Clark County School District

Rancho HS

2025-2026 School Improvement Plan

Classification: 3 Star School

Title I

Mission Statement

The mission of Rancho High School is to empower students to maximize learning, enabling them to become effective problem solvers and productive independent citizens. The goal of Rancho High School is to build character and competence by fulfilling five promises.

Vision

None (Not Applicable)

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/rancho_high_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

During the 24-25 school year, Rancho High School served 595 ELL students, an increase of 21 students from the 23-24 school year. At the end of the 23-24 school year only 6.9% of the 574 students scored as Expanding on the WIDA; however, we were able to increase the number of students who scored Expanding to 10.5% in the 24-25 school year.

Student Success Areas for Growth

Update professional development on EL strategies as a refresher for veteran teachers and for new teachers who may have not undergone EL professional development. During the 24-25 school year, Rancho High School served 595 ELL students, an increase of 21 students from the 23-24 school year. At the end of the 23-24 school year only 6.9% of the 574 students scored as Expanding on the WIDA; however, we were able to increase the number of students who scored Expanding to 10.5% in the 24-25 school year. Our students who scored as entering increased from 15.5% in the 23-24 school year to 20.3% in the 24-25 school year, demonstrating that our non-English speaking students made very little headway during the 24-25 school year. The great majority of our ELL students fall in the Emerging and Developing achievement levels. In the 23-24 school year 77.24% of our ELL students scored in these achievement areas, which decreased to 68.8% in the 24-25 school year. This change reflects growth in the number of students achieving an Expanding score, but there was also a larger number of students who fell into the Entering achievement level.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Rancho has been limitied on the number of teachers teaching ELL specific programs to just one teacher. This has required us to rely on our general education teachers to provide ELL support. The teachers have completed the ULD program designed by CCSD but many still struggle in providing necessary supports for our ELL population.	Title III funding will provide professional development to support teachers utilizing language acquisition strategies during Tier 1 instruction to increase student discourse. Once a month during PLCs starting myPerspectives specialist will continue to meet with ELA and ELL departments to provide supplemental train teachers on the Why and How of implementing the Making Meaning routines within the curriculum, including embedding language frames to support responses within lessons. During administration, weekly 5 required Focal walkthroughs, identifying implementation of Making Meaning routines during instructional practices. During staff development days and PL sessions, teachers will be trained in reviewing ULD strategies with specific scaffolding to help ELL students with language in all content areas. Quarterly walk-through and coaching sessions with teachers Professional Learning for staff: Provide licensed staff with ongoing and research-based PD and coaching opportunities to develop teachers' knowledge of discourse structures, differentiated instruction, and testing strategies to help teachers design appropriate grade-level content-based lessons for ELL students, as well as training on the format of the WIDA Access test, to familiarize staff with student performance expectations. Implementing FLS, ACLE, and LIL courses for ELL students grades 9-12. Students will focus on all four domains of language: speaking, listening, reading, and writing.

Student Group	Challenge	Solution
Foster/Homeless	Many of these students struggle with daily needs and thus interfere with their focus on educational goals.	The Title 1 Hope advocate on the school's campus will coordinate ongoing services and supports to monitor student attendance, in addition to academic and social/ emotional progress.
Free and Reduced Lunch	These students often need more than tier 1 and tier 2 support beyond the classroom. Students families are unable to provide support because their families work multiple jobs and rely on the students to help with family needs.	Licensed staff will provide opportunities for after-school tutoring.
Migrant/Title1-C Eligible	These students often need more than tier 1 and tier 2 support beyond the classroom. Students' families are unable to provide support because their families work multiple jobs and rely on the students to help with family needs.	Licensed staff will provide opportunities for after-school tutoring.
Racial/Ethnic Minorities	These are the vast majority of our students at Rancho, where nearly 80% the students we serve are Latino/a. Teachers sometimes fail to understand or recognize cultural differences.	Utilize English Language Learner licensed staff to provide tiered interventions.
Students with IEPs	Students with IEPs and who are also labeled as ELL need additional support to provide instruction based on their special needs along with English language support.	Special education teachers will participate in grade/ subject-level specific professional learning community (PLC) meetings to analyze data, determine students' needs, and plan instruction and support.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Teachers lacked experience in the use of rigorous Tier I Instruction during the 24-25 school year, common planning was inconsistent, and alignment between grade levels was lacking. Students were previously unaware of their individual data and its meaning.
Critical Root Cause: 1. There is inconsistent dedicated planning and collaboration across many of our content areas. 2. Lack of consistency in teaching content standards across content areas. 3. Lack of engagement opportunities for all students during instruction. 4. Lack of data-driven instruction and progress monitoring utilization. 5. Many students are apathetic about education and do not feel a strong connection to the classroom resulting in a high chronic absenteeism rate.

