Clark County School District

Clark, Ed W. HS

Classification: 2 Star School

Title I, Magnet

2026-2027 School Improvement Plan

District Approval Date:
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Mission Statement

Educate and Inspire Each Student for College and Career Readiness

Vision

Our school empowers every student with a clear path and plan, guiding them to be confident, compassionate, and capable individuals ready for college, career, and life.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

Clark saw an increase in math proficiency rates for African American students in math and ELA from 2025 to 2026 ACT scores.

Clark tenth graders saw an increase in the Mean RIT scores in Math and Language Arts: Reading from Fall 2025 to Spring 2026.

English Learner (EL) English Language Arts (ELA) Proficiency: 8.1% proficiency on ACT ELA
EL Mathematics Proficiency: 4.0% proficency on ACT Math
EL WIDA Met AGP: 7.5% of EL meeting AGP

Areas for Growth

Students who are not in the magnet program, particularly Hispanic, Black/African American, English Language Learners, and students with IEPS, showed lower levels of proficiency on both the ELA and math portions of the ACT.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	• There is an 26.4% achievement gap between non EL studentss and EL students in math, and an 50.4% achievement gap between non EL studentss and EL students in ELA. • Due to language barriers and/ or lack of discourse opportunities, ELs struggle with foundational literacy skills and/ or have limited opportunities to practice and improve language skills.	• Weighted funding will be used to employ educators to facilitate EL-specific language development courses.
	• There is currently no identifiable achievement gap	

Free and Reduced Lunch	between Free and Reduced Lunch and Not Free and Reduced Lunch. • Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning.	• The school counselor and social worker will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.
Foster/Homeless	• There is currently no identifiable achievement gap between Foster/Homeless and Not Foster/Homeless students. • Disruptions in housing can negatively affect academic achievement and/or attendance rates.	• The Title I HOPE Advocate on campus will coordinate ongoing services and support, and monitor students' attendance, academic, and social/ emotional progress.
Racial/Ethnic Minorities	• Data indicates that students from certain racial and ethnic groups are experiencing academic performance gaps. These disparities highlight the need for culturally responsive practices, targeted supports, and equitable access to high-quality instruction.	• Multicultural resources are incorporated into Tier I instruction to promote awareness and inclusivity.
Students with IEPs	• Due to the need for individualized support, students may have gaps in foundational knowledge.	• Special education teachers and special education instructional facilitators will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Despite targeted intervention through the PLC+ initiative, less than 40% of 11th grade African American and Hispanic students at Clark High School are proficient in ELA and math, as measured by the ACT.	Inconsistent Instructional Practices, lack of use of tier 1 instructional materials across departments, low student engagement and attendance.
2 ★	A majority of students are not demonstrating ELA and math grade level content mastery in grades 9-11.	Teachers will continue to work on common, grade-level, formative and summative assessments to identify gaps in learning and make informed instructional decisions. Clark administration will continue to deliver professional development of common assessments and data analysis.
3 ★	The majority of 9th grade ELL students are not demonstrating ELA content mastery.	Learning how to better leverage newly created ELL sections of core content classes. Not differentiating ELL students upon intake. Not creating pathways for ELL students. Content area teachers need to look at content through a language lens. Not enough academic discourse in classrooms.
4 ★	AB 335: As evidenced by ACT Data, the problem is ELs are performing below other identified student groups within Clark HS.	AB 335: The low performance of ELs in language proficiency and content achievement is due to human causes within the school's control: Content-area teachers (e.g., Math, Science, History) have not received adequate, ongoing training in Sheltered Instruction Observation Protocol, or other research-based methodologies for teaching ELs.

★ = Priority

Adult Learning Culture

Areas of Strength

Clark EL students showed an increase in meeting projected growth targets from the 2024-2025 to the 2025-2026 year.

Clark 9th and 10th grade EL students showed significant growth in the Mean RIT score in Math and Language Arts from the Fall of 2025 to Spring of 2026.

Areas for Growth

While 43% of our ELL students met projected growth, 47% of their non-ELL peers met projected growth as indicated on the FocusED website.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language barriers prevent full access to grade-level content without scaffolding. Tier 1 instruction often lacks sheltered strategies (e.g., visuals, sentence frames, structured interaction). Limited opportunities to engage in academic language discourse.	ELL Push In and co-teach in all core content classes. Train teachers to provide ELL students with clear goals and objectives. Implement sheltered instruction strategies (e.g., visuals, sentence frames, structured partner talk) schoolwide.
Foster/Homeless	Inconsistent attendance due to housing instability results in missed Tier 1 instruction. Students often lack basic needs affecting focus and participation.	Maintain consistent instructional routines to provide stability across classrooms.
Free and Reduced Lunch	Gaps in background knowledge and vocabulary can lead to misunderstandings of academic content. Teachers may unintentionally lower expectations or not provide rigorous instruction with support.	Use inclusive, engaging, and relevant instruction that taps into students' lived experiences and interests.

