

Clark County School District

Miller, John, F. ES

2026-2027 School Improvement Plan

Accreditation Status

Accredited

Classification: 1 Star School

MRI, Special



District Approval Date: July 29, 2026

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

2025-2026 data review indicated:

- Data-Driven Instruction: Teachers used RethinkED as the schoolwide data collection platform to support progress monitoring and instructional decision-making.
- Family Engagement: Parent or guardian participation was recorded in 99% of IEP meetings.
- Staff Engagement: Licensed staff participated in weekly PLCs and instructional walks.
- Staffing: We were 100% staffed throughout the school year and retained 99% of our educators for the 26-27 school year.
- Assistive Technology: Increased student access to various assistive technology devices to support student communication and access to instruction.
- Community Engagement: Increased the number of community-based instructional experiences by 65%, fostering real-world learning and generalization of functional skill development.
- Community Partners: Increased our community partners by 75%.
- Student Engagement: Zero behaviors reported during the 2025-2026 school year.
- Student Engagement: 98% of students were actively engaged during monthly engagement walks.
- Graduation: 100% of our enrolled seniors graduated.

Student Success Areas for Growth

2025-2026 data indicates:

- Chronic Absenteeism: 56% of students are identified as chronically absent, significantly impacting student progress.
- Assessment Tools: Access to appropriate and reliable measurement tools is limited and the state and district have not provided standardized monitoring tools or assessments to support curriculum evaluation, progress monitoring, or standardized assessments.
- Data-Driven Instruction: Instructional practices and annual Individualized Education Programs (IEP) require revisions or adjustments when limited progress is documented.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Challenge: Systemic enrollment data inaccuracies misidentify a significantly impacted, nonverbal student population as verbal, resulting in an inaccurate 17% English Learner (EL) designation. Furthermore, a district-level decision overturned established IEP assessment exemptions, mandating that these students—who present with severe, co-occurring cognitive, linguistic, and sensory impairments—participate across all four domains of the WIDA Alternate ACCESS, despite profound communication barriers.	Support: • Instructional Support: Pictorial supports and assistive technology are consistently used during instruction to enhance comprehension, engagement, and communication for our students. • Language Identification: Collaborate with Child Find, AARSI, and building leaders to educate them about Language Code ZZ for nonverbal students during the enrollment process. • Assessment Participation: During the 2026-2027 school year, John F. Miller will use EL funds to pay an EL Student Success Advocate to facilitate the completion of the reclassification process if appropriate.
Foster/Homeless	Challenge: Students facing housing instability exacerbate the complex needs of our student population, including specialized medical procedures and wheelchair-accessible transportation and housing. Delays in coordinating immediately available, specialized transportation create a barrier to daily school attendance and instructional consistency.	Support provided: • Provide wrap-around services. • Ensure our Title 1 HOPE liaison and Foster Care Advocate are informed. • Ensure Infinite Campus is current/updated with educational Decision-makers, CASA, CPS/DFS caseworker, or caregiver information. • Follow state and local policies.
Free and Reduced Lunch	Challenge: 78% of our students are excluded from district-provided breakfast and lunch programs due to systemic purchasing limitations. While 100% qualify for Free and Reduced Lunch, their nutritional needs must be met via medical formula (G/J tubes), which the district neither stocks nor allows individual school sites to procure.	Support: Establish a proactive communication system to notify families when specialized nutritional inventories are running low, preventing attendance disruptions. Facilitate a collaborative, campus-based supply-sharing network to match surplus resources with families experiencing immediate shortages.
Migrant/Title1-C Eligible	N/A	N/A

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Challenge: There is a need to systematically adapt instructional materials to be both culturally responsive and fully accessible through diverse modalities, ensuring equitable learning opportunities for all racial and ethnic student groups.	Support: Collaborate with the English Learner (EL) department to audit and adapt instructional materials for multi-modal access. Establish a localized data-tracking system disaggregated by student demographics to identify, monitor, and systematically address access and achievement disparities.
Students with IEPs	Challenge: State and district standardized assessment tools fail to accurately measure the incremental growth and functional abilities of our significantly impacted student population. This gap places an exclusive burden on instructional staff to design localized, goal-aligned data collection systems to meet compliance and progress-monitoring requirements.	Support: Utilize the Special Education Instructional Facilitator (SEIF) to monitor student growth via annual Specialized Progress Reports systematically. The SEIF will conduct comprehensive pre-meeting reviews of these data profiles with all stakeholders to ensure data-driven collaboration and active, informed participation in IEP development.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): (MRI #1) While Individualized Education Programs (IEPs) serve as the foundation for personalized instruction at John F. Miller School, systemic barriers limit consistent access to high-quality, research-aligned instructional materials. This deficiency, compounded by the limited availability of essential adaptive equipment and tools and budgetary constraints, directly affects the fidelity of instructional delivery tailored to our students' unique profiles.

