

Clark County School District

Miller, John F.

2025-2026 School Improvement Plan

Classification: 1 Star School

CSI, MRI



Mission Statement

At John F. Miller School, we provide specialized Education and support to all of our students by fostering independence and preserving dignity. Through collaborative home and School Partnerships, we strive to create an inclusive educational experience that empowers each child's unique journey.

Vision

Empowering every child to reach their full potential.

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/john_f_miller_school/nspf/md

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

2024-2025 Data indicates:

- Data-Driven Instruction: Implemented RethinkED as the schoolwide data collection platform to support progress monitoring and instructional decision-making.
- Sensory Support: 100% of students accessed the sensory room at least once per week, promoting regulation and readiness to learn.
- Student Engagement: According to APF data, 92.3% of students demonstrated engagement in instructional activities.
- Family Involvement: Parent or guardian participation was recorded in 99% of IEP meetings, reflecting strong family-school collaboration.
- Family Support Services: A newly hired social worker conducted home visits and expanded wrap-around support for families, enhancing student well-being and stability.
- Curriculum Implementation: Unique Learning System (ULS) was adopted and implemented as the schoolwide curriculum, promoting consistent instruction aligned with student needs.
- Assistive Technology: There was an increased use of assistive technology to support student communication and access to instruction.
- Community Integration: Students engaged in four Community-Based Instruction (CBI) experiences, fostering real-world learning and functional skill development.

Student Success Areas for Growth

2024-2025 Data indicates:

- Chronic Absenteeism: 56.3% of students are identified as chronically absent, significantly impacting instructional continuity and student progress.
- Instructional Practices: There is a need to expand the use of evidence-based practices (EBPs), sensory regulation strategies, and appropriate adaptive equipment to enhance student engagement and access to learning.
- Curriculum Implementation: Unique Learning System (ULS) is not consistently taught with fidelity across content areas, limiting its effectiveness in supporting student learning.
- Instructional Materials: Many current instructional materials lack a foundation in research-based practices, hindering their alignment with students' diverse needs and IEP goals.
- Data-Driven Instruction: There is a need for more consistent use of data to inform instruction and guide the development of individualized and appropriate IEPs.
- Assessment Tools: Access to appropriate and reliable measurement tools is limited, and the district has not provided standardized monitoring tools to support progress tracking.

and program evaluation.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Although 98% of our students are nonverbal, enrollment documentation inaccurately identifies them as verbal. Consequently, they are automatically included in the annual administration of the WIDA Alternate Assessment (WAA). This assessment does not accurately reflect their language proficiency or instructional needs, leading to misaligned data and inappropriate instructional planning.	• Instructional Support: Pictorial supports are consistently used during instruction to enhance comprehension and communication for students who are nonverbal. • ELL Strategies: The ELL liaison models lessons using instructional strategies aligned with the Quality Teaching for English Learners (QTEL) framework, supporting language development through scaffolded, research-based practices. • Language Identification: Collaboration with Assessment, Accountability, Research, and School Improvement (AARSI) has helped ensure that students’ native language is accurately identified as nonverbal, aligning assessment practices with their actual communication abilities. • Assessment Accommodations: During the 2024–2025 school year, students were granted exemptions in up to two domains of the WIDA Alternate Assessment (WAA), better reflecting their abilities and providing a more appropriate evaluation framework.

