Clark County School District

Miley Achievement Center Elementary School

2026-2027 School Improvement Plan

Accreditation Status
Accredited

Classification: 1 Star School

Title I, Special



District Approval Date: October 28, 2026

Mission Statement

At Miley Achievement Center, we are committed to developing the whole child by providing rigorous academics, social-emotional learning, and individualized support within a trauma-informed framework. Through strong relationships, high expectations, and meaningful learning experiences, we equip students with the skills, confidence, and resilience needed to become productive members of their communities.

Vision

Miley Achievement Center empowers students to overcome barriers, discover their strengths, and achieve success in school, career, and life through a safe, supportive, and trauma-informed learning environment.

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_es/2026/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Students have shown growth in behavior, academics, and social-emotional learning. Our students come to school ready to learn and improve their academic and behavioral performance. As students recognize their success, they want to achieve more. Data from the Spring Map (2026). The same applies to the areas for growth below.

Math: 17% met their target, 90% showed growth (18 students tested, 15 showed growth, and 3 met their growth target)

Reading: 26% met their target, 37% showed growth (19 students tested, 14 showed growth, and 5 met their growth target)

Student Success Areas for Growth

While students are showing growth in academics, behavior, and social-emotional learning, they are not meeting proficiency. Data from the Spring Map assessment (2026). The same applies to the areas for growth below.

Math: 18 students tested, 15 showed growth, and 3 met their growth target

Reading: 19 students tested, 7 showed growth, and 5 met their growth target

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Fall 2026 There are no achievement gaps for our ELs. (zero LEP enrollment)	MRI - CSI 1003a Funding Used Develop individualized student plans.

Student Group	Challenge	Solution
Foster/Homeless	Students struggle with the hierarchy of basic needs, which impacts their ability to focus on academics. Students require social-emotional support that can take away from instructional time.	Ensure their basic needs are met.
Free and Reduced Lunch	Students struggle with the hierarchy of basic needs, which impacts their ability to focus on academics.	Ensure their basic needs are met.
Racial/Ethnic Minorities	There are achievement gaps for all students.	Develop individualized student plans and ensure the curriculum accurately portrays the contributions of persons from diverse backgrounds to our society.
Students with IEPs	There is an achievement gap between general education students and students with IEPs in math and reading.	Develop individualized student plans.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): In 2025 and 2026, no students achieved proficiency on the state summative assessments for ELA and math.
Critical Root Cause: Relevance of learning needs to be made explicit for students; Lack of access to PL for all staff

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 8%, Reading 7%
2025-2026: Math proficiency 8%, Reading 11%
(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 8% (Spring 2026) to 10% (Spring 2027).

By Spring 2027, increase proficiency in Reading from 11% (Spring 2026) to 13% (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		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	No review	

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.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Action Steps Administer iReady Assessment	Strategists	August	
2	Lessons provided to students based on iReady assessment	Strategists and teachers	Daily	
3	Progress monitoring	Strategists and teachers	Monthly	
4	Implementation of Tier 2 reading groups with 95 Lesson Library	Strategists and teachers	Daily	
5	Implementation of Tier 2 math groups using Kathy Richardson strategies	Strategists and teachers	Daily	
6	Delivering 95 Phonics lessons utilizing the instructional dialog, choral responses, utilizing manipulatives, and pacing guides.	Teachers	Daily	
7	HMH Grade Level Lessons	Teachers	Daily	
8	Closed Reading Passage Practices	Teachers	Daily	

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

Adult Learning Culture

Adult Learning Culture Areas of Strength

Staff attend weekly PLC meetings to learn more about MTSS structures and meet their students' differentiated needs. Staff have seen student academic growth and pride themselves on implementing strategies.

Adult Learning Culture Areas for Growth

Implementing MTSS (Tier 1, 2, & 3 instruction) requires continuous improvement. Staff report a need for increased communication and PL for all staff, not just teachers.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	There are achievement gaps for our ELs.	MRI - CSI 1003a Funding Used Develop individualized student plans.
Foster/Homeless	Students struggle with the hierarchy of basic needs, which impacts their ability to focus on academics. Students require social-emotional support that can take away from instructional time.	Ensure their basic needs are met.
Free and Reduced Lunch	Students struggle with the hierarchy of basic needs, which impacts their ability to focus on academics.	Ensure their basic needs are met.
Racial/Ethnic Minorities	There are achievement gaps for all students.	Develop individualized student plans and ensure the curriculum accurately portrays contributions made to our society by persons of diverse backgrounds.