Migrant/Title1-C Eligible	High mobility and late enrollments cause students to miss units or full instructional sequences.	Embed multilingual and culturally affirming content to increase relevance and connection.
Racial/Ethnic Minorities	Higher likelihood of receiving disciplinary referrals removes students from Tier 1 instruction time. Lack of culturally responsive practices in Tier 1 instruction can lead to disengagement.	Prioritize relationship-building and affirming classroom climates to increase motivation and belonging.
Students with IEPs	Lack of collaboration between special ed and general ed teachers weakens consistent Tier 1 access. Materials and pacing are often not adapted, limiting student engagement and comprehension.	Offer ongoing collaboration time between general ed and special ed teachers to adjust supports.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	The majority of 9th grade ELL students are not demonstrating ELA content mastery.	Learning how to better leverage newly created ELL sections of core content classes. Not differentiating ELL students upon intake. Not creating pathways for ELL students. Content area teachers need to look at content through a language lens. Not enough academic discourse in classrooms.
2 ★	AB 335: As evidenced by ACT Data, the problem is ELs are performing below other identified student groups within Clark HS.	AB 335: The low performance of ELs in language proficiency and content achievement is due to human causes within the school's control: Content-area teachers (e.g., Math, Science, History) have not received adequate, ongoing training in Sheltered Instruction Observation Protocol, or other research-based methodologies for teaching ELs.

★ = Priority

Connectedness

Areas of Strength

Clark High School has a strong history of providing students with opportunities to participate in Advanced Placement Courses. Clark HS has also opened many doors recently for students to take Dual Credit and CTE classes, including adding music, finance, film and math courses for college credit.

Areas for Growth

Increase the number of Clark students who participate in a post-secondary program and/or graduate with a CCR diploma.

Reduce the percentage of English Language Learners **chronically absent** from 49% in 2026 to 39% by 2027, as measured by FocusED and reported on the NSPF.

Reduce the chronic absenteeism rate from 41% to 33% during the 2026-2027 school year.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Lack of connection to school culture due to language barriers or newcomer status. Families may not understand attendance expectations or disciplinary procedures.	Provide bilingual communication and outreach on attendance and behavior expectations. Use bilingual staff or cultural liaisons to build trust with families.
Foster/Homeless	Unaddressed trauma can lead to behavioral challenges or disengagement. No consistent adult to advocate for attendance or behavioral support	Ensure students' basic needs are met and support full participation in school activities (Communities in Schools). Ensure access to immediate enrollment and transportation.
Free and Reduced Lunch	Lack of resources for consistent engagement. Less access to enrichment or positive school incentives.	Provide incentives for attendance, such as breakfast clubs or reward programs. Offer positive behavior supports (PBIS) that include economically relevant rewards.
Migrant/Title1-C Eligible	Students may miss school for family responsibilities or translation duties.	Build academic supports for absences.

Racial/Ethnic Minorities	Under-representation in positive recognition systems.	Celebrate student voice and identity through clubs, leadership, and events.
Students with IEPs	Behavior incidents may stem from unmet needs, communication barriers, or sensory triggers.	Train staff in de-escalation and proactive behavior supports (e.g., PBIS).

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Chronic absenteeism remains a persistent issue at Clark High School, with more than 40% of students missing 10% or more of the school year. This impacts student achievement, engagement, and graduation outcomes, particularly among students from economically disadvantaged backgrounds and specific subgroups.	There is a lack of consistent, early intervention systems to identify and address the underlying causes of student absenteeism. In addition, insufficient communication and collaboration between school staff, families, and community partners limit the school's ability to respond to barriers such as transportation challenges, health concerns, and lack of school connection.
2 ★	Not all of Clarks' students who could take advantage of our AP, dual credit, and CTE classes do so.	Clear messaging and internal systems have not been fully leveraged in a way that allows for all students to participate in these courses.
3 ★	Suspension rates at Clark High School remain disproportionately high, particularly among African American students. These disciplinary removals contribute to lost instructional time and lower academic performance.	Inconsistent implementation of proactive behavior support strategies, a lack of culturally responsive practices, and limited staff training in restorative approaches. Additionally, there is an absence of a tiered system of interventions to address student behavior before it escalates to disciplinary action.
4 ★	Despite targeted intervention through the PLC+ initiative, less than 40% of 11th grade African American and Hispanic students at Clark High School are proficient in ELA and math, as measured by the ACT.	Inconsistent Instructional Practices, lack of use of tier 1 instructional materials across departments, low student engagement and attendance.
5 ★	A majority of students are not demonstrating ELA and math grade level content mastery in grades 9-11.	Teachers will continue to work on common, grade-level, formative and summative assessments to identify gaps in learning and make informed instructional decisions. Clark administration will continue to deliver professional development of common assessments and data analysis.

