

Clark County School District

Miller, Bob MS

2026-2027 School Improvement Plan

Accreditation Status
Accredited

Classification: 5 Star School



District Approval Date: June 26, 2026

Mission Statement

The mission of Bob Miller Middle School is to create a pioneering learning environment that will nurture, stimulate, and challenge adolescent minds in preparation for the future through the development of essential life and academic skills.

Vision

The vision of Bob Miller Middle School is that through education, students are empowered in their pursuit of social and emotional well-being, excellence in education, and being productive, proactive, contributing members of society.

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/bob_miller_middle_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Based on the 2025-2026 data from the Nevada Accountability Portal, when looking at student performance compared to goals for Reading and Math, overall, Bob Miller Middle School students demonstrated a higher proficiency rate than the Measure of Interim Progress and Long-Term Goal projections.

Based on Map data: Math proficiency increased from 58% (Spring 2025) to 63% Spring 2026.

Reading proficiency increased from 54% (Spring 2025) to 63% Spring 2026.

Student Success Areas for Growth

Based on the projected SBAC results, our school's primary area of growth will address the inconsistent projected proficiency in mathematics. The school's 8th-grade students consistently have the lowest percentage of projected SBAC proficiency across multiple MAP assessments.

Key points:

1. 8th Grade Math Performance: There is a need to improve 8th grade Math proficiency, which shows a significant decline compared to 6th and 7th grades. Only 54% of 8th graders projected to meet the target.
2. Math-ELA Performance Gap: While ELA performance is generally stronger, the disparity between Math and ELA proficiency rates indicates a need for enhanced Math instruction and support across all grades.

By focusing on these areas, we aim to raise overall math proficiency while simultaneously working to close the achievement gaps. This approach will require a combination of targeted interventions, professional development for teachers, and increased support for students and their families.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Of our total student population, LEP for Math is 28% proficient and LEP for Reading is 27% proficient Spring 2026. English Learners (ELs) face academic challenges while developing proficiency in the language, notably struggling with understanding complex texts due to the volume and nuance of English words, which includes difficulties with idioms, figurative language, and various text structures	The Learning Strategist will support teachers using WIDA data to target scaffolding needs and provide professional development (PD) for all staff on integrating language development into instruction. The leadership team will provide support for teachers utilizing QTEL strategies during Tier I instruction to increase student discourse. Continue after school program supporting identified ELL learners using district provided materials to support EL language development targeting Newcomers and Long-Term English Learners.
Foster/Homeless	• High mobility, trauma, and inconsistent attendance. • Often disconnected from supports due to transience. • Gaps in communication between schools when students transfer. • Unstable access to interventions, transportation, and enrichment.	The school counselor and social worker will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.
Racial/Ethnic Minorities	• Implicit bias and deficit-thinking mindsets in instruction. • Curriculum may not be culturally responsive. • Disproportionate placement in interventions or behavior referrals. • Fewer culturally relevant texts and materials.	• Implement culturally responsive teaching PD (not one-and-done). • Conduct equity audits of curriculum materials. • Track subgroup participation in enrichment, leadership, and honors opportunities. • Tier 1 instructional materials should be used with fidelity to ensure culturally responsive and relevant materials and implemented with consistency.

Student Group	Challenge	Solution
Students with IEPs	• Low expectations or over-modification of the curriculum. • Service minutes interrupt core instruction. • Inconsistent co-teaching models or insufficient inclusion support. • Limited Gen Ed staff collaboration with SPED teams.	• Prioritize inclusive scheduling (co-teaching, peer supports). • Embed skill practice into grade-level tasks instead of pull-outs only. • Increase collaboration time for Gen Ed + SPED planning.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Despite 58.5% of students projected to meet CRT proficiency, significant disparities persist across student groups, particularly among Black/African-American (31%), American Indian/Alaska Native (20%), and Hispanic/Latino (43%) students. These gaps indicate systemic inequities in instructional access, cultural responsiveness, and targeted academic support. Without intervention, these students will remain disproportionately underrepresented in proficiency and over-represented in academic risk.