Student Group	Challenge	Solution
Foster/Homeless	Challenge: Ensuring reliable transportation to and from school remains a critical need, as it directly impacts student attendance and access to educational services. Additionally, implementing comprehensive wrap-around services is essential to support attendance and overall well-being. Due to the complex medical and physical needs of our students, traditional short-term housing facilities are often not equipped to meet their requirements. As a result, when students experience homelessness, they are frequently placed in nursing care facilities, which may not be developmentally appropriate or conducive to continued educational progress.	Support Provided (MRI #5): • Designated Support Staff: Ensure the identification of a Title I HOPE Liaison who is fully trained and knowledgeable about all services and supports available to students experiencing foster care or homelessness. • Family Engagement: Continue to prioritize building trusting and supportive relationships with families to foster open communication and strengthen collaboration in meeting student needs.
Free and Reduced Lunch	Challenge: Currently, 24% of our students receive breakfast and lunch orally; however, 76% require special feeding procedures, and families are responsible for providing necessary formulas. Unlike other students in the district, our students are not offered individualized meals by CCSD, despite every other student in the district receiving meals at no cost. Additionally, our students face significant barriers to participating in after-school events due to the lack of adequate support and resources. There are insufficient site funds to cover essential medical and transportation assistance, including support from school nurses. Moreover, late buses are not routed to special schools and are not equipped with wheelchair tie-downs, further limiting our students' access to extended learning and extracurricular opportunities.	Support Provided: We offer wrap-around services to families who require assistance in obtaining formula for their students, ensuring they have the necessary nutrition to attend school consistently. Additionally, we provide on-site events and real-world learning experiences during the school day to enhance student engagement and participation, thereby mitigating barriers associated with after-school attendance.
Migrant/Title1-C Eligible	N/A	N/A

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Challenge: While efforts have been made to provide culturally responsive instruction, there is a continued need to ensure that instructional materials are fully aligned with the cultural, linguistic, and developmental needs of our diverse student population. Materials must reflect students' backgrounds and experiences to foster engagement, relevance, and equitable access to learning.	Support Provided (MRI #3): • Collaboration: Engage in ongoing consultation with CCSD's ELL Department and the Language Learner Liaison to ensure instructional strategies and supports are responsive to the needs of English language learners. • Data Monitoring: Track and analyze formative assessment data disaggregated by racial and ethnic groups to identify and address any disparities in student outcomes during instruction and intervention.
Students with IEPs	While students' IEPs serve as the foundation for individualized instruction, they must be specific, intentional, and closely aligned with each student's cognitive and functional abilities. Currently, there is no assessment tool that effectively measures our students' functional skills or adequately addresses their unique needs. Additionally, staff require ongoing training and support to consistently collect and analyze IEP progress data, ensuring accurate monitoring of student mastery. Further complicating these challenges, limited autonomy over staffing and constrained funding restrict our ability to establish specialized positions that support and enhance student learning and success.	Support Provided (MRI #3): The Specialized Education Instructional Facilitator (SEIF) monitors student progress through annual specialized progress reports and collaborates with the IEP team to review findings before yearly IEP meetings. This ensures that all team members are well-informed and actively engaged in developing appropriate and targeted IEPs. Staff will continue to progress monitor students' IEP goals and manage data using RethinkED, providing accurate and timely measurement of student growth. Ongoing collaboration among team members to analyze student data strengthens instructional planning and enhances student learning opportunities and success.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): (MRI #1) At John F. Miller School, students' Individualized Education Programs (IEPs) serve as the foundation for personalized instruction. However, consistent access to high-quality, research-aligned instructional materials, delivered with fidelity and supported by appropriate tools and adaptive equipment, remains a significant challenge. Limited budgetary resources and restricted availability of essential materials and equipment adversely impact our ability to provide a free and appropriate public education (FAPE) that meets each student's unique needs.

Critical Root Cause: (MRI #1) Challenges: There is inconsistent implementation of evidence-based practices and variable use of individualized assistive technology across the

campus. Limited autonomy in campus design, funding, and staffing restricts our ability to fully address the individualized needs of our students. Our students' performance is primarily measured by state-mandated assessments that do not adequately reflect their unique abilities or instructional needs. There is an absence of a formal, specialized assessment tool that effectively measures our students' functional skills and performance levels.

Inquiry Area 1: Student Success

SMART Goal 1: As measured by monthly evidence walks, the percentage of classroom observations showing evidence of individualized Tier I instruction aligned with IEP goals will increase to 75% at the end of semester 1 and 100% at the end of semester 2, 2025.

Aligns with District Goal

Formative Measures: NAA results, Walk-through data, IEP goal mastery, specialized progress reports, classroom observation, and RethinkED data.