6 ★

The majority of 9th grade ELL students are not demonstrating ELA content mastery.

Learning how to better leverage newly created ELL sections of core content classes. Not differentiating ELL students upon intake. Not creating pathways for ELL students. Content area teachers need to look at content through a language lens. Not enough academic discourse in classrooms.

7 ★

AB 335: As evidenced by ACT Data, the problem is ELs are performing below other identified student groups within Clark HS.

AB 335: The low performance of ELs in language proficiency and content achievement is due to human causes within the school's control: Content-area teachers (e.g., Math, Science, History) have not received adequate, ongoing training in Sheltered Instruction Observation Protocol, or other research-based methodologies for teaching ELs.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1	A majority of students are not demonstrating ELA and math grade level content mastery in grades 9-11.	Teachers will continue to work on common, grade-level, formative and summative assessments to identify gaps in learning and make informed instructional decisions. Clark administration will continue to deliver professional development of common assessments and data analysis.
2	The majority of 9th grade ELL students are not demonstrating ELA content mastery.	Learning how to better leverage newly created ELL sections of core content classes. Not differentiating ELL students upon intake. Not creating pathways for ELL students. Content area teachers need to look at content through a language lens. Not enough academic discourse in classrooms.
3	Not all of Clarks' students who could take advantage of our AP, dual credit, and CTE classes do so.	Clear messaging and internal systems have not been fully leveraged in a way that allows for all students to participate in these courses.
4	Despite targeted intervention through the PLC+ initiative, less than 40% of 11th grade African American and Hispanic students at Clark High School are proficient in ELA and math, as measured by the ACT.	Inconsistent Instructional Practices, lack of use of tier 1 instructional materials across departments, low student engagement and attendance.
5	Suspension rates at Clark High School remain disproportionately high, particularly among African American students. These disciplinary removals contribute to lost instructional time and lower academic performance.	Inconsistent implementation of proactive behavior support strategies, a lack of culturally responsive practices, and limited staff training in restorative approaches. Additionally, there is an absence of a tiered system of interventions to address student behavior before it escalates to disciplinary action.
6	Chronic absenteeism remains a persistent issue at Clark High School, with more than 40% of students missing 10% or more of the school year. This impacts student achievement, engagement, and graduation outcomes, particularly among students from economically disadvantaged backgrounds and specific subgroups.	There is a lack of consistent, early intervention systems to identify and address the underlying causes of student absenteeism. In addition, insufficient communication and collaboration between school staff, families, and community partners limit the school's ability to respond to barriers such as transportation challenges, health concerns, and lack of school connection.

7 ★	AB 335: As evidenced by ACT Data, the problem is ELs are performing below other identified student groups within Clark HS.	AB 335: The low performance of ELs in language proficiency and content achievement is due to human causes within the school's control: Content-area teachers (e.g., Math, Science, History) have not received adequate, ongoing training in Sheltered Instruction Observation Protocol, or other research-based methodologies for teaching ELs.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **Accelerated/Advanced Coursework Enrollment**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **AP Completion**
- [x] **Local benchmark, common assessments, diagnostic assessments, or interim assessments data**
- [x] **MAP Growth Assessment**
- [x] **Nevada State Performance Framework (NSPF)**
- [x] **SAT, ACT, PSAT or ASPIRE**
- [x] **Tier I Instructional Materials Assessments**
- [x] **Other**

26-27 Master Schedule, PLC Weekly Schedule, PLC Data Analysis Tool, PLC Planning Template

Adult Learning Culture

- [x] **Master schedule**
- [x] **Professional Development Agendas**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **Walk-through data**
- [x] **Other**

9th Grade ELL Reading MAP Scores, WIDA Scores, Staff Development Agenda, PLC Calendar

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Completion rates and/or graduation rates data**
- [x] **Dual credit College Prep**

☑ **PBIS/MTSS data**

☑ **Violence and/or violence prevention records**

☑ **Other**

NSPF Score on College and Career Indicator, percentage of students participating and completing post-secondary preparation programs, Percentage of students graduating with a CCR diploma

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1 ☑ Aligns with District Goal

Increase the percentage of all 11th grade African American students proficient in ELA from 38.5% (2026) to 50% (2027) and Hispanic students proficient in ELA from 30.2% (2026) to 50% (2027) as measured by the ACT.

