Clark County School District

Miley Achievement Secondary

2026-2027 Status Checks with Notes

Accreditation Status
Accredited



District Approval Date: October 28, 2026

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_ctr_j-shs/2026/nspf/

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Maintain the percentage of students demonstrating growth in reading and math from fall 2026 to spring 2027, as measured by interim assessments. (41st Percentile)
2024-2025: Math proficiency 0%, Reading 5%
2025-2026: Math proficiency 7%, Reading 30%
(Academic Excellence: Strong Readers, Writers, and Communicators)
(Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)
Goal:
2025- 2026. By Spring 2027, increase proficiency in Math from 7% (Spring 2026) to 10% (Spring 2027).
By Spring 2027, increase proficiency in Reading from 30% (Spring 2026) to 35% (Spring 2027).

Fall 2026 i-Ready Data:
100% of students scored below grade level in Reading.
100% of students scored below grade level in Math.

Aligns with District Goal

Formative Measures: iReady Assessment

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Provide evidence-based Tier I and/or Tier II instruction to reduce academic deficiencies and learning gaps among identified students, including differentiated instruction. **Position Responsible:** Assistant Principal **Resources Needed:** Title I, 1003(a) will provide: 95 Literacy Intervention System Teaching and Learning Expectations for Tier II Instruction Student assessment and progress monitoring data **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 1: Strong: Core 95 **Problem Statements/Critical Root Cause:** Student Success 1	**Oct:** In progress **October Lessons Learned** Fall 2026 i-Ready Data: 100% of students scored below grade level in Reading. 100% of students scored below grade level in Math. Administering the initial iReady assessment successfully established baseline data, allowing teachers and strategists to effectively launch daily Tier 2 small group instruction in reading (95 Lesson Library) and math (Kathy Richardson strategies) while maintaining daily Tier 1 HMH grade-level lessons and 95 Phonics routines. **October Next Steps/Need** Analyze monthly progress monitoring and iReady data to refine small group placements, while providing ongoing instructional coaching on close reading strategies and monitoring material/manipulative needs across classrooms. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the 2026-2027 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.
(Academic Excellence: Strong Readers, Writers, and Communicators)
(Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)
(Academic Excellence: Inclusive Classrooms that Support Every Learner)
(Safe and Supportive Schools: A Workplace Where Employees Thrive)
Increase student engagement from 50% (Focus Ed Tier 1 Metrics) Spring 2026 to 75% Spring 2027.
According to Fall 2026 walk-through data, as measured by The Miley Fidelity Walks form, student engagement is at 80%.

Aligns with District Goal

Formative Measures: Focus Ed- Tier 1 Metrics
PLC sign-in sheets
PLC feedback forms
Classroom walkthrough data
Assessment Results

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Analyze student performance data to plan to respond to all students' learning needs and inform Tier II instructional decisions. **Position Responsible:** Administration **Resources Needed:** Focus Ed **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** 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 **Problem Statements/Critical Root Cause:** Adult Learning Culture 1	**Oct:** In progress **October Lessons Learned** According to Fall 2026 walk-through data, as measured by The Miley Fidelity Walks form, student engagement is at 80%. Establishing weekly PLC data cycles and monthly 95 Core/ Read by Grade 3 coaching provided clear structures for teachers to analyze student data and refine Tier II instruction, while leadership walks ensured consistent real-time feedback aligned with our program model. **October Next Steps/Need** Continue bi-weekly cross-team data reviews (PBIS, Academic, Mental Health) to refine student interventions, while leveraging upcoming on-site implementation manager coaching days to deepen job-embedded professional learning. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Improvement Strategy 2 Details	Reviews
Improvement Strategy 2: Provide job embedded coaching and professional learning for teachers. (Academic Excellence: Strong Readers, Writers, and Communicators) (Safe and Supportive Schools: A Workplace Where Employees Thrive) **Position Responsible:** Administration **Resources Needed:** Title I, 1003(a) funds will provide: Implementation Managers Additional Resources: 95 Phonics Program (funded centrally) Teaching and Learning Expectations for Tier I & Tier II Instruction Student assessment and progress monitoring data 95 Phonics Look-For-Tool **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Evidence Level** 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 **Problem Statements/Critical Root Cause:** Adult Learning Culture 1	**Oct:** In progress **October Lessons Learned** Partnering with the 95 Percent Group implementation manager established strong baseline professional learning on core instructional routines and pacing, providing teachers and support staff with immediate, actionable strategies to strengthen classroom delivery. **October Next Steps/Need** Follow up on initial training with targeted peer collaboration and administration look-fors to ensure core instructional routines are applied consistently ahead of the next quarterly coaching session. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Inquiry Area 3: Connectedness

SMART Goal 1: Decrease the percentage of actively enrolled students with chronic absenteeism (excluding Medical Professional Excuse Provided and excused absence) from 33.3% in 2025-2026 to 29% in 2026-2027, measured by the chronic absenteeism rate in focus Ed..(Safe and Supportive Schools: (Students Who Are Known, Valued, and Connected)

Fall 2026 Data:
As of October 2026, the chronic absenteeism rate is 34%.

Aligns with District Goal

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

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: 8:1 praise/criticism ratio (selective attention) **Position Responsible:** Assistant Principal **Resources Needed:** Data Teachers Sanford Harmony SEL **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 4: Demonstrate Rationale: **Problem Statements/Critical Root Cause:** Connectedness 1	**Oct:** In progress **October Lessons Learned** Fall 2026 Data: As of October 2026, the chronic absenteeism rate is 34%. Implementing daily SEL lessons alongside weekly coaching and data tracking helped teachers build momentum in maintaining high praise-to-criticism ratios, while trauma-informed PL provided critical context for supporting positive student behavior. **October Next Steps/Need** Continue weekly coaching meetings and data collection to maintain the 8:1 praise ratio, while reviewing weekly behavioral trends to target coaching support for classrooms needing additional reinforcement. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Improvement Strategy 2 Details	Reviews
Improvement Strategy 2: Provide incentives and interventions to students for attendance. (Safe and Supportive Schools: Students Who Are Known, Valued, and Connected) (Safe and Supportive Schools: Safe, Respectful, and Consistent School Environments) **Position Responsible:** Administration **Resources Needed:** Professional learning in PTHV Time Staff **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 4: Demonstrate Rationale: **Problem Statements/Critical Root Cause:** Connectedness 1	**Oct:** In progress **October Lessons Learned** Establishing daily attendance monitoring, morning/ending positive meetings, and the Every Day Matters campaign built strong schoolwide momentum, while daily wraparound support from social workers and counselors addressed root causes for chronically absent students. **October Next Steps/Need** Analyze monthly attendance trends to identify students needing targeted incentives through Shoes for Scholars, while ensuring consistent follow-up on two-day consecutive absences and absence note submissions. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**