Adult Learning Culture

Adult Learning Culture Areas of Strength

100% of teachers PLC. Based on the tier 1 monitoring metrics,84% of learning tasks were aligned to the standard, and 82% of instruction was aligned to the standard.

Adult Learning Culture Areas for Growth

Better structures need to be put into place for more effective use of PLC time. This time should be focused on goal setting, examining data, looking for trends, and developing plans to meet the goals. Increase the percentage of students to interact with the learning intentions (24% spring 2025 to 50% spring 2026) and success criteria (17% spring 2025 to 50% spring 2026) to meet the needs of all students throughout the course of instruction.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Rancho has been limited on the number of teachers teaching ELL specific programs to just one teacher. This has required us to rely on our general education teachers to provide ELL support. The teachers have completed the ULD program designed by CCSD but many still struggle in providing necessary supports for our ELL population.	Review of Understanding Language Development (ULD Sessions) professional development that enriches teachers' skills in scaffolding differentiating lessons for ELL students that promotes student-to-student academic discourse. By the end of the first semester of the 2025-2026 school year, ULD extension sessions will be offered to teachers. Offer QTEL training to licensed staff (17 spots available) to enhance instruction and increase student engagement for ELL students. During Staff Development Day licensed staff will receive training on levels, needs, and strategies that support ELL students through a WIDA data dive session in September 2025, followed by coaching a small group of teachers using best EL practices. Classroom observations identify implementation students engaged in reading, writing, speaking, and listening. Teachers will attend ULD and Qtel professional development opportunities to increase their knowledge of EL students and strategies that support the deep learning of language development.

Student Group	Challenge	Solution
Foster/Homeless	Many of our students struggle with daily needs and thus interfere with their focus on educational goals. Teachers have a difficult time balancing students' social-emotional needs along with their instructional needs.	The Title 1 Hope advocate on the school's campus will coordinate ongoing services and supports to monitor student attendance, in addition to academic and social/ emotional progress.
Free and Reduced Lunch	These students often need more than tier 1 and tier 2 support beyond the classroom. Students' families are unable to provide support because their families work multiple jobs and rely on the students to help with family needs.	Licensed staff will provide opportunities for after-school tutoring.
Migrant/Title1-C Eligible	These students often need more than tier 1 and tier 2 support beyond the classroom. Students' families are unable to provide support because their families work multiple jobs and rely on the students to help with family needs.	Licensed staff will provide opportunities for after-school tutoring.
Racial/Ethnic Minorities	These are the vast majority of our students at Rancho, where nearly 80% the students we serve are Latino/a. Teachers sometimes fail to understand or recognize cultural differences.	Utilize English Language Learner licensed staff to provide tiered interventions.
Students with IEPs	Students with IEPs and who are also labeled as ELL need additional support to provide instruction based on their special needs, along with English language support.	Special education teachers will participate in grade/ subject-level specific professional learning community (PLC) meetings to analyze data, determine students' needs, and plan instruction and support.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): There is a lack of time and structure for teachers to engage in Professional Learning Communities (PLC)
Critical Root Cause: Teachers lack contractual time to participate in a variety of professional learning communities. There was a lack of a schoolwide data meeting structure.

Connectedness

Connectedness Areas of Strength

During the 2023-2024 school year, exclusionary discipline practices were overwhelmingly practiced in the discipline office. However, during the 2024-2025 school year, these exclusionary practices were curbed. In the African American sub-category, exclusionary practices were practiced at a higher rate when compared to other student subgroups. During the 23-24 school year, 9.9% of the school population, which accounted for 17.9% of out-of-school suspensions/expulsions; however, during the 24-25 school year, African American students accounted for 8.7% of the school population, which accounted for 16.9% of out-of-school suspensions/expulsions.