Increase the percentage of all 11th grade African American students proficient in math from 11.2% (2026) to 50% (2027) and Hispanic students proficient in math from 8.0% (2026) to 50% (2027), as measured by the ACT.

Increase the percentage of all current 10th grade students projected to be proficiency in the 2027 ACT from 24% to 50%

Formative Measures: MAP Projected Proficiency

Improvement Strategy 1

Continuing with the PLC+ initiative, Clark will continue to provide professional development to teachers in all departments on data analysis and development of common assessments, particularly formative assessments that inform instruction toward common learning targets on common summative assessments.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Prioritize, where possible, on common PLC preps to encourage planning.	Administrative Team	Ongoing	
2	PLC+ training will be incorporated into every staff development day.	Mr. Ramirez	Ongoing	
3	Instructional walkthroughs will be completed with fidelity by each member of the admin team and each department chair.	Administrative Team, Department Chairs	Ongoing	
4	Review placement procedures for math and ELA classes to include MAP data as well as teacher recommendations and past performance.	Mr. May, Dr. Kang, Counselors	Spring of 2027	
5	iReady assessment professional development will be provided and aligned formative assessment process will be in place.	Mr. Ramirez	Ongoing	
6	Use of instructional facilitator to support teacher and PLC groups on the formation and use of assessments to target instruction.	Mr. Ramirez	Summer 2026, Ongoing	

Position Responsible: Principal

Resources Needed: Strategic Budget Funding
Title I Funds

Evidence Level

Level 2: Moderate:
Professional Learning Communities (PLC), Analyze data in PLC's

Level 3: Promising:
MAP Growth Assessments

Problem Statements: Student Success 2 - Connectedness 5

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

Status Checks

October **February** **June**

Improvement Strategy 2

The Instruction department will continue to improve tier 1 instruction through PLC+ expansion and staff professional development using AVID methodologies in the classroom. The instructional cadre composed of teacher leaders will provide professional development.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Enhance tier 1 instruction through teacher led professional development on focused note-taking and writing across the Curriculum.	Instructional Cadre, AVID Site Team	Ongoing	
2	Assist teachers to learn and implement new Tier 1 instructional materials.	Admin Team	Ongoing	

Position Responsible: Principal

Resources Needed: Strategic Budget Funding
Title I Funds

Evidence Level

Level 2: Moderate:

Level 3: Promising:

Problem Statements: Student Success 1 - Connectedness 4

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

Status Checks

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SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Despite targeted intervention through the PLC+ initiative, less than 40% of 11th grade African American and Hispanic students at Clark High School are proficient in ELA and math, as measured by the ACT.	Inconsistent Instructional Practices, lack of use of tier 1 instructional materials across departments, low student engagement and attendance.

2	A majority of students are not demonstrating ELA and math grade level content mastery in grades 9-11.	Teachers will continue to work on common, grade-level, formative and summative assessments to identify gaps in learning and make informed instructional decisions. Clark administration will continue to deliver professional development of common assessments and data analysis.

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
4	Despite targeted intervention through the PLC+ initiative, less than 40% of 11th grade African American and Hispanic students at Clark High School are proficient in ELA and math, as measured by the ACT.	Inconsistent Instructional Practices, lack of use of tier 1 instructional materials across departments, low student engagement and attendance.
5	A majority of students are not demonstrating ELA and math grade level content mastery in grades 9-11.	Teachers will continue to work on common, grade-level, formative and summative assessments to identify gaps in learning and make informed instructional decisions. Clark administration will continue to deliver professional development of common assessments and data analysis.

SMART Goal 2 ☑ Aligns with District Goal

Increase the percentage of English Learners proficient in Mathematics from 3.2% percentage points in 2026 to 15% percentage points by 2027, as measured by the ACT.
Increase the percentage of English Learners proficient in English Language Arts from 8.1% percentage points in 2026 to 30% percentage points by 2027, as measured by ACT.
Increase the percentage of English Learners proficient from 10% in 2026 to 30% by 2027, as measured by WIDA language assessment.

