Clark County School District

Webb, Del E. MS

2025-2026 Status Checks with Notes

District Approval Date: March 9, 2026

Mission Statement

Working together as a learning community, we will go one step further as WRANGLERS by fostering a positive work ethic, responsibility, academics, navigation of goals, generosity, leadership, enthusiasm, and respect in society.

Vision

One. Step. Further.

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/del_e._webb_middle_school/nspf/

Table of Contents

Inquiry Areas 4
Inquiry Area 1: Student Success 4
Inquiry Area 2: Adult Learning Culture 8
Inquiry Area 3: Connectedness 11

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the MAP median conditional growth percentile from the 55th to 59th percentile in Reading and from 63rd to 67th percentile in Math by the end of the Spring 2026 testing window.

Aligns with District Goal

Formative Measures: MAP Growth Assessment

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Del Webb Middle School will enhance and refine the use of differentiation in the classroom to ensure the continuous growth of all learners. **Position Responsible:** Del Webb Leadership Team **Resources Needed:** MAP Score analysis Aligned professional development, as needed Student incentives Tier I Curriculum- Carnegie, Amplify, National Geographic/Educurious, and HMH Into Literature Extra Duty Pay for teachers/staff who participate in training outside of contract time as necessary. Supplemental materials, as needed and approved through CCSD protocols **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Evidence Level** Level 1: Strong: Amplify, Carnegie Level 2: Moderate: HMH Into Literature, Writable Level 3: Promising: Focal Point, Mathia Level 4: Demonstrate Rationale: PLC Tasks and agendas **Problem Statements/Critical Root Cause:** Student Success 1	**Oct:** In progress **October Lessons Learned** Our Fall 2025-2026 MAP Achievement data showed that Del Webb's median achievement is higher than district and national norms. Our achievement levels and individual student achievement levels must be considered to see the growth goals that we hope to achieve. **October Next Steps/Need** When MAP score reports are given to students, ELA and Math teachers will take time to explain what they mean. Growth goals will be set for students before the Winter MAP window. The student reward and recognition committee will consider a school-wide incentive program to increase student motivation for MAP testing. **Feb:** In progress **February Lessons Learned** Our median achievement percentile in Winter was 66th in 2024 and was 68th in 2025 in math. It was 69th in 2024 and 68th in 2025 for reading. Our median growth percentile from Fall to Winter was 61st in the 24-25 School Year and 58th in the 25-26 School Year for math. It was 61st in the 24-25 School Year and 60th in the 25-26 School Year for reading. The MAP quadrant reports show that students maintain high growth and high achievement in both math and reading this school year. With a staff reduction occurring at quarter 2, the

	SIP Team was concerned that high class sizes and numerous schedule changes would impact achievement and growth scores. The team attributed our continued success to strong PLCs, Tier I instruction, systems, and policies that were in place prior to the staff/schedule changes. Several PLCs continue to discuss and increase the use of both differentiated instruction and PBL practices. **February Next Steps/Need** Continue to support the increased use of differentiation. Continue to facilitate training and PLC discussions of ways to differentiate the Tier I curriculum. **June:** Correct **June Lessons Learned** Our median growth percentile for our currently enrolled students from Fall to Spring was 60th in the 24-25 School Year and 55th in the 25-26 School Year for math. It was 63rd in the 24-25 School Year and 59th in the 25-26 School Year for reading. The MAP quadrant reports continue to show that students maintain high growth and high achievement in both math and reading this school year. The SIP Team attributed high class sizes and schedule changes to lower growth scores. While we did not meet our goal, there was measurable growth in both math and reading. **June Next Steps/Need** The SIP and SOT teams agreed that we should continue using differentiation as a goal to foster student growth. The master schedule will be built to ensure class sizes are even and as close to or below a 36:1 ratio as possible. A committee will be formed to address effective school-wide growth incentives to encourage students to do their best on assessments. Staff will be surveyed to determine the need for training on differentiation. With the transition from NWEA MAP Assessments to i-Ready, our goals will need to be revised with a new baseline established. Teachers will also need to be trained to use iReady to monitor student progress toward growth targets.
Improvement Strategy 2 Details	**Reviews**
Improvement Strategy 2: Del Webb Middle School will incorporate Project-Based Learning (PBL) design elements into Tier I instruction. **Position Responsible:** Del Webb Leadership Team **Resources Needed:** Calendar PLC meetings and tasks for incorporating PBL	**Oct:** In progress **October Lessons Learned** Currently, the implementation of PBL is not widespread. Due to staffing changes, more training is needed.