Connectedness Areas for Growth

Staff and faculty continue to learn about cultural differences and how to approach students of different races. Teachers and staff will be using more restorative practices in the classroom to maintain and build positive relationships. Furthermore, all staff will be trained in the implementation of PBIS practices to improve students' sense of connectedness to the staff and school. For the 24-25 school year, African American students accounted for 8.7% of the school population; however, African American students accounted for 16.9% of out-of-school suspensions/expulsions. Overall, this was an improvement from the 23-24 school year, where African American students accounted for 9.9% of the school population and accounted for 17.9% of out-of-school suspensions/expulsions; however, the problem persists that our African-American students are receiving behavior referrals and being removed from school at a much higher rate than any other demographic.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English learners often come from families who also do not speak the English langugae and rely upon their students to provide translation and to help them navigate instances where English is needed. Often, teachers struggle to share with families how their student is doing or what needs they have, either because of the language barrier or a lack of understanding the student's culture.	Engage families through the implementation of newsletters and activities providing information on topics related to students' social, academic, and language development. The staff in the Student Success Center schedule meetings with parents and students who are chronically absent. In these meetings, parents are informed about the academic consequences of chronic absenteeism and how it affects the student's path to graduation. Counselors contact students and families either via email, in-person meeting, or phone to let them know that the student is in danger of being denied credit due to lack of attending school. Parents need to understand how attendance impacts academic achievement. During our family events such as Ram Preview Night, Back to School Night, and Open House the school will schedule sessions that families can attend to learn how attendance impacts academic achievement and learn tools that they can use to monitor their student's attendance and grades.
Foster/Homeless	Many of these students struggle with daily needs and thus interfere with their focus on educational goals. Teachers need support in providing positive behaviors in the classroom because they do not know or understand what is happening in the students' lives.	The Title 1 Hope advocate on the school's campus will coordinate ongoing services and supports to monitor student attendance, in addition to academic and social/ emotional progress.

Student Group	Challenge	Solution
Free and Reduced Lunch	Families are unable to provide financial resources for their students because they are struggling economically. They often rely upon public transportation for daily travel.	Potentially transportation for parents/guardian participation
Migrant/Title1-C Eligible	They do not understand or are overwhelmed by the culture that now surrounds them. They lack connections to family and friends because they have left their communities in favor of moving to the United States.	Mentors to support any transitional challenges
Racial/Ethnic Minorities	These are the vast majority of our students at Rancho, where nearly 80% the students we serve are Latino/a. Staff sometimes fail to understand or recognize cultural differences.	Support for students and families will be provided by student success advocates and school social workers.
Students with IEPs	Students with IEPs need additional support to provide instruction based on their special needs at the tier 2 and tier 3 level while helping to connect the students to their general education peers for socialization.	Learning opportunities will be provided in the least restrictive environments to ensure students receive access to grade-level instruction with appropriate accommodations and modifications.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): There is still improvement neeeded in exclusionary discipline practices. There was a large drop in the percentages for all student subgroups; however, more improvement is needed at the classroom level.
Critical Root Cause: Students do not have the advocacy skills to feel comfortable talking to adults. Teachers don't always understand the difference between a student verbalizing the issues they see in the classroom and school and aggressive behavior.

Priority Problem Statements

Problem Statement 1: There is a lack of time and structure for teachers to engage in Professional Learning Communities (PLC)

Critical Root Cause 1: Teachers lack contractual time to participate in a variety of professional learning communities. There was a lack of a schoolwide data meeting structure.

Problem Statement 1 Areas: Adult Learning Culture

Problem Statement 2: There is still improvement neeeded in exclusionary discipline practices. There was a large drop in the percentages for all student subgroups; however, more improvement is needed at the classroom level.

Critical Root Cause 2: Students do not have the advocacy skills to feel comfortable talking to adults. Teachers don't always understand the difference between a student verbalizing the issues they see in the classroom and school and aggressive behavior.

Problem Statement 2 Areas: Connectedness

Problem Statement 3: Teachers lacked experience in the use of rigorous Tier I Instruction during the 24-25 school year, common planning was inconsistent, and alignment between grade levels was lacking. Students were previously unaware of their individual data and its meaning.

Critical Root Cause 3: 1. There is inconsistent dedicated planning and collaboration across many of our content areas. 2. Lack of consistency in teaching content standards across content areas. 3. Lack of engagement opportunities for all students during instruction. 4. Lack of data-driven instruction and progress monitoring utilization. 5. Many students are apathetic about education and do not feel a strong connection to the classroom resulting in a high chronic absenteeism rate.