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: By the end of 2024/2025 SY, 100% of licensed staff will participate in professional learning opportunities aligned to our Tier 1 curriculum (ULS) and implement individualized AST (instruction and communication) aligned to their student's IEP goals.				Status Check		EOY Reflection
				Oct	Feb	June
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	The design team will ensure all classroom staff have a ULS license.	Design Team	By August 14, 2025			
2	The design team will develop a pre/post-testing calendar to guide the pacing of instruction and monitor results.	Instructional Support Teachers	By August 14, 2025, Weekly consultation with teachers			
3	Develop an action plan timeline and identify the staff responsible for PLC topics and conversations and PL opportunities for implementation with fidelity before September 2024.	Design Team	By August 25, 2025			
4	Administration, the learning strategist, and PLCs will facilitate regular reviews of present levels, instructional activities/ plans, and IEP goals benchmark for alignment as part of reflections and PLC work. (MRI #3)	SEIF, administration, and teachers	Monthly- August 2025 through May 2026			
5	Schedule and conduct monthly evidence walks. (MRI #3)	Design team and teachers	Monthly- August 2025 through May 2026			
6	The design team will compile and distribute AST kits to all classrooms and provide guidance on implementing them, ensuring all students can engage with their learning.	AST Support Teacher and Support professional	By August 14, 2025, and monthly from August 2025 through May 2026			

Action #	Actions for Implementation	Person(s) Responsible	Timeline
7	The design team will design and implement ongoing professional learning opportunities specific to assistive technology for licensed and support professionals using assistive technology. (MRI #4)	Design team, Assistive Technology Teacher	Quarterly- August 2025 through May 2026

Position Responsible: Administration

Resources Needed: Professional learning materials

22 ULS licenses

Continued access to Rethink ED through LINKS

Funds to pay for staff to attend professional learning/conferences

Fund for substitutes for staff to attend PL (180.00 per teacher per day)

Extra duty funds for licensed and support staff to participate in professional learning outside their contract time

Devices to complete the AST classroom kits, batteries, and management system

Title 1 funds

Local Plan Funds

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 (1)

Level 2: Moderate: Professional Learning Communities (PLC) (2)

Problem Statements/Critical Root Cause: Student Success 1

Implemented	No review	
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Inquiry Area 1: Student Success

SMART Goal 2: Increase the percentage of English learners proficient in ELA from 28% in 2025 to 40% by 2026, as measured by Nevada Alternative Assessment.

Aligns with District Goal

Formative Measures: Nevada Alternative Assessment, WIDA Alternate Access proficiency data , Classroom assessments

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Implement Realia Library				Status Check		EOY Reflection
				Oct	Feb	June
				In progress	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Ensure all teachers and administrators complete CCSD's adopted Language Development Approach, Understanding Language Development (ULD).	School leadership team, learning strategist, teachers	Completed by December 2025.			
2	Monitor implementation of English learner support in Tier I (ULS) curriculum by participating in instructional rounds utilizing the Tier I monitoring tool.	School leadership team, learning strategist, teachers, EL School Support Coordinator	Two times during the 2025-2026 school year, September and January			
3	Develop Tier I Monitoring Tool that can be used to facilitate instructional rounds.	School leadership team, learning strategist, teachers, EL School Support Coordinator	End of November 2025			

Adult Learning Culture

Adult Learning Culture Areas of Strength

- All classrooms have a licensed teacher.
- Increased areas of expertise.
- Staff members design and present Professional Learning (PL) based on professional experience and school needs.
- Title 1 prep buyouts support school-wide professional learning initiatives, Assistive Technology (AST) implementation, increasing family engagement, and in-class coaching/modeling on evidence-based practices.
- Local Plan preps buyouts provide 1-on-1 support for IEP development, compliance, behavioral interventions, and incorporating evidence-based practices during instruction.
- Developing a ULS Academy for JF Miller staff