Extra Duty Pay for teachers/staff participating in PLC time outside their contractual day.
Aligned professional development
Tier I Curriculum- Carnegie, Amplify, National Geographic/Educurious, and HMH Into Literature
Extra Duty Pay for teachers/staff who participate in training outside of contract time as necessary.
Supplemental materials, as needed and approved through CCSD protocols
Materials for projects as needed- projects and materials can vary widely

Evidence Level
Level 1: Strong: PBL, Amplify, Carnegie
Level 2: Moderate: HMH Into Literature, Writable
Level 3: Promising: Promising: Focal Point, Mathia
Level 4: Demonstrate Rationale: PLC Tasks and agendas

Problem Statements/Critical Root Cause: Student Success 1

October Next Steps/Need
The PBL Committee will analyze staff PBL training needs and offer differentiated PBL training and support to improve the implementation of this strategy.

Feb: In progress

February Lessons Learned
Our median achievement percentile in Winter was 66th in 2024 and was 68th in 2025 in math. It was 69th in 2024 and 68th in 2025 for reading. Our median growth percentile from Fall to Winter was 61st in the 24-25 School Year and 58th in the 25-26 School Year for math. It was 61st in the 24-25 School Year and 60th in the 25-26 School Year for reading. The MAP quadrant reports show that students maintain high growth and high achievement in both math and reading this school year. With a staff reduction occurring at quarter 2, the SIP Team was concerned that high class sizes and numerous schedule changes would impact achievement and growth scores. The team attributed our continued success to strong PLCs, Tier I instruction, systems, and policies that were in place prior to the staff/schedule changes. Several PLCs continue to discuss and increase the use of both differentiated instruction and PBL practices.

February Next Steps/Need
Continue to support the implementation of PBL practices. Continue to facilitate training and PLC discussion of PBL implementation into the Tier I curriculum.

June: Continue

June Lessons Learned
Our median growth percentile for our currently enrolled students from Fall to Spring was 60th in the 24-25 School Year and 55th in the 25-26 School Year for math. It was 63rd in the 24-25 School Year and 59th in the 25-26 School Year for reading. The MAP quadrant reports continue to show that students maintain high growth and high achievement in both math and reading this school year. PLC surveys and Administrative observations show an increase in the incorporation of Project-Based Learning (PBL) design elements into Tier I instruction. The SIP and SOT discussed high student interest in these elements and activities. The implementation of PBL is a long-term process, and PLCs reported that they would like to continue to build on the momentum they have.

	June Next Steps/Need During the 26-27 school year, we will continue to support the use of PBL design elements and expand upon staff training to implement PBL design elements and activities. We will continue to provide PLCs with planning time to incorporate PBL design elements. Administrators will identify teacher leaders who can assist in supporting and/or training staff on the use of PBL/PBL Design Elements.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: The percentage of classroom observations that show evidence of necessary differentiation will increase from 72% to 80% at the end of Semester 2, 2026 as measured by administrator observation notes in focal point.

Aligns with District Goal

Formative Measures: Focal Point Observation Tool, Administrator Observation Notes, PLC tasks, and agendas