Problem Statement 3 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Credit Sufficiency/Deficiency/Retrieval data
- CTE
- End-of-Unit Assessments
- Grades
- Graduation rates/GED/HiSET data
- Nevada State Performance Framework (NSPF)
- SAT, ACT, PSAT or ASPIRE
- Student Climate Survey, Student Voice
- Student failure and/or retention rates
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- Other
    - ACT test prep booklets, ACT Bootcamps
    - ACT

Adult Learning Culture

- Administrator evaluation
- Equity data
- 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
- Student Climate Survey
- Teacher evaluation
- Walk-through data
- Other
    - Student Learning Goals, Department Chair meeting notes, Staff meeting notes

Connectedness

- Attendance
- Behavior
- Perception/survey data
- School safety data
- Tobacco, alcohol, and other drug-use data
- Violence and/or violence prevention records
- Other

- Daily staff attendance, Department Chair meeting notes, SOT Agendas, Social Worker Feedback, School Climate Data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Rancho HS will increase the ACT proficiency in math by 1% and ELA by 2% from SY2023 and SY2025/26
Rancho HS will increase WIDA scores from 10.5% to 15% in SY2025/26

Formative Measures: FocusEd

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Utilize the CCSD-adopted Tier 1 instructional materials that are aligned to grade-level standards to drive Tier 1 instruction in ELA, social studies, and mathematics.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Provide and implement Tier 1 adopted materials in ELA, Social Studies, and Mathematics.	School Administration	August 2025 - May 2026
2	Increase course offerings that focus on ELL students who need Tier II and Tier II support to provide appropriate interventions such as ELL class placement.	School Administration	August 2025 - May 2026
3	Teachers will implement the CCSD Teaching and Learning Cycle, with a focus on the Teach and Analyze portion to purposefully plan and deliver instruction that aligns with the Nevada Academic Content Standards.	School Administration	August 2025 - May 2026
4	Utilize the updated CCSD pacing guides for implementation of Tier 1 materials that align with the Nevada Academic Content Standards.	School Administration	August 2025 - May 2026
5	Teachers will implement effective scaffolding and differentiation strategies in daily instruction focused on ensuring ELL students have access to and can be successful with Tier 1 instruction.	School Administration	August 2025 - May 2026

Reviews

Status Check		EOY Reflection
Oct	Feb	June
No review	No review	

Action #	Actions for Implementation	Person(s) Responsible	Timeline
6	The administration will conduct walk-throughs/classroom observations to provide post-observation feedback to teachers, working together to determine action steps to enhance scaffolding for targeted/identified students during instruction.	School Administration	August 2025 - May 2026
7	During weekly PLC meetings, teachers will align lesson plans to the Nevada Academic Content Standards, planning for the differentiated needs of ELLs students.	School Administration	August 2025 - May 2026
8	During PLCs, three times a year (fall, winter, and spring), teachers will review the MAP growth assessment data.	School Administration	August 2025 - May 2026
9	During PLCs, monthly, teachers will analyze classroom summative and formative data to inform planning and instruction.	School Administration	August 2025 - May 2026

Position Responsible: Administration

Resources Needed: ELL and Math Strategist
Handout/reference sheet that explains the levels of WIDA scores and learning strategies to implement for support at those stages
Time for instruction and practice of students
WIDA practice materials
myPerspectives curriculum
Social Studies Tier 1 Materials
Math Tier 1 Materials
Professional learning on CCSD Teaching and Learning Cycle, Tier 1 instructional walkthroughs, and PLC planning
Common PLC planning form for staff to complete during PLCs

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	No review	No review	

Improvement Strategy 2: Teachers will increase the implementation of differentiated academic literacy/ELL instructional strategies in classrooms.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Increase professional development in content-specific and developmentally appropriate instruction/modeling techniques for teachers in differentiated academic literacy/ELL strategies.	School Administration	August 2025 - May 2026
2	Incorporate differentiated academic literacy/ELL instructional strategies into the PLC meeting structure.	School Administration	August 2025 - May 2026
3	Coordinate strategies for discourse that will be used school-wide.	School Administration	August 2025 - May 2026

