

Clark County School District

Miller, Bob MS

2025-2026 Status Checks with Notes



District Approval Date: February 27, 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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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: By the end of the 2025-2026 school year, Bob Miller Middle School will increase the percentage of 6th-8th grade students meeting or exceeding SBAC proficiency standards to:

By Spring 2026, 60% or higher in Math (up from the 59% projected proficiency in Spring 2025 MAP) and 68% or higher in ELA (up from the 66% projected proficiency in Spring 2025 MAP).

Aligns with District Goal

Formative Measures: MAP Interim Assessment data, common assessments, progress monitoring, classroom walkthrough data

Improvement Strategy 1 Details	Reviews
<p>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.</p> <p>Position Responsible: Principal / School Leadership Team</p> <p>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.</p> <p>Evidence Level Level 2: Moderate: PLCs</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned 2024-2025 SBAC MATH data showed significant growth from previous year. 2024 8th Grade: 39% Proficient 2025 8th Grade: 49% Proficient Fall Map projections: 46% of all students are projected to be proficient on the 2025-2026 Math SBAC. When looking at grade level projections based on Fall MAP data, 45% of 6th grade, 50% of 7th grade and 42% of 8th graders are projected to be proficient.</p> <p>Black/African American students: 2024: 22.2% Proficient 2025 8.2% Proficient Spring Projection: 32% of all Black/African American students are expected to be proficient on the Math SBAC. When looking at 8th grade and Black/African American students, 17% are projected to meet the proficiency target at the end of the year on the SBAC Math assessment.</p> <p>October professional development will include support in effective strategies and protocols when analyzing and responding</p>

to data in PLCs.

October Next Steps/Need

Identify and prepare staff to implement after school Tier 2 program, identify, pre-assess and group students into intervention groups, plan and start after school intervention program.

Feb: In progress

February Lessons Learned

At the beginning of the year, 53.9% of the students tested were expected to be proficient on the ELA. At the midpoint of the school year, 64% are expected to be proficient. For math, 46% of all students were projected to be proficient, that increased to 51%. Overall, every grade level increased from the beginning of year.

Midyear data shows an overall increase of 5%age points. When looking at grades 6-8, individually, 6th grade increased 5%age points, 7th grade 7%age and an increase of 3%age points in 8th grade. The end of year goal on SBAC is for 60% or higher.

Mid-year data shows an overall increase of 2% in ELA. When looking at grades 6-8, individually, 6th grade increased 2%age points, 7th grade 5%age and an increase of 1%age points in 8th grade. Last year's ELA SBAC proficiency was 66%, our targeted percentage goal this year is 68%.

February Next Steps/Need

Continue to provided Tier II intervention for struggling students during the 2025-2026 school year. Monitor FLEX (our intervention program) program to inform instruction based on progress monitoring data. Support teachers in documentation gathering for students entering RTI process.

June:

June Lessons Learned

June Next Steps/Need

Improvement Strategy 2 Details

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

Reviews

Oct: In progress

October Lessons Learned

identified students.

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

2024-2025 PLC data was examined - 72% of the PLC meetings were identified as Planning PLCs, 27% were identified as Analyzing and Respond PLCs. The expectation for this school year is to increase Analyzing and Responding focus to 40% of the PLCs by the end of the year. Leadership team will need to monitor PLC notes to determine if that is happening and provide feedback and support to PLCs as needed.

Administration calibrated observations to ensure all admin. are looking for the same elements during observations, especially as it relates to implementation of Tier 1 materials and instructional practices.

October Next Steps/Need

Leadership teams begin attending PLCs, use shared documents during observations.

Begin looking at, organizing and identifying students in need of Tier 2 intervention. After identifying students, pre-assess and place them into groups based on assessments. Begin Tier 2 after school program.

Feb: In progress

February Lessons Learned

Meeting Frequency: The data shows consistent engagement across core subjects. For example, ELA 7 and Math 6 are meeting significantly more than the minimum requirement, often logging 3-4 entries per month. However, some specialized areas like Math 7 and Social Studies 8 show gaps in bi-monthly logging of PLC meetings.

Current Status: Currently 30.2% of our PLCs are Analyzing and Responding.

Data Breakdown: Out of 86 total entries for the 2025-2026 cycle, 26 are categorized as "Analyzing and Responding."

February Next Steps/Need

Next Steps: Administrative team will review first semester PLC data, determine if targeted professional development is needed and provide PLCs with feedback.

Need: Teacher commitment to all components of the PLC cycle, continued adherence to pacing guides, common assessments, and reflection needed to support student learning. This will become increasingly more important as we begin administering district wide common assessments.

June:

June Lessons Learned

June Next Steps/Need

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the 2025-2026 school year, 100% of PLCs will meet at least twice per month with instructional leadership present in 50% or more of all meetings, as documented in the shared PLC tracker. At least 40% of PLC agendas and notes will show evidence of teams engaging in the "Analyze and Respond" cycle using student data to identify learning gaps and implement/revise Tier II instructional strategies within general education classrooms.