Critical Root Cause: The school needs a consistent, data-driven system to provide culturally responsive, differentiated Tier 1 and Tier 2 instruction aligned to the needs of under-performing student groups. This includes developing sufficient professional development in equity-based practices, consistent access to linguistically and culturally appropriate interventions, and adequate monitoring structures to ensure resource allocation is equitable across all subgroups.

Inquiry Area 1: Student Success

SMART Goal 1: By the end of the 2026-2027 school year, Bob Miller Middle School will increase the percentage of 6th-8th grade students meeting or exceeding SBAC proficiency standards to:

Mathematics: 57% or higher (up from 53% proficiency in Spring 2026)

English Language Arts (ELA): 67% or higher (up from 64% proficiency in Spring 2026)

From Map data:

Increase Math proficiency from 63% (Map) in Spring 2026 to 68% (iReady) in Spring 2027

Increase Reading proficiency from 63% (Map) in Spring 2026 to 68% (iReady) in Spring 2027

Formative Measures: MAP and i-Ready Interim Assessment data, common assessments, progress monitoring, and classroom walkthrough data

Aligns with District Goal

Improvement Strategy 1 Details						Reviews		
Improvement Strategy 1: Use formative data in PLCs to identify student strengths and areas of weakness to guide instruction in all classroom settings in addition to the analysis of data by teachers in order to identify best practices for specific learning standards and objectives.						Status Check		EOY Reflection
						Oct	Feb	June
						No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	School administration review PLC notes from 25-26 school year to plan PD for upcoming school year.	Administrative Team, Learning Strategist, Lead Teachers	Summer, August					
2	Grade-level PLCs will meet at least twice a month to break down MAP and common assessment data and discuss best practices.	PLC Teams	On-going (August - May)					
3	School leaders and other identified staff will provide ongoing support and resources to teachers in CC and Resource classes based on recent SBAC and MAP data.	Administrative Team	September - May					
4	School administration and teacher leaders (department chairs, learning strategists, and special education facilitators) will monitor and provide feedback to educators as needed.	Leadership team	Ongoing October - April					
Position Responsible: Principal / School Leadership Team Resources Needed: Required PLC time for school leadership and teachers to analyze student data and develop action plans for struggling students. Teacher collaboration within PLCs to create an environment where best practices can be identified, shared, and used in content design. Evidence Level Level 2: Moderate: PLCs Problem Statements/Critical Root Cause: Student Success 1								

Improvement Strategy 2 Details					Reviews		
Improvement Strategy 2: Provide teachers with professional development to use tools to create common formative and summative assessments to subsequently guide instruction and provide remediation to identified students.					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Utilize Professional Learning Communities (PLCs) to analyze both formative and summative assessment data and create an environment of collaboration where teachers can improve instruction through the adoption of best practices supported by administration attending department PLC meetings.	Administration	August-May				
2	Implement tier 1 instructional materials and strategies aligned to the Multi-Tiered System of Supports. Identify students in need of tier 2 and tier 3 focused interventions and utilize provided materials and supports.	PLC Teams	August-May				
3	PLCs will collaborate to monitor and revise student growth using Tier II instruction and support students not meeting growth targets based on MAP and classroom assessment data.	PLC Teams	August-May				
Position Responsible: Administration Resources Needed: Professional Development for PLC implementation. Administrative participation in campus PLCs. Collaborative planning time to create and organize additional learning opportunities for students to receive additional support outside of school. Evidence Level Level 1: Strong: MTSS Problem Statements/Critical Root Cause: Student Success 1							

Adult Learning Culture

Adult Learning Culture Areas of Strength

2025 - 2026: Staff Survey Summary:

In 2025, survey participation dropped significantly, with only 5 staff responses compared to 31 in 2024 and 40 in 2023, which is a small sample from which to interpret the data. Still, several trends emerge:

100% positive responses in key areas: school safety (for both students and staff), school cleanliness, supportive leadership, collaboration among staff and administration, and satisfaction with involvement in school decision-making.

Strong perceived school culture and climate: “I like my school,” “I feel supported,” and “This school sets clear rules for behavior” all remained at 100%.

Some district-related metrics improved slightly over 2024 (e.g., timely response from District staff rose from 61.29% to 80%).