Formative Measures: Summit K12, i-Ready projected proficiency data, grades and/or classroom assessments

Improvement Strategy 1

AB335: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners.
AB335: Implement Tier II support for identified EL student groups, (newcomers, short-term English learners (STEL), and long-term English learners (LTEL).

Actions for Implementation

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 and teachers	Completed by December 2026	
2	Monitor implementation of English learner support in Tier I 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	Based on the instructional rounds, identify professional learning, professional learning community, and coaching needs for the school.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Ongoing during the 2026-2027 school year.	

Position Responsible: Principal

Resources Needed: ULD professional learning series, Tier I Monitoring Tool, Academic Language Look (ALL) Tool

Evidence Level

Level 1: Strong:

Problem Statements: Student Success 4 - Adult Learning Culture 2 - Connectedness 7

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

Status Checks

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Improvement Strategy 2

AB335: Implement Tier II support for identified EL student groups, (newcomers, short-term English learners (STEL), and long-term English learners (LTEL).

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement Focused Language Study (FLS) and Summit K12 Tier II support for newcomers.	School leadership team, learning strategist, and teachers	Ongoing during the 2026-2027 school year.	
2	Implement Essentials for Language Development (ELD) and Summit K12 Tier II support for STELs.	School leadership team, learning strategist, and teachers	Ongoing during the 2026-2027 school year.	
3	Implement Academic Content Language Expansion (ACLE) and Summit K12 Tier II for LTELs.	School leadership team, learning strategist, and teachers.	Ongoing during the 2026-2027 school year.	
4	Implement Reading Skills Centers as a Tier II support for designated EL students.	School leadership team, learning strategist, and teachers.	Ongoing during the 2026-2027 school year.	
5	Monitor implementation of English learner support in Tier II by participating in instructional rounds utilizing the Tier II monitoring tools for FLS, ELD, and ACLE.	School leadership team, learning strategist, and teachers.	Ongoing during the 2026-2027 school year.	
6	Based on the instructional rounds, identify professional learning, professional learning community, and coaching needs for the school.	School leadership team, learning strategist, and teachers.	Ongoing during the 2026-2027 school year.	

Position Responsible: Principal

Resources Needed: FLS instructional materials, QTEL Newcomer Curriculum.
ELD instructional materials, STEL Curriculum
ACLE instructional materials, English 3D
Reading Skills Center materials and curriculum
Summit K12
FLS, ELD, and ACLE Look For Tools

Evidence Level

Level 1: Strong:

Problem Statements: Student Success 3, 4 - Adult Learning Culture 1, 2 - Connectedness 6, 7

Status Checks

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SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
3	The majority of 9th grade ELL students are not demonstrating ELA content mastery.	Learning how to better leverage newly created ELL sections of core content classes. Not differentiating ELL students upon intake. Not creating pathways for ELL students. Content area teachers need to look at content through a language lens. Not enough academic discourse in classrooms.
4	AB 335: As evidenced by ACT Data, the problem is ELs are performing below other identified student groups within Clark HS.	AB 335: The low performance of ELs in language proficiency and content achievement is due to human causes within the school's control: Content-area teachers (e.g., Math, Science, History) have not received adequate, ongoing training in Sheltered Instruction Observation Protocol, or other research-based methodologies for teaching ELs.

SMART Goal 2 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	The majority of 9th grade ELL students are not demonstrating ELA content mastery.	Learning how to better leverage newly created ELL sections of core content classes. Not differentiating ELL students upon intake. Not creating pathways for ELL students. Content area teachers need to look at content through a language lens. Not enough academic discourse in classrooms.
2	AB 335: As evidenced by ACT Data, the problem is ELs are performing below other identified student groups within Clark HS.	AB 335: The low performance of ELs in language proficiency and content achievement is due to human causes within the school's control: Content-area teachers (e.g., Math, Science, History) have not received adequate, ongoing training in Sheltered Instruction Observation Protocol, or other research-based methodologies for teaching ELs.

SMART Goal 2 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
6	The majority of 9th grade ELL students are not demonstrating ELA content mastery.	Learning how to better leverage newly created ELL sections of core content classes. Not differentiating ELL students upon intake. Not creating pathways for ELL students. Content area teachers need to look at content through a language lens. Not enough academic discourse in classrooms.
7	AB 335: As evidenced by ACT Data, the problem is ELs are performing below other identified student groups within Clark HS.	AB 335: The low performance of ELs in language proficiency and content achievement is due to human causes within the school's control: Content-area teachers (e.g., Math, Science, History) have not received adequate, ongoing training in Sheltered Instruction Observation Protocol, or other research-based methodologies for teaching ELs.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

☑ **Aligns with District Goal**

Increase the number of departments following PLC expectations, utilizing the provided PLC schedule, to conduct data analysis to inform instruction and monitor students' learning from 50% at the end of the first semester to 100% at the end of the second semester, [2027], as measured by PLC observations and meeting minutes.

