

Clark County School District

Miller, Bob MS

2025-2026 School Improvement Plan

Classification: 3 Star School



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 2023-2024 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 the provided data, 61.2% of students were proficient on the Nevada CRT assessment in English Language Arts (ELA). In Math, 50% were proficient on the Nevada CRT assessment. FocusED provided MAP data for Spring 2025, projecting that 59% of the students will meet proficiency on the Math SBAC and 66% are expected to meet proficiency on the ELA SBAC.

Student Success Areas for Growth

Based on the projected 2024-2025 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 58% of 8th graders projected to meet the target, with particularly low rates among Black/African-American (15%) students.
2. Consistent Support for Underperforming Groups: Across all grades, Black/African American students under-perform compared to their peers. Developing targeted interventions and support systems is crucial.
3. 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, particularly in 8th grade, while simultaneously working to close the achievement gaps for our most vulnerable student populations. 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	• Language barriers limit access to core content. • Limited bilingual staff.	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. Staff will continue to provide after-school support. The leadership team will provide support for teachers utilizing QTEL strategies during Tier I instruction to increase student discourse.
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 59% of students projected to meet CRT proficiency, significant disparities persist across student groups, particularly among Black/African-American (33%), American Indian/Alaska Native (13%), and Hispanic/Latino (51%) 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.

Adult Learning Culture

Adult Learning Culture Areas of Strength

2025 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

Based on the 2024–2025 PLC log, a total of 75 PLC meetings were held. Of these, 72% focused on planning, while 25% centered on analyzing and responding.

Reviewing the ELA and Math PLC data:

- **ELA 6** documented the fewest PLC meetings, with 3 sessions—all focused on planning.
- **ELA 7** documented 13 PLCs, covering both planning and analyzing/responding.
- **ELA 8** held 8 meetings, evenly split between planning and analyzing/responding.
- **Math 6** recorded 7 meetings, 2 of which focused on analyzing/responding.
- **Math 7** had only 1 documented PLC, focused on planning.
- **Math 8** held 4 PLCs, all focused on planning.

PLC practices remain an area for growth. The school should continue refining PLC procedures to ensure balanced attention across all components of the Teaching and Learning Cycle. Additionally, delegating tasks in advance will help maximize the effectiveness of PLC meeting time.

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: One critical root cause for the issue outlined in the review of the PLC notes could be a lack of structured facilitation or guidance within the Professional Learning Communities (PLCs). Despite meeting consistently, PLCs may have lacked clear direction or support, hindering their ability to delve into meaningful analysis and improvement of instructional and professional practices. This lack of depth may have stemmed from various factors, such as a lack of focus in meetings, inadequate training in collaborative inquiry methods, insufficient leadership support, cultural barriers inhibiting open discussion, and a lack of teacher buy-in to the PLC process. Additionally, with only two required, 30-minute meetings per month, there was often not enough time or space to properly complete the work assigned. Addressing these root causes would likely necessitate a multi-faceted approach, including providing targeted training and support for PLC facilitators, ensuring access to relevant data and resources, fostering a culture of collaboration and inquiry within the school, and promoting strong leadership support for the PLC process.

Connectedness

Connectedness Areas of Strength

According to data in FocusED, compared to the 2023-2024 school year, the 2024-2025 school year saw 133 fewer overall student suspensions. A further breakdown of the suspension data, when comparing the 23-24 school year to the 24-25, shows an overall decrease in the percentages of some demographic groups placed on suspension. The percentage of suspensions among Black/African American and Hispanic/Latino subgroups decreased. The percentage of White students placed on suspension remained about the same.

2023 - 2024 Ethnicity Demographics of Suspensions	2024 - 2025 Ethnicity Demographics of Suspensions
Percent of Events	Percent of Events
Black /African-American: 15.3 %	Black /African-American: 12.8%
White: 41.6%	White: 44.1%
Hispanic/Latino: 34.7%	Hispanic/Latino: 23.9%

In terms of expulsion data, in 2023-2024, 2 of 6, or 33%, of expulsions at the school came from the Black/African-American demographic. Of the remaining four students, three were White and one was Hispanic/Latino. In 2024-25, four students were expelled from the school. One of the four expulsions, or 25%, were from the Black/African-American demographic. Two students were white and one student was "two or more races."

Connectedness Areas for Growth

Although Black/African-American students make up only 5.7% of the total student population at our school 2024-25, they accounted for 14.5% of all suspensions—more than 2.5 times their proportional representation. In contrast, suspension rates for White and Hispanic/Latino students are roughly aligned with or below their enrollment percentages. This disproportionality indicates a need to address school connectedness and cultural responsiveness to better support our Black/African-American students.