Aligns with District Goal

Formative Measures: PLC Meeting tracker, PLC Agendas and Notes Review, Student data, Administrative walkthroughs, FocusED

Improvement Strategy 1 Details	Reviews
<p>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.</p> <p>Position Responsible: Principal</p> <p>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</p> <p>Evidence Level Level 2: Moderate: PLCs</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned 2024-2025 PLC data was examined - results 72% of the PLC meetings were identified as Planning PLCs, 27% were identified as Analyzing and Respond PLCs. The expectation for this school year is to increase Analyzing and Responding focus to 40% of the PLCs by the end of the year. Leadership team will need to monitor PLC notes to determine if that is happening and provide feedback and support to PLCs as needed.</p> <p>October Next Steps/Need Administrators will begin attending PLCs according to generated schedule, administrators will guide and support when PLCs engaging in analyzing and responding, administrators will look at PLC notes to guide conversations and help plan for upcoming professional development</p> <p>Feb: In progress</p> <p>February Lessons Learned Current Status: Currently 30.2% of our PLCs are Analyzing and Responding. Data Breakdown: Out of 86 total entries for the 2025-2026 cycle, 26 are categorized as "Analyzing and Responding." A total of 86 PLCs have been logged school-wide this year.</p> <p>February Next Steps/Need Ensuring departments are using common assessments, those not using common assessments will have department chair and supervising administer support. Time set aside during PD day to collaborate with a longer PLC to analyze mid-year data and plan next steps.</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>

Improvement Strategy 2 Details	Reviews
<p>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.</p> <p>Position Responsible: Principal/Leadership Team</p> <p>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.</p> <p>Evidence Level Level 2: Moderate: coaching</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned Some oversight is needed to ensure PLCs are effective and move beyond planning.</p> <p>October Next Steps/Need Administrators will review PLC notes to determine next steps when planning professional development to support teachers in further developing PLCs.</p> <p>Feb: In progress</p> <p>February Lessons Learned Administrators and department chairs are collaborating on PLC strengths and areas where support may be needed.</p> <p>February Next Steps/Need Use the next PD day to provide additional support.</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>

Inquiry Area 3: Connectedness

SMART Goal 1: Reduce the suspension rates for each student group to be less than a 10 percentage point difference from the student group enrollment during the 2025-2026 school year, as measured by school-wide behavior data.

Aligns with District Goal

Formative Measures: TFI 3.0 School-wide behavior data

Improvement Strategy 1 Details	Reviews
<p>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.</p> <p>Position Responsible: PBIS Leadership Team</p> <p>Resources Needed: PBIS Leadership Team (administrator, teachers, parents, community partners), TFI 3.0 data</p> <p>Evidence Level Level 1: Strong: TFI 3.0 Data</p> <p>Problem Statements/Critical Root Cause: Connectedness 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned Analysis if baseline data showed at the beginning of year the schoolwide expectations and new behavior expectations acronym was presented to entire staff, student body and families. All teacher survey responses (31) reported they taught and defined the behavioral expectations defined in the schoolwide acronym in their class, have integrated the schoolwide expectations into their daily classroom routines and procedures, most teachers report they are using the new school-wide adopted progressive discipline protocols, teachers report they are providing positive feedback and incentives for students consistently meeting school-wide and classroom expectations. Several students are implementing PBIS protocols in their classroom.</p> <p>October Next Steps/Need Continue to monitor progress, administer student survey to evaluate understanding and adoption of new school-wide expectations and acronym.</p> <p>Feb: In progress</p> <p>February Lessons Learned Current Status: Goal Met for 6 of 7 Student Groups Hispanic/Latino: Met Asian & Two or More Races: Met Native American & Pacific Islander: Met White: Met</p> <p>Critical Focus Area: Black/African American Students Goal Status: Not Met The Gap: 20.9% of suspensions vs. 5.2% of enrollment</p>

Target: To meet the 10-point threshold, suspension percentage must be reduced by 5.7% or more.

Looking closer at behavior resolution data from first semester, Bob Miller Middle School utilized restorative resolutions for 84 students across 96 documented incidents; by prioritizing these restorative outcomes over traditional discipline, the school is diverting students away from the suspension track. While there is an 11-percentage-point gap in referrals for Black or African American students (16.7% of resolutions vs. 5.7% of enrollment), addressing these incidents through a restorative framework is helping to keep suspension rates down.

February Next Steps/Need

Identify students needing small group sessions for students struggling with specific triggers (conflict resolution, emotional regulation) and provide them with support from grade level guidance counselors.

Continue with Restorative Circles and reflective re-entry meetings when returning to campus

Need: School-wide understanding and buy in of Positive Behavior Interventions and Supports (PBIS) and restorative discussions. Monthly checks to review behavior and suspension data. Continue to focus on skill-building through restorative practices.

June:

June Lessons Learned

June Next Steps/Need