Clark County School District

Rancho HS

2025-2026 Status Checks with Notes

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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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

Aligns with District Goal

Formative Measures: FocusEd

Improvement Strategy 1 Details	Reviews
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. **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** **Problem Statements/Critical Root Cause:** Student Success 1	**Oct:** In progress **October Lessons Learned** Provided staff training on 9/16/25: background knowledge of EL levels, paired strategies, discourse strategies and manipulatives. Provided peer-to-peer training on 9/16/25: differentiation strategies, supports for EL learners Administration continues to complete Tier I monitoring data walks. Throughout the quarter it was noticed most teachers/ students were not revisiting/connecting to Learning Intentions and Success Criteria. Teachers will review Map data during September PLCs and celebrate successes with students. **October Next Steps/Need** Administration/teacher leads will continue to support teachers in ways to engage students in Learning Intentions and Success Criteria throughout the lesson During Q2 & 3 provide teachers with training on using data to provide Tier 2 instruction and inform instructional decisions when planning. All staff need to complete all 4 Understanding Language Development sessions. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Improvement Strategy 2 Details	Reviews
Improvement Strategy 2: Teachers will increase the implementation of differentiated academic literacy/ ELL instructional strategies in classrooms. **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	**Oct:** In progress **October Lessons Learned** All staff has not completed ULD sessions. Staff was receptive to EL topics on 9/16 PD day, included background knowledge of EL levels, paired strategies, discourse strategies and manipulatives. Staff presented differentiation strategies and supports for EL learners on 9/16/25. **October Next Steps/Need** **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Inquiry Area 1: Student Success

SMART Goal 2: AB 335: By the end of the 2025-2026 school year, increase English Learners' academic and language proficiency as measured by the following targets:
Increase the percentage of EL students demonstrating proficiency in English Language Arts on the ACT from 15% in 2025 to at least 25% in 2026.

Grades and/or classroom assessments Increase the percentage of EL students demonstrating proficiency in Mathematics on the ACT from 1.9% in 2025 to at least 10% in 2026.

Increase the percentage of EL students meeting Adequate Growth Percentile (AGP) on the WIDA ACCESS assessment from 6% in 2025 to at least 20% in 2026, with a focus on both Long-Term ELs and those early in their language development.

These gains will be achieved by strengthening Tier 1 instruction, providing targeted scaffolding for language and content learning, and using formative assessment data to deliver differentiated support aligned to EL students' individual needs.

Aligns with District Goal

Formative Measures: * Summit K12
* MAP projected proficiency data

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: AB 335 Student Success Improvement Strategy: Strategy [1]: Tier 1 Instruction Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners. **Resources Needed:** Formative assessment platforms to track student progress Language development rubrics Data protocols for analyzing EL performance trends and adjusting instruction Access to research-based EL instructional strategy guides On-demand PD modules or workshops/ ULD professional series (completed by staff) Coaching cycles or instructional rounds tools to support reflection and continuous improvement	**Oct:** No Review **October Lessons Learned** **October Next Steps/Need** **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Improvement Strategy 2 Details	Reviews
Improvement Strategy 2: Based on the instructional rounds, the following focus areas have been identifed as needs for professional learning, professional learning community, and coaching needs for the school. Professional Learning Focus Areas: Designing and Delivering Rigorous, Grade-Level Content for ELs Training on how to maintain high expectations while providing appropriate supports. Strategies for planning content-rich lessons that are both accessible and challenging. Integrating Language Development into Content Instruction Support for embedding academic language objectives alongside content objectives. Scaffolding techniques that promote reading, writing, speaking, and listening in all subjects. Using Formative Assessment to Differentiate Instruction Training on interpreting formative data to adjust instruction and group ELs based on language needs. Tools and protocols for monitoring language and content progress over time. Planning Structured Language Practice Opportunities **Resources Needed:** Standards-aligned curriculum with built-in scaffolds for ELs Formative assessment platforms to track student progress Language development rubrics Data protocols for analyzing EL performance trends and adjusting instruction Access to research-based EL instructional strategy guides On-demand PD modules or workshops/ ULD professional series (completed by staff) Coaching cycles or instructional rounds tools to support reflection and continuous improvement	**Oct:** No Review **October Lessons Learned** **October Next Steps/Need** **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

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).

Aligns with District Goal

Formative Measures: FocusEd

Improvement Strategy 1 Details	Reviews
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. **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	**Oct:** In progress **October Lessons Learned** Rancho professional development committee developed schoolwide data meeting structure that incorporate the components of teacher clarity, differentiated academic literacy/ ELL instructional strategies, and the CCSD Teaching and Learning Cycle. Most teachers participate in weekly PLCs during the scheduled common prep period. PLCs utilize the schoolwide template for PLC planning that incorporates the CCSD Teaching and Learning Cycle **October Next Steps/Need** Department chairs in each department will review the data provided by the various PLCs within their departments and disseminate that information to the administration. Administrators will utilize the CCSD Professional Learning Community Observation tool. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Improvement Strategy 2 Details	Reviews
Improvement Strategy 2: Provide time for teachers to engage in Professional Learning Communities. **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	**Oct:** Implemented **October Lessons Learned** Developed common planning periods for teachers to meet weekly in the master schedule for the 2025-2026 school year. **October Next Steps/Need** **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

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.

Aligns with District Goal

Formative Measures: FocusEd

Improvement Strategy 1 Details	Reviews
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. **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	**Oct:** In progress **October Lessons Learned** Implemented PBIS for classroom and school-wide use using 5 Star Boys Town provided training on school wide expectations and positive phrase in August 2025. Staff received training regarding use of the minor behavior tab in Infinite Campus to track and monitor student behavior issues in August 2025. Implemented new Behavior tracking system via Google. In process of purchasing RHS SVU for attendance use. **October Next Steps/Need** Provide staff with professional development based on cultural differences. Boys Town provide training on behavioral systems. Hire new clerk and attendance officer. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Improvement Strategy 2 Details	Reviews
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. **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	**Oct:** No review **October Lessons Learned** **October Next Steps/Need** **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**