Formative Measures: - PLC Calendar
- PLC Meeting Minutes
- PLC Agendas
- PLC Observation Forms

Improvement Strategy 1

Continue to leverage co-taught sections with an ELL teacher or two content teachers to support non-sheltered learning environments for language learners through improved planning time in which teachers plan, teach, assess, analyze and respond in the Teaching and Learning Cycle.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Creation of non-sheltered classrooms for ELL students to gain exposure to English. Train teachers in QTEL framework and strategies, especially teachers who teach ELL sections.	Mr. May, Dr. Kang	Ongoing	
2	Placement of ELL students into classes based on WIDA scores.	Mr. May, Dr. Kang	Ongoing	

Position Responsible: Principal

Resources Needed: Strategic Budget
Title I funds

Evidence Level

Level 2: Moderate:
Professional Learning Communities (PLC), Analyze data in PLC's

Level 3: Promising:
Savvas My Perspectives, MAP Growth Assessments

Problem Statements: Student Success 3 - Adult Learning Culture 1 - Connectedness 6

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

Status Checks

October	February	June

Improvement Strategy 2

Provide all teachers, including those new to ELL or to Clark, with professional development centered on student engagement and ELL strategies (QTEL).

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Regular professional development for all staff members on strengthening instruction with appropriate scaffolds.	Admin Team, Instructional Cadre, Mr. Ramirez	Ongoing	
2	Use of the co-teach model to support ELL students with targeted tier 2 and 3 interventions provided by ELL teachers.	Mr. Ramirez	Ongoing	
3	Provide all teachers with professional development centered on AVID strategies to be used in all 9th grade core content classrooms.	AVID Site Team, Mr. Ramirez	Ongoing	
4	Increase writing opportunities for all students across the curriculum.	AVID Site Team, Mr. Ramirez	Ongoing	

Position Responsible: Principal

Resources Needed: - EL Weighted Funding
- Training

Evidence Level

Level 1: Strong:
Read 180

Level 2: Moderate:
Savvas MyPerspectives

Level 4: Demonstrate Rationale:
AVID

Problem Statements: Student Success 3 - Adult Learning Culture 1 - Connectedness 6

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

Status Checks

October	February	June

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
3	The majority of 9th grade ELL students are not demonstrating ELA content mastery.	Learning how to better leverage newly created ELL sections of core content classes. Not differentiating ELL students upon intake. Not creating pathways for ELL students. Content area teachers need to look at content through a language lens. Not enough academic discourse in classrooms.

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	The majority of 9th grade ELL students are not demonstrating ELA content mastery.	Learning how to better leverage newly created ELL sections of core content classes. Not differentiating ELL students upon intake. Not creating pathways for ELL students. Content area teachers need to look at content through a language lens. Not enough academic discourse in classrooms.

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
6	The majority of 9th grade ELL students are not demonstrating ELA content mastery.	Learning how to better leverage newly created ELL sections of core content classes. Not differentiating ELL students upon intake. Not creating pathways for ELL students. Content area teachers need to look at content through a language lens. Not enough academic discourse in classrooms.

Inquiry Area 3 Connectedness

SMART Goal 1 ☑ Aligns with District Goal

Reduce the percentage of English Language Learners chronically absent from 49% in 2026 to 35% by 2027, as measured by FocusED and reported on the NSPF.
Reduce the percentage of Black/African American students chronically absent from 47% in 2026 to 35% by 2027, as measured by FocusED and reported on the NSPF.