Student Group	Challenge	Solution
Students with IEPs	There are achievement gaps for all students.	Develop individualized student plans.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): None of our students are proficient on state assessments; additionally, staff provided feedback on the lack of PL for support staff and the need for increased communication. We continue to work on our MTSS systems and provide PL to staff. All staff need strategies and coaching to support student growth in ELA, Math, and SEL.
Critical Root Cause: Students at Miley have severe mental health needs and can be aggressive with other students and staff. They have missed a lot of instruction due to their disabilities and situations. Teachers and SPTAs need strategies and coaching to support student growth in the areas of ELA and Math.

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 69%.

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		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	No review	

Improvement Strategy 1: Analyze student performance data to plan to respond to all students' learning needs and inform Tier II instructional decisions.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will participate in job-embedded professional learning provided by the 95 Core implementation manager and/or the Read by Grade 3 learning strategist.	Teachers and administration	Monthly	
2	Teachers will participate in on-site coaching and collaboration with grade-level peers.	Teachers and administration	Weekly	
3	Teachers will participate in professional learning communities following the CCSD Teaching and Learning Cycle to analyze data and inform Tier II instruction.	Teachers and strategists	Weekly	
4	PBIS, Academic Leadership, and Mental Health teams will meet bi-weekly to review and analyze data, develop and provide interventions, and provide PL during the PLC meetings.	Administration, teachers, and strategists	Bi-weekly	
5	Administration and coaches will use a look-for tool during instructional walks to provide real-time feedback and coaching opportunities aligned to the program model to support teacher growth and development.	Administration and strategists	Monthly	
6	Implementation managers will provide at least 3 on-site coaching days.	Adminstration	Annually	

Position Responsible: Administration

Resources Needed: Look for Tools, PLC Observations, 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

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	No review	

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)

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Partner with 95 Percent group implementation manager to engage in professional learning for classroom teachers and support professionals focused on instructional routines and pacing, supporting student learning, and promoting student achievement.	Administration	Quarterly	

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

Connectedness

Connectedness Areas of Strength

Data from the 2025-2026 district-wide survey shows that students believe their teachers care about their well-being.

Data is as follows:

At this school, the teachers really care about my child. 100%

My teachers care about me. 100% I like my school. 100%

My child feels safe in school. 100%

Teachers understand my problems 100%

My child's school sets up clear rules for behavior. 100%

Connectedness Areas for Growth

Per the 2025-2026 district-wide survey, students scored low in the area of learning attitudes. Part of the Re-Education philosophy is that intelligence can be taught. We need to show students that they can and are learning.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	There are achievement gaps for our ELs.	MRI - CSI 1003a Funding Used Develop individualized student plans.

Student Group	Challenge	Solution
Foster/Homeless	Students struggle with the hierarchy of basic needs, which impacts their ability to focus on academics. Students require social-emotional support that can take away from instructional time.	Ensure their basic needs are met.
Free and Reduced Lunch	Students struggle with the hierarchy of basic needs, which impacts their ability to focus on academics.	Ensure their basic needs are met.
Racial/Ethnic Minorities	There are achievement gaps for all students.	Develop individualized student plans, and ensure the curriculum accurately portrays contributions made to our society by persons of diverse backgrounds.
Students with IEPs	There are achievement gaps for all students.	Develop individualized student plans.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Overall, attendance is low. Students at Miley have severe mental health needs (many of which are outside our purview) and come from all over the District; some must travel on the bus for over an hour to get to Miley. While some factors are out of our control, we continue to embed interventions into our MTSS systems and provide PL to staff in SEL, academics, and behavior.
Critical Root Cause: Lack of 8:1 praise/criticism ratio (P/C), and consistently implemented school-wide SEL lessons. Miley Achievement Center is a school for students with severe emotional, behavioral, and social challenges who need direct support in the five social-emotional competencies and in building and maintaining relationships.