Adult Learning Culture Areas for Growth

- Design and implement Professional Learning (PL) series.
- Buy-in from staff and maintaining trusting relationships
- Attendance of staff on Staff Development Days and PL sessions.
- Accountability structures
- Classroom instruction needs to be aligned with IEPs and be intentional and purposeful.
- Collecting data aligned to IEPs and using the data to develop appropriate annual IEPs.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Challenge: 98% of our students are nonverbal, but their enrollment paperwork says otherwise, causing them to participate in the WAA annually.	Support: Provide pictorial support during instruction, and the ELL liaison models lessons by implementing ELL instructional strategies aligned to QTEL. Work with AARSI to identify our student's native language as non-verbal.
Foster/Homeless	Challenge: Ensure students have transportation to and from school and implement wrap-around services to increase student attendance.	Support: Ensure we identify a Title 1 Hope liaison who is informed and knowledgeable about the services available to students impacted by foster care or homelessness. (MRI #5)
Free and Reduced Lunch	Challenge: 24% of our students eat orally and currently receive breakfast and lunch at school; however, 76% of our students have orders for feeding provided by a special procedure nurse, and their families must provide the formula. CCSO does not give them formulas, even though all students should have breakfast and lunch at school. Our student population cannot attend events after school due to their medical requirements, an RN must be on campus with students, and late busses do not have tie-downs for their wheelchairs to be safely transported as their typical peers.	Support: Provide events and real-world experiences on-site during the school day.
Migrant/Title1-C Eligible	N/A	N/A

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Challenge: Is the Instruction culturally responsive, and are the instructional materials high-quality and evidenced-based?	Support: Consult and work with CCSD's ELL department and Language Learner Liaison. Track formative data across racial groups to determine whether disparities exist during instruction/interventions. Continue our partnership with the Nevada Dual Sensory Project. (MRI #3)
Students with IEPs	Challenge: Our students' IEPs drive their instruction, which requires their IEPs to be specific, intentional, and relevant to their cognitive levels. However, we have yet to find an assessment that measures our student's functional abilities and meets our students' needs. Staff need to collect IEP data regularly to measure their mastery of their IEP goals, and staff needs to be consistent with their data collection. We do not have the autonomy nor funding to develop positions to support student learning and success.	Support: The SEIF will track IEP progress through the annual specialized progress reports. The SEIF will review the report to the IEP team before the annual IEP meeting to ensure all team members are informed to actively participate in developing appropriate IEPs. Staff will have access to RethinkED to collect data and measure progress. (MRI #3)

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): JF Miller has licensed teachers in all classrooms for the 24/25 SY; however, our staff continues to require time to adapt to the John F. Miller School's standard operating procedures, transition to an evidenced-based model of instruction, and develop relationships with their new team members. The John F. Miller staff are inconsistent with incorporating ULS and implementation of AST for student instructional engagement and individualized to the students and for communication.

Critical Root Cause: Staff resistance to adopting new curriculum and instructional coaching in addition to five mid-year teacher resignations/retirements has impacted consistent implementation. Additionally, there is a chronic pattern of low attendance on Staff Development Days (SDD).

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the 2025-2026 SY, 100 % of classroom staff will access ongoing professional learning sessions during PLCs, in-class coaching, focusing on implementing ULS paired with AST and aligned with students' individualized IEP goals.

Aligns with District Goal

Formative Measures: Classroom walk-through data, APF data, PLC agendas and attendance logs, and survey results.