Formative Measures: FocusEd Attendance Data

Improvement Strategy 1

Implement an Early Warning and Intervention System

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish an attendance committee comprised of staff members and students.	Discipline Administrators, Teachers	Start of year, ongoing	
2	Develop early warning indicators, review attendance data, and create tiered intervention protocols.	Discipline Administrators, Teachers	Ongoing	

Position Responsible: Principal

Resources Needed: - Staff
- Strategic Budget
- At-Risk Weighted Funding

Evidence Level

Level 2: Moderate:

Problem Statements: Connectedness 1

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

Status Checks

October **February** **June**

Improvement Strategy 2

Increase positive attendance messaging and recognition by celebrating students with improved or perfect attendance monthly and communicating progress regularly with students, staff, and families.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Launch a monthly attendance recognition program.	Discipline Administrators, Teachers	Ongoing	
2	Engage students in the messaging to the student body.	Discipline Administrators, Teachers, Students	Ongoing	

Position Responsible: Principal

Resources Needed: - Student Generated Funds

Evidence Level

Level 4: Demonstrate Rationale:
Truancy Diversion

Problem Statements: Connectedness 1

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

Status Checks

October **February** **June**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Chronic absenteeism remains a persistent issue at Clark High School, with more than 40% of students missing 10% or more of the school year. This impacts student achievement, engagement, and graduation outcomes, particularly among students from economically disadvantaged backgrounds and specific subgroups.	There is a lack of consistent, early intervention systems to identify and address the underlying causes of student absenteeism. In addition, insufficient communication and collaboration between school staff, families, and community partners limit the school's ability to respond to barriers such as transportation challenges, health concerns, and lack of school connection.

SMART Goal 2 ☑ Aligns with District Goal

Increase the number of students who participate in a post-secondary preparation program from 63% to 80%. Increase the percentage of students participating in postsecondary coursework from 61% in 2026 to 80% in 2027, as measured by the NSPF.

Increase the percentage of students completing postsecondary coursework from 50% to 75%, as measured by the NSPF.

Increase the percentage of students graduating with a CCR Diploma from 32% in 2026 to 50% by 2027, as measured by the NSPF.

Formative Measures: Graduation Data
Post Secondary Data

Improvement Strategy 1

Every student will have a counselor-driven conference to set the path for a CCR Diploma.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Continue work with counselors to continually increase the number of students who graduate with a CCR diploma.	Mr. May, Counselors	Ongoing	
2	Increase messaging to students of the benefits of a CCR diploma and Dual Enrollment and CTE opportunities.	Mr. May, Counselors, AVID Site Team	Ongoing	

Position Responsible: Principal

Resources Needed: Guest speakers from industries and CTE.
Strategic budget Funds to purchase Character Strong.
Title I funding to send teachers to professional development.

Evidence Level

Level 1: Strong:
Counselor

Level 3: Promising:
Creating a Positive School Climate and Culture, Principal commitment

Problem Statements: Connectedness 2

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

Status Checks

October **February** **June**

Improvement Strategy 2

Continue to increase the number of dual credit classes Clark High School offers.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Collaborate with local community colleges and universities to identify and secure qualified instructors and approved course offerings that align with student interest and graduation requirements.	Mr. May, Counselors	Ongoing	

Position Responsible: Principal

Resources Needed: Post Secondary Partnerships

Evidence Level

Level 2: Moderate:
Dual Credit Coursework

Problem Statements: Connectedness 2

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

Status Checks

October **February** **June**

SMART Goal 2 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
2	Not all of Clarks' students who could take advantage of our AP, dual credit, and CTE classes do so.	Clear messaging and internal systems have not been fully leveraged in a way that allows for all students to participate in these courses.

SMART Goal 3 ☑ Aligns with District Goal

Decrease the number of Black/African American suspensions from 39.1% in 2026 to 25% by 2027, as measured by FocusEd Behavior Data.

Formative Measures: FocusEd Behavior Data

Improvement Strategy 1

Strengthen Tier I Positive Behavioral Interventions and Supports (PBIS) by identifying necessary action steps based on the results of the Tiered Fidelity Inventory (TFI) 3.0.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Administer TFI 3.0 to obtain baseline data.	Discipline Administrators, PBIS Team	Fall 2026	
2	Based on the results of the TFI, prioritize one to three items for implementation focus.	Discipline Administrators, Teachers	Ongoing (September-December 2026	
3	Administer the TFI 3.0, focused on the prioritized implementation items to monitor progress.	Discipline Administrators, Teachers	Winter 2026	
4	Continue to work on strengthening Tier I PBIS implementation.	Discipline Administrators, Teachers, PBIS Team	Ongoing (January-May) 2026	
5	Administer the TFI 3.0, focused on the prioritized implementation items to monitor progress.	Discipline Administrators, Teachers	Spring 2027	

Position Responsible: Principal, PBIS Team

Resources Needed: - PBIS Leadership Team (administrator, teachers, student(s), parent(s), community partners), TFI 3.0 data