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Facilitate and support planning for differentiation during PLC meetings. **Position Responsible:** Del Webb Leadership Team **Resources Needed:** Calendar PLC meetings and tasks for incorporating differentiation. Extra Duty Pay for teachers/staff participating in PLC time outside their contractual day. Aligned professional development Tier I Curriculum- Carnegie, Amplify, National Geographic/Educurious, and HMH Into Literature Extra Duty Pay for teachers/staff who participate in training outside of contract time as necessary. Supplemental materials, as needed and approved through CCSD protocols **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Evidence Level** Level 3: Promising: PLC **Problem Statements/Critical Root Cause:** Adult Learning Culture 1	**Oct:** In progress **October Lessons Learned** Survey data indicated that many staff misunderstood the difference between scaffolding and differentiation. Observation data from Focal Point showed that 15% of observations did not include differentiation. **October Next Steps/Need** The data showed that while we are on track to meet our goal, training is needed on the difference between scaffolding and differentiation. **Feb:** In progress **February Lessons Learned** Observation data from Focal Point showed that differentiation was observed during 68% of observations in the fall and 75% of observations in the winter. The team discussed how PLCs have conversations about the difference between differentiation and scaffolding to complete a quarterly survey about varied types of differentiation in the classroom. **February Next Steps/Need** Continue to support the increased use of differentiation. Continue to facilitate training and PLC discussions of ways to differentiate the Tier I curriculum. Supervisory feedback regarding differentiation after classroom observations. **June:** Continue **June Lessons Learned** The percentage of classroom observations that showed evidence of differentiation increased from 68% to 76%,

	showing positive progress, but fell short of our target of 80%. The SIP and SOT cited the varying needs of students in a single class period, which can sometimes have an achievement percentile range of 50 or more, as a major challenge to differentiation. The teams also acknowledge that the varying needs must be addressed to support student growth at all levels. **June Next Steps/Need** Teachers, counselors, and the curriculum administrator will review student placement to ensure they are accurately placed in classes with appropriate rigor. Administrators will review their observation notes to determine the depth and breadth of training needed to support the implementation of increased differentiation during Tier I instruction. Staff will be surveyed to determine the need for training on differentiation. Administrators will identify teacher leaders who can assist in supporting and/or training staff on the use of differentiation.
Improvement Strategy 2 Details	**Reviews**
Improvement Strategy 2: Facilitate and support planning for the implementation of Project-Based Learning (PBL) design elements during PLC meetings. **Position Responsible:** Del Webb Leadership Team **Resources Needed:** Calendar PLC meetings and tasks for incorporating differentiation. Extra Duty Pay for teachers/staff participating in PLC time outside their contractual day. Aligned professional development Tier I Curriculum- Carnegie, Amplify, National Geographic/Educurious, and HMH Into Literature Extra Duty Pay for teachers/staff who participate in training outside of contract time as necessary. Supplemental materials, as needed and approved through CCSD protocols **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Evidence Level** Level 3: Promising: PLC **Problem Statements/Critical Root Cause:** Adult Learning Culture 1	**Oct:** In progress **October Lessons Learned** Currently, the implementation of PBL is not widespread. Due to staffing changes, more training is needed. **October Next Steps/Need** The PBL Committee will analyze staff PBL training needs and offer differentiated PBL training and support to improve the implementation of this strategy. **Feb:** In progress **February Lessons Learned** PLC survey data shows an increase in the implementation of PBL gold standard practices within the ELA and History departments. **February Next Steps/Need** Continue to support the implementation of PBL practices. Continue to facilitate training and PLC discussion of PBL implementation into the Tier I curriculum. Staff who are proficient in PBL need to host training to bolster PBL participation. Supervisors should include PBL discussions during conferences with teachers. **June:** Continue **June Lessons Learned**

	The percentage of classroom observations that showed evidence of differentiation increased from 68% to 76%, showing positive progress, but fell short of our target of 80%. PBL design elements and activities provide opportunities for differentiation in the classroom. These activities/design elements were observed more frequently compared to last year, but there is ample room for growth. The SIP and SOT discussed the high level of student interest in these elements and activities. The implementation of PBL is a long-term process, and PLCs reported that they would like to continue to build on the momentum they have. **June Next Steps/Need** During the 26-27 school year, we will continue to support the use of PBL design elements and expand upon staff training to implement PBL design elements and activities. We will continue to provide PLCs with time to plan and incorporate PBL design elements. Administrators will identify teacher leaders who can assist in supporting and/or training staff on the use of PBL/PBL Design Elements.

Inquiry Area 3: Connectedness

SMART Goal 1: Decrease the percentage of chronically absent students from 15% to 13% by the end of the 2025-2026 school year.