Critical Root Cause: (MRI #1) Challenges: There is inconsistent schoolwide fidelity in implementing evidence-based instructional practices, compounded by variable integration of individualized assistive technology across classrooms. This challenge is compounded by a reliance on state-mandated assessments that fail to accurately capture our population's unique instructional profiles, alongside a lack of formal, specialized assessment tools designed to measure their true functional skills and performance levels.

Adult Learning Culture

Adult Learning Culture Areas of Strength

2025-2026 data indicated:

- 100% of classrooms have licensed teachers
- Transitioning SPTA III positions to Personal Care Assistants
- Professional Learning Communities met weekly
- Title 1 prep buy-outs support school-wide professional learning and coaching initiatives, assistive technology implementation, and in-class coaching and modeling of instructional strategies.
- Teachers participated in instructional walks.
- Lesson plan development.
- Developed compliant and data-driven IEPs.
- Increased the number schoolwide and family engagement events.

Adult Learning Culture Areas for Growth

- Attendance on staff development days
- Implementing the PLC+ model during PLCs
- Teacher led PLCs
- Accountability structures
- Addressing self-injurious behaviors.
- Use a professional learning model that supports staff's growth.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Challenge: Systemic enrollment data inaccuracies misidentify a significantly impacted, nonverbal student population as verbal, resulting in an inaccurate 17% English Learner (EL) designation. Furthermore, a district-level decision overturned established IEP assessment exemptions, mandating that these students—who present with severe, co-occurring cognitive, linguistic, and sensory impairments—participate across all four domains of the WIDA Alternate ACCESS, despite profound communication barriers.	Support: - Language Identification: Collaborate with Child Find, AARSI, and building leaders to educate them about Language Code ZZ for nonverbal students during the enrollment process. - Assessment Participation: During the 2026-2027 school year, John F. Miller will use EL funds to pay an EL Student Success Advocate to facilitate the completion of the reclassification process if appropriate.
Foster/Homeless	Challenge: Students facing housing instability exacerbate the complex needs of our student population, including specialized medical procedures and wheelchair-accessible transportation and housing. Delays in coordinating immediately available, specialized transportation create a barrier to daily school attendance and instructional consistency.	Support provided: - Provide wrap-around services. - Ensure our Title 1 HOPE liaison and Foster Care Advocate are informed. - Ensure Infinite Campus is current/updated with educational Decision-makers, CASA, CPS/DFS caseworker, or caregiver information. - Follow state and local policies.
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Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Although John F. Miller School has achieved full instructional staffing with licensed educators, a critical need remains to onboard personnel and align them with campus-specific standard operating procedures and evidence-based instructional frameworks. Currently, there is inconsistent schoolwide fidelity in integrating Unique Learning System (ULS) curricula and implementing Assistive Technology (AT) to support individualized student engagement, communication, and team cohesion.

Critical Root Cause: Strategic implementation has been constrained by variable staff buy-in regarding new curriculum frameworks and instructional coaching models. Furthermore, a chronic pattern of low attendance on Staff Development Days limits the consistent delivery of essential professional learning and onboarding.

Connectedness

Connectedness Areas of Strength

- 99% of families participated in annual IEP meetings.
- Increased number of community partnerships.
- Increased number of Community-Based Instruction experiences.
- Incorporated TalkingPoints across the campus.
- Increased the number of school-wide events during the school day for families and students.
- Development of the John F. Miller Instagram account.
- New website launch in 8/2026