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 14.5% of all suspensions at our school during the 2024-2025 school year. This disproportionality, more than 2.5 times their enrollment representation, 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.

Priority Problem Statements

Problem Statement 1: Despite 59% of students projected to meet CRT proficiency, significant disparities persist across student groups, particularly among Black/African-American (33%), American Indian/Alaska Native (13%), and Hispanic/Latino (51%) 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: One critical root cause for the issue outlined in the review of the PLC notes could be a lack of structured facilitation or guidance within the Professional Learning Communities (PLCs). Despite meeting consistently, PLCs may have lacked clear direction or support, hindering their ability to delve into meaningful analysis and improvement of instructional and professional practices. This lack of depth may have stemmed from various factors, such as a lack of focus in meetings, inadequate training in collaborative inquiry methods, insufficient leadership support, cultural barriers inhibiting open discussion, and a lack of teacher buy-in to the PLC process. Additionally, with only two required, 30-minute meetings per month, there was often not enough time or space to properly complete the work assigned. Addressing these root causes would likely necessitate a multi-faceted approach, including providing targeted training and support for PLC facilitators, ensuring access to relevant data and resources, fostering a culture of collaboration and inquiry within the school, and promoting strong leadership support for the PLC process.

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 14.5% of all suspensions at our school during the 2024-2025 school year. This disproportionality, more than 2.5 times their enrollment representation, 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

- End-of-Unit Assessments
- 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
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- Staff surveys and/or other feedback
- Student Climate Survey
- Teacher evaluation
- Walk-through data
- Other
 - schoolwide data

Connectedness

- Behavior
- Community surveys and/or other feedback
- Demographic data
- Enrollment
- PBIS/MTSS data
- Perception/survey data
- Other
 - TFI 3.0 data, FocusED

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).

Formative Measures: MAP Interim Assessment data, common assessments, progress monitoring, 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			
1	School administration and teacher leaders will conduct training on how to properly implement PLCs, specifically working within PLCs to analyze and respond to data.	Administrative Team, Learning Strategist, Teachers	Summer, August			
2	Grade-level PLCs will meet at least twice a month to break down MAP and formative 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			
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						

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Despite 59% of students projected to meet CRT proficiency, significant disparities persist across student groups, particularly among Black/African-American (33%), American Indian/Alaska Native (13%), and Hispanic/Latino (51%) 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 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.

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

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			
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			
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			
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						

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: 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: One critical root cause for the issue outlined in the review of the PLC notes could be a lack of structured facilitation or guidance within the Professional Learning Communities (PLCs). Despite meeting consistently, PLCs may have lacked clear direction or support, hindering their ability to delve into meaningful analysis and improvement of instructional and professional practices. This lack of depth may have stemmed from various factors, such as a lack of focus in meetings, inadequate training in collaborative inquiry methods, insufficient leadership support, cultural barriers inhibiting open discussion, and a lack of teacher buy-in to the PLC process. Additionally, with only two required, 30-minute meetings per month, there was often not enough time or space to properly complete the work assigned. Addressing these root causes would likely necessitate a multi-faceted approach, including providing targeted training and support for PLC facilitators, ensuring access to relevant data and resources, fostering a culture of collaboration and inquiry within the school, and promoting strong leadership support for the PLC process.

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.

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			
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						

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Black / African American students represent only 5.7% of the student population but account for 14.5% of all suspensions at our school during the 2024-2025 school year. This disproportionality, more than 2.5 times their enrollment representation, 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.

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	\$8,829,585.37	Administration, licensed, and support staff salaries. Instructional supplies	<i>Student Success, Adult Learning Culture, Connectedness</i>
At-Risk Weighted Allocation	\$339,702.07	Mentoring at-risk students. Provide support for STARON program	<i>Student Success, Adult Learning Culture, Connectedness</i>
EL Weighted Allocation	\$226,803.58	Targeted interventions to enhance language acquisition.	<i>Student Success, Adult Learning Culture, Connectedness</i>
General Carry Forward	\$710,893.18	Administration, licensed, and support staff salaries. Instructional supplies	<i>Student Success, Adult Learning Culture, Connectedness</i>
At-Risk Weighted Carry Forward	\$517,632.90	Mentoring at-risk students. Provide support for STARON program	<i>Student Success, Adult Learning Culture, Connectedness</i>
EL Weighted Carry Forward	\$46,850.87	Targeted interventions to enhance language acquisition.	<i>Student Success, Adult Learning Culture, Connectedness</i>
Title IA	\$ N/A	n/a	

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	Jamie Huggins	Teacher
Staff Member	Nick Lemus	Support Professional
Community Member	Krystle Veilleuz	Parent

Community Outreach Activities

Activity	Date	Lesson Learned
SOT Meetings	May 2025	End of year reflection