry Area 1: Student Success

**SMART Goal 1:** Increase the percentage of students meeting their growth target in ELA from 41% (spring, 2025) to 47% (spring, 2026), as measured by the MAP assessment

**Formative Measures:** MAP Assessment

**Aligns with District Goal**

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> MRI #5 - Provide evidence-based Tier I and/or Tier II instruction to reduce the academic deficiencies and learning gaps for identified students including (MRI #2): Implementation of differentiated instruction.</p> <p><b>Position Responsible:</b> Assistant Principal</p> <p><b>Resources Needed:</b> Title I, 1003(a) will provide: Teaching and Learning Expectations for Tier II Instruction Student assessment and progress monitoring data</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Evidence Level</b> Level 1: Strong: Build a committed staff and provide professional development (1); Multi-Tiered Systems of Support (MTSS) Build a committed staff and provide professional development; Multi-Tiered Systems of Support (MTSS) Level 3: Promising: Analyze data in PLCs</p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 1</p>	<p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b> Frequent fidelity walkthroughs, paired with feedback, have shown through data to positively impact instructional practices and increase academic achievement through the action for implementation.</p> <p><b>October Next Steps/Need</b> We will continue conducting frequent fidelity walkthroughs and providing timely, actionable feedback to teachers to sustain growth in instructional practices and further increase academic achievement.</p> <p><b>Feb:</b> No review</p> <p><b>February Lessons Learned</b></p> <p><b>February Next Steps/Need</b></p> <p><b>June:</b></p> <p><b>June Lessons Learned</b></p> <p><b>June Next Steps/Need</b></p>

## **Inquiry Area 2: Adult Learning Culture**

**SMART Goal 1:** By the end of the 2025-2026 school year, 100% of identified staff will receive ongoing professional learning sessions for teachers during professional learning communities (PLCs), focusing on high-quality Tier II English Language Arts (ELA) instruction and Math intervention as measured by sign-in sheets and PLC observations.

**Formative Measures:** PLC sign-in sheets

PLC feedback forms

Classroom walkthrough data

Assessment Results

**Aligns with District Goal**

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> (MRI #2): Analyze student performance data to plan to respond to all students' learning needs and inform Tier II instructional decisions.</p> <p><b>Position Responsible:</b> Administration</p> <p><b>Resources Needed:</b> Title I, 1003(a) funds will provide: ThinkCERCA Implementation manager</p> <p>Additional Resources: Teaching and Learning Expectations for Tier II Instruction Student assessment and progress monitoring data ThinkCERCA monitoring tool data Look-for tools (Instructional walks and PLC) Funding for a literacy conference, books, and extra-duty pay for Saturday institutes Funding and coaching support for Tier II Math Intervention Teaching and Learning Expectations for PLCs (Plan and Analyze) Student assessment and progress monitoring data Monitoring tool data District personnel for Saturday institutes</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p> <p><b>Evidence Level</b> Level 1: Strong: Build a committed staff and provide professional development; Multi-Tiered Systems of Support (MTSS) Level 2: Moderate: ThinkCERCA Level 3: Promising: Analyze data in PLCs</p> <p><b>Problem Statements/Critical Root Cause:</b> Adult Learning Culture 1</p>	<p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b> Ongoing coaching and modeling has a stronger impact on teacher practice than one-time PD sessions. Small-group and individualized supports are more effective when scheduled consistently and not interrupted by competing priorities.</p> <p><b>October Next Steps/Need</b> Continue prioritizing ongoing coaching and modeling for teachers, as well as protecting consistent small-group and individualized support time, since both practices have shown a strong positive impact on student learning and teacher growth.</p> <p><b>Feb:</b> No review</p> <p><b>February Lessons Learned</b></p> <p><b>February Next Steps/Need</b></p> <p><b>June:</b></p> <p><b>June Lessons Learned</b></p> <p><b>June Next Steps/Need</b></p>

**Inquiry Area 3:** Connectedness

**SMART Goal 1:** Decrease the percentage of students with chronic absenteeism from 48% in 2024-2025 to 40% in 2025-2026 measured by the chronic absenteeism rate on the APF.

**Formative Measures:** Chronic Absenteeism Data  
Praise/Criticism Ratios  
SEL Survey Data

**Aligns with District Goal**

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> 8:1 praise/criticism ratio (selective attention)</p> <p><b>Position Responsible:</b> Administration</p> <p><b>Resources Needed:</b> Data, Teachers, Character Strong</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p> <p><b>Evidence Level</b></p> <p><b>Problem Statements/Critical Root Cause:</b> Connectedness 1</p>	<p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b> Consistently implementing an 8:1 praise-to-criticism ratio helps create a more positive classroom climate and increases student engagement; however, staff noted that maintaining this ratio requires intentional planning, real-time awareness, and ongoing practice to become a natural part of instruction.</p> <p><b>October Next Steps/Need</b> Provide targeted professional learning and coaching focused on embedding positive reinforcement strategies into daily routines, including modeling, real-time feedback, and peer sharing during PLCs, to support staff in sustaining the 8:1 praise/criticism ratio across all classrooms.</p> <p><b>Feb:</b> No review</p> <p><b>February Lessons Learned</b></p> <p><b>February Next Steps/Need</b></p> <p><b>June:</b></p> <p><b>June Lessons Learned</b></p> <p><b>June Next Steps/Need</b></p>

Improvement Strategy 2 Details	Reviews
<p><b>Improvement Strategy 2:</b> Provide incentives and interventions to students for attendance.</p> <p><b>Position Responsible:</b> Administration</p> <p><b>Resources Needed:</b> Professional learning in PTHV Time Staff</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p> <p><b>Evidence Level</b></p> <p><b>Problem Statements/Critical Root Cause:</b> Connectedness 1</p>	<p><b>Oct:</b></p> <p><b>October Lessons Learned</b> Regular monitoring of daily, weekly, and monthly attendance data allows staff to spot concerning trends before they become chronic.</p> <p><b>October Next Steps/Need</b> Sustain and grow incentive programs that celebrate improved and excellent attendance at both individual and classroom levels.</p> <p><b>Feb:</b> No review</p> <p><b>February Lessons Learned</b></p> <p><b>February Next Steps/Need</b></p> <p><b>June:</b></p> <p><b>June Lessons Learned</b></p> <p><b>June Next Steps/Need</b></p>