Improvement Strategy 1 Details	Reviews
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Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Due to the individualized needs of our students, our strategy is to provide high-quality PL on the implementation of ULS and the use of AST specific to the student's individualized needs (AST liaisons, learning team members, and the SLPs) to increase student engagement and functional communication skills. The AST lead will provide in-class support and coaching, host family learning sessions, and lead PL sessions. Implement a digital data collection system managed by our Data Strategist to drive relevant IEP goals (Admin, Data Strategist, and MTSS team); Conduct an MTSS Refresh (Design Team).				Status Check		EOY Reflection
				Oct	Feb	June
				In progress	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	AST lead, student learning team, and administration will design a school-wide PL academy and support schedule (MRI #4)	Instructional Support Teacher and Support Staff	By September 1, 2025.			
2	By August, develop and share an implementation and pre/post-test timeline with the responsible staff identified for our school-wide goals.	Instructional Support Teacher	By September 1, 2025			
3	The instruction team will update the data-collecting document for use during the walk-throughs and collect data aligned with the implementation of ULS and the use of AST. (MRI #3)	Instructional Team	By September 1, 2025			
4	Will develop an AST checklist for IEPs and instructional activity plans.	SLPs and AST Instructional Support Teacher	Update quarterly.			
5	The student instruction team is designing "how-to" and "when-to" PL sessions for licensed and support professionals on implementing low-tech and high-tech AST, collecting meaningful data on student uses of AST, and documenting AST data and summaries during IEP meetings for compliance.	Instructional Team	Bi-monthly trainings starting August 2025			
6	The administration will facilitate reflective conversations with licensed staff during instructional rounds and NEPF cycles related to implementing ULS, using AST, and increasing individual students' use of AST.	Administration and Teachers	Throughout the 2025-2026 SY, specifically in alignment with the NEPF observation cycles.			
7	The CCSD AST department committed to providing in-class coaching on using AST and collaborating to design PL sessions specific to John F. Miller's needs during their scheduled monthly campus visits. (MRI #4)	AST department	Monthly, starting in September 2025through April 2026			
Position Responsible: Administration Resources Needed: Student Learning Team Funds to pay for substitutes for staff to attend PL sessions. Funds to pay staff to participate in PL sessions outside their contracted day.						

Working relationship with AST Google Forms AST devices and contact School-wide data collection system license. Time to plan, develop, and implement. 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 (1) Problem Statements/Critical Root Cause: Adult Learning Culture 1			
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Connectedness

Connectedness Areas of Strength

- 98% of parents participate in annual IEP meetings.
- Increased the number of community resources present on campus during events.
- Growing connections with community agencies.
- MLT team and IEP teams refer students for social workers’ support.
- Official volunteer applicant
- Allocated a Social Worker position in April.
- Continued with our website
- Increased the use of REMIND, ParentLink, and daily communication forms.

Connectedness Areas for Growth

- Hiring an on-site social worker.
- Lack of SEL staff member support (social worker, transition specialist, school counselor, etc.)
- Develop a relationship with SSD’s transition specialist assigned to our site.
- The documentation of communication with families through the Teacher Contact Log (TCL), confidential folder documentation, and MDT communication has been inconsistent.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Challenge: 98% of our students are nonverbal, but their enrollment paperwork says otherwise, causing them to participate in the WAA annually.	Support: Provide pictorial support during instruction, and the ELL liaison models lessons by implementing ELL instructional strategies aligned to QTEL. Work with AARSI to identify our student's native language as non-verbal.
Foster/Homeless	Challenge: Ensure students have transportation to and from school and implement wrap-around services to increase student attendance.	Support: Ensure we identify a Title 1 Hope liaison who is informed and knowledgeable about the services available to students impacted by foster care or homelessness. (MRI #5)
Free and Reduced Lunch	Challenge: 24% of our students eat orally and currently receive breakfast and lunch at school; however, 76% of our students have orders for feeding provided by a special procedure nurse, and their families must provide the formula. CCSD does not give them formulas, even though all students should have breakfast and lunch at school. Our student population cannot attend events after school due to their medical requirements, an RN must be on campus with students, and late busses do not have tie-downs for their wheelchairs to be safely transported as their typical peers.	Support: Provide events and real-world experiences on-site during the school day.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Challenge: Instruction is culturally responsive, and the instructional materials align with the student population's needs.	Support: Consult and work with CCSD's ELL department and Language Learner Liaison. Track formative data across racial groups to measure if any disparities exist during instruction/interventions. (MRI #3)

Student Group	Challenge	Solution
Students with IEPs	Challenge: Our students' IEPs drive their instruction, which requires their IEPs to be specific, intentional, and relevant to their cognitive levels. However, we have yet to find an assessment that measures our student's functional abilities and meets our students' needs. Staff need to collect IEP data regularly to measure their mastery of their IEP goals, and staff needs to be consistent with their data collection. We do not have the autonomy nor funding to develop positions to support student learning and success.	Support: The SEIF will track IEP progress through the annual specialized progress reports. The SEIF will review the report to the IEP team before the annual IEP meeting to ensure all team members are informed to actively participate in developing appropriate IEPs. Staff will have access to RethinkED to collect data and measure progress. (MRI #3)

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Due to the significant medical needs and cognitive deficits of the John F. Miller students, often, there is no time or resources to generalize their skills outside of the school environment.