Position Responsible: Administration

Resources Needed: The time during classroom instruction to implement discourse strategies
Substitute coverage for teachers to engage in walk-throughs
Time and availability of personnel for professional development
Common planning time for PLCs

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level

Problem Statements/Critical Root Cause: Student Success 1

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Teachers lacked experience in the use of rigorous Tier I Instruction during the 24-25 school year, common planning was inconsistent, and alignment between grade levels was lacking. Students were previously unaware of their individual data and its meaning. **Critical Root Cause**: 1. There is inconsistent dedicated planning and collaboration across many of our content areas. 2. Lack of consistency in teaching content standards across content areas. 3. Lack of engagement opportunities for all students during instruction. 4. Lack of data-driven instruction and progress monitoring utilization. 5. Many students are apathetic about education and do not feel a strong connection to the classroom resulting in a high chronic absenteeism rate.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Utilize classroom observation (through PLC collaboration) by May 2026, as measured by the CCSD Tier I Monitoring Tool to provide consistent and authentic opportunities for students to interact with the learning intentions (24% spring 2025 to 50% spring 2026) and success criteria (17% spring 2025 to 50% spring 2026) to meet the needs of all students throughout the course of instruction (beginning, middle and end).

Formative Measures: FocusEd

Aligns with District Goal

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	No review	No review	

Improvement Strategy 1: All teachers will actively be engaged in effective Professional Learning Communities (PLCs) to implement the CCSD Teaching and Learning Cycle during their instruction.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Administration and the Rancho professional development committee will develop a schoolwide data meeting structure that incorporates the components of teacher clarity, differentiated academic literacy/ELL instructional strategies, and the CCSD Teaching and Learning Cycle	School Administration	August 2025 - May 2026
2	Department chairs in each department will review the data provided by the various PLCs within their departments and disseminate that information to the administration	Rancho Department Chairpersons School Administration	August 2025 - May 2026
3	All teachers will participate in weekly PLCs during the scheduled common prep period.	School Administration	August 2025 - May 2026
4	All PLCs will utilize the schoolwide template for PLC planning that incorporates the CCSD Teaching and Learning Cycle	School Administration	August 2025 - May 2026
5	Administrators will utilize the CCSD Professional Learning Community Observation tool.	School Administration	August 2025 - May 2026

Position Responsible: Administration

Resources Needed: Common planning periods for PLC teams in the master schedule
PLC training resources

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June

Improvement Strategy 2: Provide time for teachers to engage in Professional Learning Communities.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Develop common planning periods for teachers to meet weekly in the master schedule for the 2025-2026 school year.	School Administration	August 2025 - May 2026

Oct	Feb	June
No review	No review	

Position Responsible: Administration

Resources Needed: Training for teachers to properly implement the teaching and learning cycle into the PLC process. Training for teachers to use the various data tools available (MAP data, PSAT, ACT, WIDA, etc) to confidently take part in the Analyze area of the teaching and learning cycle in a PLC.

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level

Problem Statements/Critical Root Cause: Adult Learning Culture 1

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: There is a lack of time and structure for teachers to engage in Professional Learning Communities (PLC) **Critical Root Cause**: Teachers lack contractual time to participate in a variety of professional learning communities. There was a lack of a schoolwide data meeting structure.

Inquiry Area 3: Connectedness

SMART Goal 1: Reduce the suspension and expulsion rate for students from 24% to 22% during the 2025-2026 school year, as measured by school-wide behavior data.

Formative Measures: FocusEd

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Staff will improve cultural awareness of how different student groups interact with each other and staff members and use positive behavior interventions in the classroom.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Provide staff with professional development based on cultural differences.	School Administration	August 2025 - May 2026
2	Develop PBIS for classroom and school-wide use.	School Administration	August 2025 - May 2026
3	Provide staff with professional learning for classroom school-wide based discipline systems using the model provided by Boys Town.	School Administration	August 2025 - May 2026
4	Provide training to staff to use the minor behavior tab in Infinite Campus to track and monitor student behavior issues in the .	School Administration	August 2025 - May 2026

Position Responsible: Administration

Resources Needed: 5 Star program to track and encourage student participation in the PBIS reward program.
Professional learning time to train staff on PBIS, and school-wide discipline system, expectations, and the minor behavior tab in Infinite Campus.