Connectedness Areas for Growth

- Decreased budget for the 2026-2027 school year.
- Inconsistent use of the teacher contact log for documentation of communication.
- Limited number of itinerant teaching supports.
- Inconsistent use of daily communication logs with families.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Challenge: Systemic enrollment data inaccuracies misidentify a significantly impacted, nonverbal student population as verbal, resulting in an inaccurate 17% English Learner (EL) designation. Furthermore, a district-level decision overturned established IEP assessment exemptions, mandating that these students—who present with severe, co-occurring cognitive, linguistic, and sensory impairments—participate across all four domains of the WIDA Alternate ACCESS, despite profound communication barriers.	Support: • Instructional Support: Pictorial supports and assistive technology are consistently used during instruction to enhance comprehension, engagement, and communication for our students. • Language Identification: Collaborate with Child Find, AARSI, and building leaders to educate them about Language Code ZZ for nonverbal students during the enrollment process. • Assessment Participation: During the 2026-2027 school year, John F. Miller will use EL funds to pay an EL Student Success Advocate to facilitate the completion of the reclassification process if appropriate.
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Student Group	Challenge	Solution
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Students with IEPs	Challenge: State and district standardized assessment tools fail to accurately measure the incremental growth and functional abilities of our significantly impacted student population. This gap places an exclusive burden on instructional staff to design localized, goal-aligned data collection systems to meet compliance and progress-monitoring requirements.	Support: Utilize the Special Education Instructional Facilitator (SEIF) to monitor student growth via annual Specialized Progress Reports systematically. The SEIF will conduct comprehensive pre-meeting reviews of these data profiles with all stakeholders to ensure data-driven collaboration and active, informed participation in IEP development.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Due to profound medical complexities and intensive cognitive needs, students at John F. Miller School experience frequent health-related absences. This reduced instructional time, combined with limited external resources, constrains the opportunities available to generalize foundational skills beyond the specialized school environment.

Critical Root Cause: Our student population requires intensive, continuous nursing interventions that frequently necessitate removal from the primary instructional environment, while their extensive personal care infrastructure inherently restricts community mobility. This profound level of medical fragility, combined with a regional scarcity of accessible off-campus partnerships, severely limits the experiential opportunities students need to practice and generalize foundational skills in real-world community settings.

Priority Problem Statements

Problem Statement 1: (MRI #1) While Individualized Education Programs (IEPs) serve as the foundation for personalized instruction at John F. Miller School, systemic barriers limit consistent access to high-quality, research-aligned instructional materials. This deficiency, compounded by the limited availability of essential adaptive equipment and tools and budgetary constraints, directly affects the fidelity of instructional delivery tailored to our students' unique profiles.

Critical Root Cause 1: (MRI #1) Challenges: There is inconsistent schoolwide fidelity in implementing evidence-based instructional practices, compounded by variable integration of individualized assistive technology across classrooms. This challenge is compounded by a reliance on state-mandated assessments that fail to accurately capture our population's unique instructional profiles, alongside a lack of formal, specialized assessment tools designed to measure their true functional skills and performance levels.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Although John F. Miller School has achieved full instructional staffing with licensed educators, a critical need remains to onboard personnel and align them with campus-specific standard operating procedures and evidence-based instructional frameworks. Currently, there is inconsistent schoolwide fidelity in integrating Unique Learning System (ULS) curricula and implementing Assistive Technology (AT) to support individualized student engagement, communication, and team cohesion.

Critical Root Cause 2: Strategic implementation has been constrained by variable staff buy-in regarding new curriculum frameworks and instructional coaching models. Furthermore, a chronic pattern of low attendance on Staff Development Days limits the consistent delivery of essential professional learning and onboarding.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Due to profound medical complexities and intensive cognitive needs, students at John F. Miller School experience frequent health-related absences. This reduced instructional time, combined with limited external resources, constrains the opportunities available to generalize foundational skills beyond the specialized school environment.

Critical Root Cause 3: Our student population requires intensive, continuous nursing interventions that frequently necessitate removal from the primary instructional environment, while their extensive personal care infrastructure inherently restricts community mobility. This profound level of medical fragility, combined with a regional scarcity of accessible off-campus partnerships, severely limits the experiential opportunities students need to practice and generalize foundational skills in real-world community settings.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

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

Adult Learning Culture

- Administrator evaluation
- Budgets/entitlements and expenditures data
- Communications data
- 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
- School department and/or faculty meeting discussions and data
- School leadership data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Study of best practices
- Walk-through data

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Completion rates and/or graduation rates data
- Enrollment
- Enrollment trends
- Home Visits
- Perception/survey data
- School safety data

- Volunteer opportunities, attendance, and participation
- Other
 - IEP participation and attendance information
 - School-wide events calendar and attendance

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: During the 2026-2027 school year, as measured by monthly evidence walks, the percentage of classroom observations showing evidence of individualized instruction using Unique Learning Systems aligned with IEP goals will increase to 75% by the end of semester 1 and 100% by the end of semester 2.