Aligns with District Goal

Formative Measures: Attendance Data

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Develop and support an effective, comprehensive school counseling program that addresses needs relating to the academic, career, social, and emotional development of all students. **Position Responsible:** School Counseling Team, Jennifer Mattox (AP) **Resources Needed:** Financial support for activities (stipend, supplies, etc.), as needed Food, beverages, and supplies for parent workshops, as needed Positive student recognition supplies Data concerning the academic, career, social, and emotional development of students. **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 3: Promising: Creating a Positive School Climate and Culture, ASCA Standards **Problem Statements/Critical Root Cause:** Connectedness 1	**Oct:** In progress **October Lessons Learned** Attendance data shows similar trends to prior years. The action steps indicated in this inquiry area are in the early phases of implementation. **October Next Steps/Need** The team suggested school activities, positive attendance competitions, and/or incentives to bolster student attendance. The relevant committees will review possibilities for attendance incentives or competitions. Implementation of the action steps will continue and progress. **Feb:** In progress **February Lessons Learned** Attendance data continues to show similar trends to prior years. However, at this point in the year (Day 90 to 110), chronic absenteeism is 1-2% less than in the two previous school years. **February Next Steps/Need** The attendance committee will continue to discuss the needs of chronically absent students to try to find creative methods to increase attendance. **June:** Continue **June Lessons Learned** We successfully met our connectedness goal, with chronic absenteeism currently at 12.6%. Our counseling team addressed barriers to student attendance by participating in the RTI, MTSS, and attendance committees. Counselors also worked with students in in-school suspension on SEL skills. **June Next Steps/Need** We will continue with this improvement strategy as student attendance should support continued student growth and achievement. Each year brings new student needs and barriers; it is important to adapt to address their unique circumstances. The counselors and other members of the RTI, MTSS, and attendance committees will review their procedures to revise methods and continue to ensure all students are supported as needed.
Improvement Strategy 2 Details	**Reviews**

Improvement Strategy 2: Develop an effective, comprehensive school counseling program that consults and collaborates on school-based student-support resources for Tier I and Tier II interventions to address needs relating to the academic, career, social, and emotional development of all students.

Position Responsible: School Counseling Team, Jennifer Mattox (AP)

Resources Needed: Data- attendance, behavior, academic, early warning indicator, etc.
MTSS Team members and scheduled meetings
RTI Team members and scheduled meetings
Incentives for students when they meet their goals

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

Evidence Level
Level 1: Strong: Multi-Tiered Systems of Support (MTSS)
Level 3: Promising: Creating a Positive School Climate and Culture, ASCA Standards
Level 4: Demonstrate Rationale: Social Worker, Truancy Diversion, and Wraparound Services

Problem Statements/Critical Root Cause: Connectedness 1

Oct: In progress

October Lessons Learned

Staffing changes to the MTSS team caused revisions to the Counseling program processes, and adjustments are needed.

October Next Steps/Need

Panorama data will be reviewed and compared with attendance data to determine the social-emotional needs of students in an effort to increase their attendance.

Feb: In progress

February Lessons Learned

The MTSS team, made up primarily of the counseling team, continues to meet on a weekly basis to review students who have a variety of academic or behavioral concerns. The team had adapted and compensated for the loss of several team members. Counselors also attend their appropriate grade level RTI meetings and meet with the school psychologist once a month to discuss student progress and determine if further interventions are needed. Panorama data shows an increase in supportive relationships (+1%) and a decrease in the following topics: growth mindset (-3%), sense of belonging (-5%), perseverance (-5%), social awareness (-2%), and self-management (-6%).

February Next Steps/Need

The MTSS and counseling teams will discuss and implement methods to increase student's social emotional skills. The counseling team will discuss the meaning of the panorama questions prior to surveying students to ensure they understand what each question means.

June: Continue

June Lessons Learned

We successfully met our connectedness goal, with chronic absenteeism currently at 12.6%. Our counseling team addressed barriers to student attendance by participating in the RTI, MTSS, and attendance committees. Counselors also worked with students in in-school suspension on SEL skills.

June Next Steps/Need

We will continue with this improvement strategy as student attendance should support continued student growth and achievement. Each year brings new student needs and barriers; it is important to adapt to address their unique circumstances.

	The counselors and other members of the RTI, MTSS, and attendance committees will review their procedures to revise methods and continue to ensure all students are supported as needed.