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level

Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check		EOY Reflection
Oct	Feb	June
No review	No review	

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	No review	No review	

Improvement Strategy 2: The student success center will use In House Suspension, the Star-On Program, and more restorative practices to reduce exclusionary discipline practices.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	The administrators in the SSC will continue to take part in restorative practices training.	School Administration	August 2025 - May 2026
2	The administrators in the SSC will develop clear guidance for teachers and staff on the proper use of referrals in Infinite Campus.	School Administration	August 2025 - May 2026
3	The administrators in the SSC will closely follow MTSS and the Student Code of Conduct for proper resolutions to student behaviors.	School Administration	August 2025 - May 2026

Position Responsible: Administration

Resources Needed: Continued training in restorative practices for all staff.

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level

Problem Statements/Critical Root Cause: Connectedness 1

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: There is still improvement neeeded in exclusionary discipline practices. There was a large drop in the percentages for all student subgroups; however, more improvement is needed at the classroom level. **Critical Root Cause**: Students do not have the advocacy skills to feel comfortable talking to adults. Teachers don't always understand the difference between a student verbalizing the issues they see in the classroom and school and aggressive behavior.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

At Rancho High School, the administrative team meets weekly with each other to review all relevant data pertaining to students' needs. The team then meets with department chairpersons and the School Organizational Team monthly to present information and receive feedback from the staff and community to ensure all stakeholders have a voice in the process of identifying and developing solutions to the needs of our students.

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

The site-based committee, comprised of staff and family members, reviews information, including student data on assessments and surveys (panorama and annual CCSD survey), monthly during School Organizational Teams meetings. We take feedback from all stakeholders to help us determine relevant needs and how to implement the plan.

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.

We hold status checks quarterly with the teams responsible for monitoring each strategy and document our findings and data in Plan4Learning. Staus checks are then shared with teh School Organizational Team to ensure the community and staff are kept up to date about our progress.

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 Performance Plan (SPP: Roadmap) is posted following each Act in the Continuous Improvement Process. With 111 languages in our district, translation services are available upon request.

The plan is posted on our school website in English and Spanish, as well as sent to families in the newsletter, and is 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

During monthly SOT meetings, we review our plan and encourage feedback and input from our staff and community. After receiving feedback, we then meet as an administrative team to update the plan and implement corrections or feedback. The updated plan, if needed, is then presented to the team for their approval.

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

Title 1 funding is used to fund staffing for more teachers and/or prep sells to reduce class sizes so students receive more one-on-one attention from their teachers. Funding is also used to provide after-school tutoring for students who need additional curricular support.

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

Parents are invited to attend all SOT meetings where the plan is covered in detail. These meetings happen monthly. We have also provided parents the opportunity to meet at events such as Open House, Incoming Freshmen events, and community engagement events held throughout the school year.

5.1: Determine which students will be served by following local policy

N/A- Leave Blank

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	$26,112,952.13	Supplies and other services, staff salaries, training, and incentive pay.	Goals 1 and 2. Student Success, Adult Learning
At-Risk Weighted Allocation	$ $2,627,350.92	Licensed and Support Staff positions	Goals 1 and 2. Student Success, Connectedness
EL Weighted Allocation	$ $2,918,323.53	Licensed and support staff jobs, supplies, and programs to support ELL students.	Goal 1. Student Success
General Carry Forward	$8,908,139.39	Licensed and support staff jobs and building projects, and maintenance.	Goal 1. Student Success
At-Risk Weighted Carry Forward	1,388,005.30	Licensed jobs	Goal 1. Student Success
EL Weighted Carry Forward	2,099,502.69	Licensed jobs	Goal 1.Student Success
Title IA	$1,509.360.00	Licensed jobs, prep buys for class size reduction, supplies, and supplies for parent engagement with Title I students.	Goal 1.Student Success

School Continuous Improvement (CI) Team

Team Role	Name	Position
CI Team member	David Johnson	Assistant Principal
CI Team Member	Kirsten Simmons	Assistant Principal
CI Team Member	Aaron Dunning	Assistant Principal
CI team Member	Jessica Sommermeyer	Assistant Principal
CI Team Member	David Prell	Assistant Principal
CI Team member	Roberto Lopez	Assistant Principal
CI Team Member	Teri Lintz	Assistant Principal
CI Team Lead	Tracy Pacheco	Assistant Principal
Required	Norman Smith	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
SOT Meeting	May 2025	End of Year Reflection