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

Aligns with District Goal

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
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	The design team will ensure all classroom staff have a ULS license.	Design Team	By August 14, 2026				
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, 2026, 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, 2026				
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 2026 through May 2027				
5	Schedule and conduct monthly evidence walks. (MRI #3)	Design team and teachers	Monthly- August 2026 through May 2027				

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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, 2026, and monthly from August 2026 through May 2027	
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 2026 through May 2027	

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

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 1: (MRI #1) While Individualized Education Programs (IEPs) serve as the foundation for personalized instruction at John F. Miller School, systemic barriers limit consistent access to high-quality, research-aligned instructional materials. This deficiency, compounded by the limited availability of essential adaptive equipment and tools and budgetary constraints, directly affects the fidelity of instructional delivery tailored to our students' unique profiles. **Critical Root Cause:** (MRI #1) Challenges: There is inconsistent schoolwide fidelity in implementing evidence-based instructional practices, compounded by variable integration of individualized assistive technology across classrooms. This challenge is compounded by a reliance on state-mandated assessments that fail to accurately capture our population's unique instructional profiles, alongside a lack of formal, specialized assessment tools designed to measure their true functional skills and performance levels.

Inquiry Area 1: Student Success

SMART Goal 2: Increase the number of English learners proficient in ELA from 0 in 2026 to 1 in 2027, as measured by the Nevada Alternative Assessment.
 Increase the number of English learners proficient in Math from 0 in 2026 to 1 in 2027, as measured by the Nevada Alternative Assessment.
 Increase the number of English learners who are language proficient from 0 in 2026 to 1 in 2027, as measured by the WIDA Alternative Assessment.

Formative Measures: Nevada Alternative Assessment, WIDA Alternate Access proficiency data, classroom progress monitor data.

Aligns with District Goal

Improvement Strategy 1 Details						Reviews			
Improvement Strategy 1: Implement Realia Library						Status Check		EOY Reflection	
						Oct		Feb	June
						No review		No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete					
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 2026.						
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 2026-2027 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 2026						
Problem Statements/Critical Root Cause: Student Success 1									

SMART Goal 2 Problem Statements:

Student Success

Problem Statement 1: (MRI #1) While Individualized Education Programs (IEPs) serve as the foundation for personalized instruction at John F. Miller School, systemic barriers limit consistent access to high-quality, research-aligned instructional materials. This deficiency, compounded by the limited availability of essential adaptive equipment and tools and budgetary constraints, directly affects the fidelity of instructional delivery tailored to our students' unique profiles. **Critical Root Cause:** (MRI #1) Challenges: There is inconsistent schoolwide fidelity in implementing evidence-based instructional practices, compounded by variable integration of individualized assistive technology across classrooms. This challenge is compounded by a reliance on state-mandated assessments that fail to accurately capture our population's unique instructional profiles, alongside a lack of formal, specialized assessment tools designed to measure their true functional skills and performance levels.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the 2026-2027 school year, 100% of classroom staff will access ongoing professional learning sessions, fully participate in weekly PLCs and in-class coaching sessions, and focus on implementing ULS paired with AST and aligned with students' individualized IEP goals.

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

Aligns with District Goal

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
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
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, 2026.				
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, 2026				
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, 2026				
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 students' AST use, and documenting AST data and summaries during IEP meetings for compliance.	Instructional Team	Bi-monthly training starting August 2026				

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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 2026-2027 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 2025 through 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

SMART Goal 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: Although John F. Miller School has achieved full instructional staffing with licensed educators, a critical need remains to onboard personnel and align them with campus-specific standard operating procedures and evidence-based instructional frameworks. Currently, there is inconsistent schoolwide fidelity in integrating Unique Learning System (ULS) curricula and implementing Assistive Technology (AT) to support individualized student engagement, communication, and team cohesion. **Critical Root Cause:** Strategic implementation has been constrained by variable staff buy-in regarding new curriculum frameworks and instructional coaching models. Furthermore, a chronic pattern of low attendance on Staff Development Days limits the consistent delivery of essential professional learning and onboarding.

Inquiry Area 3: Connectedness

SMART Goal 1:

During the 2026-2027 school year, John F. Miller will host monthly family-agency meetings, parent-engagement activities, and Community-Based Instruction (CBI) opportunities to increase school, home, and community connectedness as measured by meeting agendas, annual event calendars, CBI plans, and sign-in sheets.

Formative Measures: MLT/MTSS team's home visit logs, meeting agendas and sign-in sheets, documentation of community partners, CBI Plans, school-wide event calendars, flyers, and collaboration with wrap-around services.