Integration of PLCs: Since the 2022 school year, the school made progress from having PLC meetings once per month to meeting at least twice per month. Based on PLC notes, agendas, and leadership team observations, PLCs are meeting consistently, demonstrating a stronger sense of purpose and focus, and many PLCs are showing evidence of consistency. PLCs on campus have grown to embrace more of the Teaching and Learning Cycle and have evolved away from simply surface planning.

Adult Learning Culture Areas for Growth

While the 2025-2026 school year established a strong foundation in collaborative planning, mastery in planning does not automatically translate to mastery in data analysis or instructional adjustment. Current PLC protocols are insufficient for driving equity; without specific prompts to analyze common assessments, the current protocols do not address individual student gaps or specific interventions. A comprehensive audit of 2025-2026 PLC minutes and data sheets to identify specific "bright spots" and "growth areas" in data-driven instruction would help the administration team navigate areas of need for professional development.

The next steps would be to Next Steps/Needs would be to look at last year's (25-26) PLC notes, identify which teams are "talking about teaching" vs. "talking about student results, modify PLC forms, and add a mandatory box that asks: "Which specific students struggled, and what is our 15-minute fix for them this week?", administrators sit in on PLCs not as "bosses," but as partners to help look at assessment data.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Based on classroom observations, instruction often lacks teaching strategies to support ELL students.	Supports language development by implementing Tier II and Tier III strategies developed in PLCs.
Foster/Homeless	Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning.	PLCs can be a mechanism to identify students who could use support/wrap-around services from social workers and counseling teams.
Free and Reduced Lunch	Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning.	Utilize programs like Miller FLEX (Tier II instructional intervention) and after-school academic programs. Utilize staff, district and community services for wrap around services.
Racial/Ethnic Minorities	• Data indicates that students from certain racial and ethnic groups are experiencing academic performance gaps. These disparities highlight the need for culturally responsive practices, targeted supports, and equitable access to high-quality instruction. • Students feel the environment is not inclusive and/or that their cultural differences are not valued or recognized.	Utilize the counseling team and social worker along with other identified staff members to make connections with students and families with the intended outcome of having students experience an increased sense of belonging and community leading to a higher level of buy-in when interacting with academic materials.
Students with IEPs	General and Special Education co-teachers often lack time to collaborate.	Provide co-teaching opportunities in the least restrictive environment to ensure students receive grade-level instruction with the appropriate accommodations and modifications. Special Education teachers will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): In a review of the PLC notes, PLCs met consistently but lacked the depth to analyze and improve instructional and professional practices needed

to strengthen the impact of Professional Learning Communities on campus.

Critical Root Cause: Refined PLC Strategic Analysis While Professional Learning Communities (PLCs) meet consistently, a critical root cause hindering student achievement is the current imbalance in the focus of collaborative time. A review of PLC notes indicates that these sessions are primarily utilized for logistical planning rather than deep collaborative inquiry. Consequently, there is a significant need for PLCs to evolve in their ability to effectively analyze and respond to common assessment data. By shifting the culture from "planning to teach" to "planning to respond," we ensure that PLC time directly impacts classroom outcomes and provides the necessary scaffolding for every student to succeed in core content areas.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By June 2027, 100% of PLCs will meet at least twice monthly--with instructional leadership present in at least 50% of sessions--and increase the school-wide percentage of PLC time spent in the "Analyze and Respond" phase from 29% to a minimum of 40% (achieving a 60/40 Planning-to-Analysis balance across all departments), as verified by the simplified PLC log.

Observed Necessary Differentiation: from 59% (Spring 2026) to 70% (Spring 2027).

Observed Necessary Scaffolding: from 82% (Spring 2026) with improved criteria to 85% (Spring 2027).

Formative Measures: Focus Ed, Focal Point, PLC Meeting tracker, PLC Agendas and Notes Review, Student data, Administrative walkthroughs