Critical Root Cause: John F. Miller students require frequent nursing care and assistance with 100% personal care needs. Limited access to the community and resources outside the school environment limits opportunities to generalize skills and access community resources.

Inquiry Area 3: Connectedness

SMART Goal 1: During the 2025-2026 SY, John F. Miller will host monthly family-agency meetings to increase the school, home, and community connectedness as measured by meeting agendas and sign-in sheets.

Aligns with District Goal

Formative Measures: MLT/MTSS team meeting and will home visit logs, Agendas, and sign-in sheets, monitor the number of community partners, review the school attendance report, and collaborate with wrap-around services.

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: (MRI #2): MLT/MTSS team members will conduct home visits, hire a school social worker, increase the number of our community partners, decrease chronic absenteeism, and collaborate with wrap-around services.				Status Check		EOY Reflection
				Oct	Feb	June
				Implemented	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Survey the families to identify the top five resources/agencies to contact	Social Worker	Quarterly, August, October, January, and March			
2	Develop the monthly schedule for the agency meetings	Social Worker and Learning Strategist	By August 11, 2026			
3	Develop a team to facilitate the connection meetings and track parental needs.	Social Worker, SEIF and Learning Strategist	By September 1, 2025			
4	Schedule individualized sessions for parents with specific agencies.	Social Worker and SEIF	Ongoing, throughout the year, as requested or needed.			
5	Identify a committee to increase the accessibility of our school and meet four times a year.	Assistant Principal	Quarterly meetings, September, November, January, and April			
Position Responsible: Administration Resources Needed: Spanish Interpreters Online platform Materials for meetings Calendar for events Various modalities to communicate to parents Staff to facilitate the meetings Connections to the community agencies The same social worker is assigned to support our campus until we can hire. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: Parent and family communication (1) Problem Statements/Critical Root Cause: Connectedness 1						

Priority Problem Statements

Problem Statement 1: (MRI #1) At John F. Miller School, students' Individualized Education Programs (IEPs) serve as the foundation for personalized instruction. However, consistent access to high-quality, research-aligned instructional materials, delivered with fidelity and supported by appropriate tools and adaptive equipment, remains a significant challenge. Limited budgetary resources and restricted availability of essential materials and equipment adversely impact our ability to provide a free and appropriate public education (FAPE) that meets each student's unique needs.

Critical Root Cause 1: (MRI #1) Challenges: There is inconsistent implementation of evidence-based practices and variable use of individualized assistive technology across the campus. Limited autonomy in campus design, funding, and staffing restricts our ability to fully address the individualized needs of our students. Our students' performance is primarily measured by state-mandated assessments that do not adequately reflect their unique abilities or instructional needs. There is an absence of a formal, specialized assessment tool that effectively measures our students' functional skills and performance levels.

Problem Statement 1 Areas: Student Success

Problem Statement 2: JF Miller has licensed teachers in all classrooms for the 24/25 SY; however, our staff continues to require time to adapt to the John F. Miller School's standard operating procedures, transition to an evidenced-based model of instruction, and develop relationships with their new team members. The John F. Miller staff are inconsistent with incorporating ULS and implementation of AST for student instructional engagement and individualized to the students and for communication.

Critical Root Cause 2: Staff resistance to adopting new curriculum and instructional coaching in addition to five mid-year teacher resignations/retirements has impacted consistent implementation. Additionally, there is a chronic pattern of low attendance on Staff Development Days (SDD).

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Due to the significant medical needs and cognitive deficits of the John F. Miller students, often, there is no time or resources to generalize their skills outside of the school environment.

