Clark County School District

Rancho HS

2025-2026 Status Checks

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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

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

Evidence Level

Problem Statements: Student Success 1

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

Status Checks

In progress — Implemented

October	February	June

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

Evidence Level

Problem Statements: Student Success 1

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

Status Checks

In progress	Implemented	
October	**February**	**June**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
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.	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.

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.

Formative Measures: * Summit K12
* MAP projected proficiency data

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

Status Checks

In progress	Revisions needed	
October	**February**	**June**

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

Status Checks

In progress	In progress	
October	**February**	**June**

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

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

Evidence Level

Problem Statements: Adult Learning Culture 1

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

Status Checks

In progress	No Progress	
October	**February**	**June**

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.

Evidence Level

Problem Statements: Adult Learning Culture 1

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

Status Checks

Implemented

October	February	June

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

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

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.

Evidence Level

Problem Statements: Connectedness 1

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

Status Checks

In progress — Implemented

October — **February** — **June**

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.

Evidence Level

Problem Statements: Connectedness 1

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

Status Checks

In progress

October	February	June

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
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.	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.