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Implement a system of Professional Learning Communities (PLCs) with fidelity. This will be supported by resources including time allocated to teachers during contract time. Teachers will be provided a system to document their PLC's progress and allow the administrative team the opportunity to provide oversight and feedback to the individual PLCs.					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Establish Clear Objectives: Define specific goals for each PLC meeting.	Leadership Team	August				
2	Strengthen Leadership Support: Engage school leadership in supporting PLCs by establishing an observation schedule for educational leaders to attend PLCs and calendar that within Google Calendar.	Leadership Team	August				
3	Provide Training and Resources: Offer targeted training sessions based on teacher requests and observations to address each component of the PLC cycle.	Leadership team, Lead Teachers	On-going throughout first quarter and semester				
4	Monitor Progress: Assess effectiveness through feedback and evaluation.	Leadership Team	End of Semester One				
5	Celebrate Successes: Recognize achievements and milestones.	Leadership Team and Lead Teachers	Quarterly				
6	Document Best Practices: Share successful strategies among PLCs	Leadership Team and Lead Teachers	May				
Position Responsible: Principal Resources Needed: Training for effective PLCs Technology to collaborate, facilitate data sharing, communication, and collaborative work Data from MAP growth assessments, summative assessments, and other schoolwide formative assessments Leadership support: Guidance, encouragement, and advocacy to prioritize and support PLCs Evidence Level Level 2: Moderate: PLCs Problem Statements/Critical Root Cause: Adult Learning Culture 1							

Improvement Strategy 2 Details					Reviews		
Improvement Strategy 2: On-site school Learning Strategist and administration will be utilized to attend grade-level PLC meetings to provide support and modeling to those learning communities.					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Administration and identified staff will attend PLCs on a set schedule agreed upon by the administration and each PLC.	Leadership Team, Learning Strategist	August				
2	Administration will meet to determine how to best support PLCs.	Leadership Team	End of First Quarter				
3	Administrators will meet with Lead Teachers to share PLC expectations and goals based on observations.	Leadership team and Lead Teachers	Second Quarter				
4	Lead Teachers will use guidance from administration to help support grade level PLCs.	Lead Teachers	on-going throughout second semester				
5	School will transition from an open-entry PLC log to a Structured Response Template that mandates the identification of student groups and specific instructional adjustments based on common assessments.	Leadership Team	Complete by beginning of 26-27 school year				
Position Responsible: Principal/Leadership Team Resources Needed: Professional Development provided to Learning Strategist on effective PLC implementation Learning Strategists will network with other schools that have established and successful PLC programs and visit those campuses to observe and bring back implementation strategies. Evidence Level Level 2: Moderate: coaching Problem Statements/Critical Root Cause: Adult Learning Culture 1							

Connectedness

Connectedness Areas of Strength

During the 25-26 school year, Bob Miller Middle School created a positive, consistent school culture where behavior rules are clear and discipline is fair for the vast majority of students.

At the classroom level, there a commitment from the staff. At the beginning of the school year, teachers taught the school's behavior acronym, built these expectations into their daily classroom routines, and used positive rewards to celebrate students who do the right thing.

When behavior issues do arise, the school focuses on fixing the problem rather than just handing out punishments. During the first semester, the school used restorative practices—like counseling and conflict resolution—to handle 96 different incidents. This approach successfully got students back on track and kept them in the classroom instead of being suspended.

The success of these efforts is clear in the data:

- **Fairness in Serious Discipline:** For the most severe discipline cases (**expulsions**), the numbers are low and balanced across all student groups, staying within **1% of total enrollment numbers**.
- **Goals Met for Most Students: Four out of five major student groups (and 6 out of 7 total groups)** met the school's behavior goals. This proves that the school's discipline system is working, keeping things fair, and helping the vast majority of the student body stay in class and focus on learning.

Connectedness Areas for Growth

While our discipline system is working well for most students, the data shows a need to address the high rate of suspensions among Black and African American students.

Although we met our behavior goals for 6 out of 7 student groups, we did not meet the target for our Black and African American student population. The gap between school enrollment and suspension rates for this group is significant:

- The Disparity: Black and African American students make up just 5.2% of the total student body, but they accounted for 20.9% of all suspensions.
- The Goal: To bring this group within a fair and acceptable range, we must reduce their suspension rate by at least 5.7%.

Our data shows that our restorative practices are already helping to keep this number from being even higher by successfully resolving many classroom referrals. However, because Black and African American students still account for 16.7% of all behavior referrals, we need to take a closer look at why these discipline issues are happening in the first place.

Moving forward, our growth will focus on conducting a deep-dive review into the specific behaviors leading to these referrals, addressing any underlying implicit bias in how discipline is handed out, and ensuring our restorative support is specifically tailored to keep our Black and African American students in the classroom.