Inquiry Area 3: Connectedness

SMART Goal 1: Decrease the percentage of students with chronic absenteeism (excluding Medical Professional Excuse Provided and excused absence) from 26.1% in 2025-2026 to 20% 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 20%.

Aligns with District Goal

Formative Measures: Chronic Absenteeism Data

Praise/Criticism Ratios
SEL Survey Data

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	No review	

Improvement Strategy 1: 8:1 praise/criticism ratio (selective attention)

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers to be coached on increasing P/C ratios	Strategist	Monthly	
2	Daily SEL Lessons	Teachers, counselors, and social workers	Daily	
3	Data collection weekly	Teachers and strategists	Weekly	
4	Coaching meetings weekly	Strategists	Weekly	
5	Continued PL in trauma-based learning	Administration and strategists, counselors, and social workers	Monthly	

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

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	No review	

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)

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Partner with Shoes for Scholars	Strategist, student success advocate	Monthly	
2	Provide parents/students with wraparound support	Social Worker, couselors	Daily	
3	Ensure parents complete and submit absence notes	Registrar	Daily	
4	Contact families when students are absent for two consecutive days or have more than four missed days	Registrar, teachers	Daily	
5	Every Day Matters campaign	Administration	Daily	
6	Implement the Regulated Classroom	Counselors, social workers, teachers	Daily	
7	Use the Re-Education Philosophy as a guiding framework for students with emotional disabilities	Administration	Daily	
8	Begin each day with a morning meeting, and end the day with a positive's meeting	Teachers	Daily	

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

Priority Problem Statements

Problem Statement 1: In 2025 and 2026, no students achieved proficiency on the state summative assessments for ELA and math.

Critical Root Cause 1: Relevance of learning needs to be made explicit for students; Lack of access to PL for all staff

Problem Statement 1 Areas: Student Success

Problem Statement 2: None of our students are proficient on state assessments; additionally, staff provided feedback on the lack of PL for support staff and the need for increased communication. We continue to work on our MTSS systems and provide PL to staff. All staff need strategies and coaching to support student growth in ELA, Math, and SEL.

Critical Root Cause 2: Students at Miley have severe mental health needs and can be aggressive with other students and staff. They have missed a lot of instruction due to their disabilities and situations. Teachers and SPTAs need strategies and coaching to support student growth in the areas of ELA and Math.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Overall, attendance is low. Students at Miley have severe mental health needs (many of which are outside our purview) and come from all over the District; some must travel on the bus for over an hour to get to Miley. While some factors are out of our control, we continue to embed interventions into our MTSS systems and provide PL to staff in SEL, academics, and behavior.

Critical Root Cause 3: Lack of 8:1 praise/criticism ratio (P/C), and consistently implemented school-wide SEL lessons. Miley Achievement Center is a school for students with severe emotional, behavioral, and social challenges who need direct support in the five social-emotional competencies and in building and maintaining relationships.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- Curriculum Based Measures
- Grades
- I-Ready
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Nevada State Performance Framework (NSPF)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Screener

Adult Learning Culture

- Equity data
- Lesson Plans
- Master schedule
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- Staff surveys and/or other feedback
- Student Climate Survey
- Teacher/Student Ratio
- Walk-through data

Connectedness

- Attendance
- Behavior
- Demographic data
- Enrollment
- PBIS/MTSS data
- Perception/survey data
- School safety data
- Social Emotional Learning Data

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

At Miley Achievement Center, the comprehensive needs assessment process involves weekly classroom fidelity walk-throughs, monthly progress monitoring of student growth, and the Tiered Fidelity Inventory (TFI) administration. Our leadership team, instructional staff, and support personnel review data from parent and staff surveys, and in 2024-2025, WestEd conducted an in-depth Comprehensive Needs Assessment to further inform our school improvement efforts.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

The Site-Based SOT Committee, which includes staff, parents, and community members, meets twice in the fall to review the plans and provide feedback for making revisions. In addition, stakeholder feedback is gathered through surveys, family engagement events, and meetings with student leadership groups to ensure diverse perspectives are considered in the decision-making process.

2.2: Regular monitoring and revision

During Act 2 (September-October and January -February): Navigating Our Course, CI teams will monitor progress toward achieving goals by engaging in the Now, Next, Need question protocol as data is analyzed and plan implementation is reflected upon. Real-time adjustments will be made as needed to ensure the plan achieves the intended improvements. The outcomes of this analysis will be documented in the Status Checks section of this plan and posted on school websites to serve as a communication tool with the school community.

