

**Clark County School District**

**Miley Achievement ES**

**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/nspf/](https://nevadareportcard.nv.gov/DI/nv/clark/miley_achievement_center/nspf/)

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# Inquiry Areas

## Inquiry Area 1: Student Success

**SMART Goal 1:** Maintain the percentage of students making growth in reading from 85% in spring 2024-2025 to over 85%, and math from 81% in spring 2024-2025 to over 80% by the end of the 2025-2026 school year 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: 95 Literacy Intervention System 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, 4.1, 4.2</p> <p><b>Evidence Level</b> Level 1: Strong: Core 95</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.</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) and Math instruction and 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> None</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), 95 Phonics Core Program 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>

Improvement Strategy 2 Details	Reviews
<p><b>Improvement Strategy 2:</b> (MRI #4) Provide job embedded coaching and professional learning for teachers.</p> <p><b>Position Responsible:</b> Administration</p> <p><b>Resources Needed:</b> Title I, 1003(a) funds will provide: Implementation Managers</p> <p>Additional Resources: 95 Phonics Program (funded centrally) Teaching and Learning Expectations for Tier I &amp; Tier II Instruction Student assessment and progress monitoring data 95 Phonics Look-For-Tool</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; Multi-Tiered Systems of Support (MTSS); 95 Phonics Core Program (1) 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> Partnering with the 95 Percent Group implementation manager has provided teachers and support staff with clear, research-based instructional routines and pacing strategies that are improving consistency and confidence in delivering Tier I and Tier II instruction. Ongoing collaboration and coaching have helped staff better identify student needs and adjust instruction to promote measurable gains in student achievement.</p> <p><b>October Next Steps/Need</b> Continue the partnership with the 95 Percent Group school coach to deepen staff expertise by offering advanced professional learning sessions, modeling lessons, and data-review opportunities. Focus next on refining pacing and differentiation to ensure that all students, including those requiring intervention, receive targeted and effective instruction that accelerates 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 31% in 2024-2025 to 25% 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> Assistant Principal</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>