Aligns with District Goal

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
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
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, 2026				
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							

SMART Goal 1 Problem Statements:

Connectedness

Problem Statement 1: Due to profound medical complexities and intensive cognitive needs, students at John F. Miller School experience frequent health-related absences. This reduced instructional time, combined with limited external resources, constrains the opportunities available to generalize foundational skills beyond the specialized school environment. **Critical Root Cause:** Our student population requires intensive, continuous nursing interventions that frequently necessitate removal from the primary instructional environment, while their extensive personal care infrastructure inherently restricts community mobility. This profound level of medical fragility, combined with a regional scarcity of accessible off-campus partnerships, severely limits the experiential opportunities students need to practice and generalize foundational skills in real-world community settings.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

The John F. Miller design team, composed of administration, teachers, support staff, the learning strategist, social worker, Special Education Instructional Facilitator (SEIF), and a parent stakeholder, conducted the assessment over three strategic meetings during the 2025–2026 school year and ESY. The culminating findings and data profiles were subsequently presented to and reviewed by the School Organization Team (SOT) to drive schoolwide planning.

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

The design team convened during the fourth quarter of the 25-26 school year and ESY to collaborate on the development of the 2026-2027 School Improvement Plan. Draft initiatives were shared with the school community during the May 2026 School Organization Team meeting to elicit feedback and integrate community priorities before finalizing the plan.

2.2: Regular monitoring and revision

To ensure continuous improvement, the design team conducts quarterly status checks within the Plan4Learning platform alongside implementation leads. These collaborative reviews allow stakeholders to actively monitor strategy execution, document lessons learned, and execute data-driven plan revisions.

During Act 2 (September-October and January -February): Navigating Our Course, CI teams will monitor progress toward achieving goals by engaging in the Now, Next, Need question protocol as data is analyzed and plan implementation is reflected upon. Real-time adjustments will be made as needed to ensure the plan achieves the intended improvements. The outcomes of this analysis will be documented on the Status Tracker 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

To ensure transparency and accessibility, the 2026–2027 School Performance Plan will be translated and posted on the school website in both English and Spanish. Additionally, the plan will be distributed digitally to all families at the beginning of the school year and kept on file in print at the front desk for public review.

Per Nevada Revised Statutes (NRS).388G, school plans must be posted

2.4: Opportunities for all children to meet State standards

Increasing our students' access to research-based curriculum aligned with the state's content connectors in English language arts, mathematics, science, and social studies, individualized to our students' annual IEP goals and benchmarks, by purchasing preparation periods that increase our students' access to learning and provide in-class educator support and coaching.

2.5: Increased learning time and well-rounded education

Increasing our students' access to research-based curriculum aligned with the state's content connectors in English language arts, mathematics, science, and social studies, individualized to our students' annual IEP goals and benchmarks, by purchasing preparation periods that increase our students' access to learning and provide in-class educator support

and coaching.

2.6: Address needs of all students, particularly at-risk

Please refer to the budget table in the Plan Notes for Title I-funded major initiatives and Equity Resource Supports within each Inquiry Area.

3.1: Annually evaluate the schoolwide plan

The design team will evaluate the effectiveness of the 2026–2027 School Performance Plan through ongoing data reviews during Professional Learning Communities (PLCs) and staff development days. Comprehensive stakeholder feedback will be gathered at annual community and parent meetings to assess the plan's impact and inform future revisions.

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

To accommodate diverse family schedules and maximize participation, John F. Miller School hosts monthly family engagement meetings on alternating days and at different times. Schoolwide activities are strategically offered across both morning and afternoon sessions, reducing scheduling barriers for parents and community partners.

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, assistive technology devices, administrative materials, communication subscription, and building maintenance needs.	1, 2, 3
EL Weighted Allocation (Total)	\$11581.00	Staff compensation, professional learning opportunities, assessment materials, and instructional support materials.	1, 2, 3
EL Weighted Allocation	\$10413.00	Staff compensation, assessment materials, and instructional support materials.	1, 2, 3
EL Weighted Allocation, ELL Student Success Advocate	\$1168.00	Staff compensation	1, 2, 3
Title 1	28609.00	Instructional support, Web master, purchase preparation periods, parental involvement materials.	1, 2, 3
Local Plan Grant	75,000.00	Professional learning and travel, student instructional and support materials, substitutes and prep buyouts	1, 2, 3
1003(a) FY26	\$1,666.66	IT Supplies - Non-student (e.g., ink/toner)	2, 3
1003(a) FY25	19,449.99	Licensed Extra Duty Pay - Collaboration, Licensed Extra Duty Pay - PL, Licensed Prep Buyout, Support Staff Extra Duty Pay, Substitutes, Training Supplies, Instructional Supplies, IT Supplies - Non-student (e.g., ink/toner)	1, 2, 3

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
School Organization Team Meeting	5/14/2026	Reviewed and edited SIP