Connectedness Equity Resource Supports

Student Group	Challenge	
Foster/Homeless	High mobility and emotional trauma, limited participation in after-school activities, disconnection from peer groups and trusted adults	• Assign a dedicated mentor or advocate (counselor, social worker, or trusted staff) to each foster/homeless student to serve as a consistent point of connection. • Prioritize inclusion in schoolwide clubs/teams by waiving fees, providing transportation, and offering flexible participation options. • Implement weekly check-ins to monitor emotional needs and school engagement. • Create a safe space (e.g., student success center) where they can decompress, get support, and build relationships during non-instructional time. • Train staff on trauma-informed practices to better understand and respond to this group's unique needs.
Free and Reduced Lunch	Social stigma associated with status, lower participation in extracurricular and leadership opportunities, and less academic or emotional support outside of school	• Proactively invite FRL students to join school clubs and leadership programs with covered or subsidized costs. • Integrate social-emotional learning into core instruction to build connectedness without requiring extra time outside of school. • Provide access to enrichment activities during the school day, including academic competitions, student interest clubs, and peer mentoring.
Migrant/Title1-C Eligible	N/A	N/A

Student Group	Challenge	
Racial/Ethnic Minorities	Implicit bias in behavior interpretations or discipline decisions, feeling culturally invisible or misunderstood in the classroom and campus culture, lower engagement in leadership roles	• Create culturally inclusive student organizations, such as multicultural clubs, that are well-funded and visible in school events. • Embed cultural representation in curriculum and assemblies to affirm student identities and increase pride and engagement. • Recruit and support diverse staff through hiring pipelines and retention practices, including staff affinity groups. • Use disaggregated data to monitor disciplinary trends and participation gaps, and intervene equitably.
Students with IEPs	Isolation from peers due to program placement or perceived behavior issues, communication challenges can lead to misunderstandings and over-disciplining, fewer invitations to extracurricular or leadership roles	• Build inclusive clubs and social groups that intentionally include students with IEPs, with staff or peer facilitation. • Provide co-teacher training on social-emotional development and behavior de-escalation strategies for students with disabilities. • Increase access to peer mentoring or buddy programs, pairing general education students with IEP students during electives or lunch.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Black / African American students represent only 5.7% of the student population but account for 20.9% of all suspensions at our school during the 2025-2026 school year. This disproportionality indicates a significant gap in school connectedness, cultural responsiveness, and equitable disciplinary practices. This over representation suggests that Black / African American students may not feel a strong sense of belonging or connection to the school environment, which contributes to increased behavioral referrals and punitive responses.

Critical Root Cause: Despite a district wide Code of Conduct, discretion in how behaviors are referred for disciplinary action, such as when and why to write referrals, can lead to inconsistent thresholds for behavior escalation. These decisions are often influenced by implicit bias or varying classroom management practices, which result in Black / African American students being over represented in suspensions, even when overall expectations are standardized.

Inquiry Area 3: Connectedness

SMART Goal 1: Reduce the suspension rates for each student group to be within 10 percentage points of the student group enrollment during the 2026-2027 school year, as measured by school-wide behavior data.

Spring 2026

Suspension 1 Instance

Expulsion 11 Instances

Formative Measures: TFI 3.0 School-wide behavior data

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Strengthen Tier I Positive Behavioral Interventions and Supports (PBIS) by identifying necessary action steps based on the results of the Tiered Fidelity Inventory (TFI) 3.0.					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Administer the TFI 3.0 to obtain baseline data.	PBIS Leadership Team	Fall 2025				
2	Based on TFI results, prioritize one to three items for implementation focus (Indicators 1.1, 1.2, 1.12)	PBIS Leadership Team	Ongoing (September - December) 2025				
3	Administer the TFI 3.0, focused on the prioritized implementation items, to monitor progress.	PBIS Leadership Team	Winter (January) 2026				
4	Continue to work on strengthening Tier 1 PBIS implementation	PBIS Leadership Team	Ongoing (January - May) 2026				
5	Administer the TFI 3.0, focused on the prioritized implementation items, to monitor progress.	PBIS Leadership Team	Spring (May) 2026				
Position Responsible: PBIS Leadership Team Resources Needed: PBIS Leadership Team (administrator, teachers, parents, community partners), TFI 3.0 data Evidence Level Level 1: Strong: TFI 3.0 Data Problem Statements/Critical Root Cause: Connectedness 1							