Critical Root Cause 3: John F. Miller students require frequent nursing care and assistance with 100% personal care needs. Limited access to the community and resources outside the school environment limits opportunities to generalize skills and access community resources.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Multi-Tiered System of Supports (MTSS)
- Nevada Alternate Assessment (NAA)
- Nevada State Performance Framework (NSPF)
- WIDA Alternate ACCESS (WAA)
- Other
 - Student engagement
 - IEP goal mastery

Adult Learning Culture

- Administrator evaluation
- Budgets/entitlements and expenditures data
- Evaluation(s) of professional development implementation and impact
- Lesson Plans
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- Walk-through data

Connectedness

- Attendance
- Enrollment
- Enrollment trends
- Home Visits
- Perception/survey data
- Volunteer opportunities, attendance, and participation
- Other
 - Family meeting schedule, schedule, and feedback
 - IEP participation

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

John F. Miller's site-based team met on April 30, May 5, and May 13, 2025, to review outcomes from the 2024–2025 school year and to develop the 2025–2026 Continuous Improvement Plan. Please see the Comprehensive Needs Assessment detailed in this school performance plan.

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

Please see the Continuous Improvement Team table included in this plan.

John F. Miller School's site-based team, which consists of staff and parents, meets twice in the fall to review our CIP and progress. Additionally, we invite parents to participate in School Organizational Team (SOT) meetings by sharing meeting information through Talking Points and ParentLink. Administration actively seeks parental input during monthly parent meetings and through a school improvement survey, which is made available to all stakeholders throughout the school year.

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 results in the intended improvements. The outcomes of this analysis will be documented in the Status Checks section of this plan and posted on school websites to serve as a communication tool with the school community.

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

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

2.4: Opportunities for all children to meet State standards

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

2.5: Increased learning time and well-rounded education

John F. Miller is allocated funds through multiple sources.

1. Fund 100
2. Fund 250
3. Title 1
4. IDEA Grant
5. MRI support funds?

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

John F. Miller School prioritizes inclusive family engagement by hosting school-wide events during the school day, with multiple dates offered to increase accessibility. Interpreters are available to support effective communication. To accommodate family scheduling needs, a substitute is provided to cover the case manager's class during IEP meetings. Monthly parent meetings are held at varying times and on different days, and evening activities are scheduled for families who are unavailable during the school day.

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
Fund 250- General supplies	\$62,008.00	Instructional and student support materials, health office supplies, personal care supplies, instructional materials, administrative materials, communication subscription, and building maintenance needs.	1, 2, 3
EL Weighted Allocation, Carry Forward	\$2513.71	Staff compensation, assessment materials, and instructional support materials.	1, 2, 3
EL Weighted Allocation, General supplies	\$2288.00	Staff compensation, assessment materials, and instructional support materials.	1, 2, 3
EL Weighted Allocation, ELL Student Success Advocate	\$1144.00	Staff compensation	1, 2, 3
Title 1	\$47,040.00	Instructional support, Web master, parental involvement, and our website.	1, 2, 3
EL Weighted Carry Forward	\$3513.71	Staff compensation, assessment materials, and instructional support materials.	1, 2, 3
Title IA	\$0		

Continuous Improvement Team

Team Role	Name	Position
Required	Brandon Murphy	Parent
Required	Heidi Tunea	Parent
Required	Skyler Sane	Social Worker
Required	Adrienna Agasi	Teacher
Required	Lisa Bryant	Support Professional
Required	Kathleen Guillaume	SEIF
Required	Medley Sapp	Teacher
Required	Elysia Byrd	Learning Strategist
Required	Nathan Anderson	Assistant Principal
Required	Elizabeth Poglitsch	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
SOT Meetings	Monthly- August 2025 through May 2026	Focus: Budget allocation, staffing, school-wide events, community partners, students and staff, and progress toward school goals.
Meet and Greet	August 10, 2025	Families meet their 2025-2026 staff, review health needs, and the school mission is reviewed and aligned with CIP goals.
Open House- Community Meeting	August, 2025	Title 1 plan and CIP goals are shared.
Monthly Family Meetings-Community Meeting	Monthly- August 2025 through May 2026	Presentations by community partners, shared resources, and family input towards the school goals.