2.3: Available to parents and community in an understandable format and language

Per Nevada Revised Statutes (NRS).388G, school plans must be posted on both the District and school websites. Upon approval, the School Improvement Plan is posted following each Act in the Continuous Improvement Process. With 111 languages in our district, translation services are available upon request.

2.4: Opportunities for all children to meet State standards

An adopted curriculum aligned with state standards in English language arts, mathematics, science, and social studies, including differentiated scaffolds and supports, is used. District-wide Multi-tiered Systems of Support (MTSS) are implemented in every Clark County School District school.

2.5: Increased learning time and well-rounded education

At Miley Achievement Center, Title I funds support several major initiatives that provide students with increased learning time and a well-rounded education. These include extended learning opportunities such as small-group intervention sessions focused on foundational skills in reading and math. Additionally, Title I funding supports enrichment programs incorporating social-emotional learning, project-based learning, and cross-curricular activities designed to engage students and enhance academic achievement. Instructional materials, professional development for teachers, and progress monitoring tools are also funded to ensure targeted support and continuous academic growth.

2.6: Address needs of all students, particularly at-risk

Please refer to the Equity Resource Supports table within each Inquiry Area to see challenges and solutions developed to ensure the needs of all students are considered and addressed.

3.1: Annually evaluate the schoolwide plan

During Act 3 (May-June): Reviewing Our Journey, CI teams will reflect on the school year and determine which goals and improvement strategies will continue, be corrected, or be canceled in the following school year as part of the continuous improvement process.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

The school leadership, staff, parents, and community stakeholders collaborate annually to develop and revise the Parent Involvement and Family Engagement Policy (PIFEP), providing input throughout the process. The finalized plan is then posted on the school website for accessibility.

4.2: Offer flexible number of parent involvement meetings

At Miley Achievement Center, we offer flexible parent involvement opportunities to accommodate varying schedules and needs. These include daytime and evening events such as Parent-Teacher Conferences and Monthly School Organizational Team (SOT) meetings. We also host virtual sessions to ensure accessibility, including workshops

on academic support strategies, mental health resources, and behavior support at home. Additionally, parents are invited to participate in school-wide events, surveys, and goal-setting meetings, ensuring their voices are valued in shaping the school community and student success.

5.1: Determine which students will be served by following local policy

N/A

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	$40,294.00	Instructional supplies	
At-Risk Weighted Allocation	$0	N/A	
EL Weighted Allocation	$0	N/A	
General Carry Forward	$0	N/A	
At-Risk Weighted Carry Forward Combined ES and Secondary	$54,768	Prep buy-outs for Tier 2 & 3 instruction, and incentives if allowable	Student Success, Adult Learning Culture, Connectedness
EL Weighted Carry Forward Combined ES and Secondary	$40,294	Prep buy-outs for Tier 2 & 3 instruction, and incentives if allowable	Student Success, Adult Learning Culture, Connectedness
Title I, Part 1003(a) (FY25): Combined ES and Secondary	$857.57	Long-term SUBSTITUTE Teachers: Extra Duty Pay OR SUB PAY for PL/ Collaboration	Student Success, Adult Learning Culture, Connectedness
Title I	$10,714.00	Prep buy-outs for Tier 2 & 3 instruction	Student Success, Adult Learning Culture, Connectedness
1003(a) FY26 District Allotment	$5,454,702.03	District Funding	Student Success, Adult Learning Culture, Connectedness

Continuous Improvement Team

Team Role	Name	Position
Required	Joseph Cruz	Parent
Required	Christopher Dechecchi	SPTA
Required	Dominic Petillo	Teacher
Required	Theresa Abruzzo	Teacher
Required	Adrianne Cordes	Assistant Principal
Required	Rebecca Vandepol	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
SOT Meeting	May 2026	Act 3/Act1 School Improvement Plan
SOT Meeting	August 2026	Act 1 School Improvement Plan
SOT Meeting	September 2026	Held the Title I Annual Meeting
SOT Meeting	October 2026	School Improvement Plan Act 2