# Clark County School District

# Miley Achievement Secondary

# 2026-2027 School Improvement Plan

**Accreditation Status**
**Accredited**

**Classification: 1 Star School**

Title I, MRI, Special



**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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# 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, 17 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 i-Ready Gap Data:<br>There is a proficiency gap of 3% points between LEP and non-LEP students in Reading at the 41st percentile.<br>There is a proficiency gap of 7% points between LEP and non-LEP students in Math at the 41st percentile. | 1003(a) Funding<br>MRI CSI<br><br>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 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 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**

**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 | 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 | |

**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

**Reviews**

| Status Check | | EOY Reflection |
|---|---|---|
| Oct | Feb | June |
| In progress | No review | |

# 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. | 1003(a) Funding<br><br>MRI CSI<br><br>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. |

| Student Group | Challenge | Solution |
|---|---|---|
| **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 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 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 | | |
|---|---|---|---|
| | 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:** 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. | 1003(a) Funding<br>MRI CSI<br><br>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 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 | | |
|---|---|---|---|
| | 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
- Transition Data
- 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
- School department and/or faculty meeting discussions and data
- 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 Improvment 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, Family Engagement Nights, 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 | $23,058.00 | Prep buy-outs for Tier 2 & 3 instruction | Student Success, Adult Learning Culture, Connectedness |
| 1003(a) | $3,882.57 | FY26 | Student Success, Adult Learning Culture, Connectedness |

# School Continuous Improvement (CI) 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 | Act1 School Improvement Plan |