Priority Problem Statements

Problem Statement 1: Despite 58.5% of students projected to meet CRT proficiency, significant disparities persist across student groups, particularly among Black/African-American (31%), American Indian/Alaska Native (20%), and Hispanic/Latino (43%) students. These gaps indicate systemic inequities in instructional access, cultural responsiveness, and targeted academic support. Without intervention, these students will remain disproportionately underrepresented in proficiency and over-represented in academic risk.

Critical Root Cause 1: The school needs a consistent, data-driven system to provide culturally responsive, differentiated Tier 1 and Tier 2 instruction aligned to the needs of under-performing student groups. This includes developing sufficient professional development in equity-based practices, consistent access to linguistically and culturally appropriate interventions, and adequate monitoring structures to ensure resource allocation is equitable across all subgroups.

Problem Statement 1 Areas: Student Success

Problem Statement 2: In a review of the PLC notes, PLCs met consistently but lacked the depth to analyze and improve instructional and professional practices needed to strengthen the impact of Professional Learning Communities on campus.

Critical Root Cause 2: Refined PLC Strategic Analysis While Professional Learning Communities (PLCs) meet consistently, a critical root cause hindering student achievement is the current imbalance in the focus of collaborative time. A review of PLC notes indicates that these sessions are primarily utilized for logistical planning rather than deep collaborative inquiry. Consequently, there is a significant need for PLCs to evolve in their ability to effectively analyze and respond to common assessment data. By shifting the culture from "planning to teach" to "planning to respond," we ensure that PLC time directly impacts classroom outcomes and provides the necessary scaffolding for every student to succeed in core content areas.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Black / African American students represent only 5.7% of the student population but account for 20.9% of all suspensions at our school during the 2025-2026 school year. This disproportionality indicates a significant gap in school connectedness, cultural responsiveness, and equitable disciplinary practices. This over representation suggests that Black / African American students may not feel a strong sense of belonging or connection to the school environment, which contributes to increased behavioral referrals and punitive responses.

Critical Root Cause 3: Despite a district wide Code of Conduct, discretion in how behaviors are referred for disciplinary action, such as when and why to write referrals, can lead to inconsistent thresholds for behavior escalation. These decisions are often influenced by implicit bias or varying classroom management practices, which result in Black / African American students being over represented in suspensions, even when overall expectations are standardized.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Smarter Balanced (SBAC)
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Screener

Adult Learning Culture

- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- Staff surveys and/or other feedback
- Student Climate Survey
- Walk-through data
- Other

Connectedness

- Community surveys and/or other feedback
- Demographic data
- Enrollment
- PBIS/MTSS data
- Perception/survey data
- Other

Schoolwide and Targeted Assistance Title I Elements

2.5: Increased learning time and well-rounded education

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$9,310,890.29	Administration, licensed, and support staff salaries, instructional supplies	<i>Student Success, Adult Learning Culture, Connectedness</i>
At-Risk Weighted Allocation	\$202,459.52	Mentoring at-risk students. Provide support for STARON program	<i>Student Success, Adult Learning Culture, Connectedness</i>
EL Weighted Allocation	\$151,917.61	Targeted interventions to enhance language acquisition.	<i>Student Success, Adult Learning Culture, Connectedness</i>
General Carry Forward	\$680,757.21	Administration, licensed, and support staff salaries. Instructional supplies	<i>Student Success, Adult Learning Culture, Connectedness</i>

School Continuous Improvement (CI) Team

Team Role	Name	Position
Administrator	Joshua Wikler	Principal
CI Team Lead	Stephanie Lawson	Licensed Teacher
Assistant Principal	Dianne Bolton	Assistant Principal
Teacher	Jaime Huggins	Teacher
Teacher	Kelli Odom	Licensed Teacher
Teacher	Autumn Slowik	Teacher
Community Member	Krystle Veilleuz	Parent

Community Outreach Activities

Activity	Date	Lesson Learned
SOT Meeting	May 2026	Act 1: 2026-2027 School Improvement Plan