Evidence Level

Level 1: Strong:
PBIS

Problem Statements: Connectedness 3

Schoolwide and Targeted Assistance Title I Element: 2.6

Status Checks

October **February** **June**

Improvement Strategy 2

Strengthen classroom management and teacher capacity.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide provide professional development in classroom management and de-escalation techniques.	Discipline Administrators, Teachers	Ongoing	

Position Responsible: Principal

Resources Needed: - Training

Evidence Level

Level 1: Strong:
PBIS

Level 4: Demonstrate Rationale:
Classroom Management

Problem Statements: Connectedness 3

Schoolwide and Targeted Assistance Title I Element: 2.6

Status Checks

October **February** **June**

SMART Goal 3 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
3	Suspension rates at Clark High School remain disproportionately high, particularly among African American students. These disciplinary removals contribute to lost instructional time and lower academic performance.	Inconsistent implementation of proactive behavior support strategies, a lack of culturally responsive practices, and limited staff training in restorative approaches. Additionally, there is an absence of a tiered system of interventions to address student behavior before it escalates to disciplinary action.

Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

1.1 Comprehensive Needs Assessment

Our comprehensive needs assessment process involves analyzing student performance data, gathering stakeholder feedback, and reviewing existing programs and resources to identify areas for improvement across all aspects of the school environment. This approach allows us to pinpoint specific strengths and weaknesses, informing the development of targeted improvement strategies.

2.1 School Performance Plan (SPP) developed with appropriate stakeholders

Stakeholders, including parents, students, teachers, and community members, are actively engaged in the school improvement plan process through monthly meetings where they review progress, discuss challenges, and propose solutions. Feedback is continuously solicited through these meetings to ensure all voices contribute to the plan's evolution.

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.

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 Improvement Plan (SIP) is posted following each Act in the Continuous Improvement Process. With 111 languages in our district, translation services are 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

Title I funds were used for teaching positions to reduce class sizes, which will increase the ability of teachers to work within the PLC+ model, support the co-teacher model in our EL core content classes, and focus on smaller groups to students to address chronic absenteeism.

2.6 Address needs of all students, particularly at-risk

Please refer to the Equity Resource Supports table within each Inquiry Area to see challenges and solutions developed to ensure the needs of all students are considered and addressed.

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

Clark High School will offer flexible parent involvement opportunities by:

- Repeating events at different times (e.g., morning, evening, weekend) to accommodate working parents.
- Scheduling events that acknowledge and celebrate diverse cultures and languages in the school community.
- Using multiple channels (texts, apps, flyers, robocalls, social media) to share event details in families' home languages.

Teams

Teams

School Continuous Improvement Team

Meeting Logs

Date	Location	Sign In Sheet	Notes
May 12, 2026 @ 3:00 PM	Clark High School	--	SOT Meeting Minutes May 12, 2026.pdf

Members

First Name	Last Name	Position	Committee Role
Michael	Mesa	Teacher	Licensed
Laura	Vannetti	Teacher	Licensed
Wendi	Bonar	Teacher	Licensed
Elizabeth	Case	Teacher	Licensed
Derrick	Tabish	Teacher	Licensed
Lonnie	Robbins	Teacher	Licensed
Jennifer	Lee	Teacher	Licensed
Nathan	Pangelinan	Teacher	Licensed
Rob	West	Teacher	Licensed
Kris	Parikh	Parent	Parent
Meredith	Freeman	Parent	Parent
Janice	Kim	Parent	Parent
Tamara	Beeten	Family Engagement Specialist	Paraprofessional
Amber	Foy	Assistant Principal	Administrator
Nam	Kang	Assistant Principal	Administrator
Shalee	Okelberry	Assistant Principal	Administrator
Andrew	May	Assistant Principal	Administrator
Stephanie	Harris	Assistant Principal	Administrator
David	Laboy	Assistant Principal	Administrator

Zeola	Braxton	Principal	CI Team Lead

Community Outreach Activities

Activity	Date	Lesson Learned
Monthly SOT Meetings Monthly Department Chair Meetings Weekly Administrator Meetings	8/13/25, 8/20/25, 8/25/25, 9/3/25, 9/8/25, 9/17/25, 10/1/25, 10/15/25, 11/5/25, 11/19/25, 12/3/25, 1/7/26, 1/21/26, 2/4/26, 2/18/26, 3/4/26, 3/25/26, 4/1/26, 4/15/26, 5/6/26, 5/12/26	Reviewed 2026 PSAT, MAP, WIDA, ACT, and chronic absenteeism data. Identified strategies to increase scores for the 2027 exams. Prepared for I-Ready transition. Analyzed several data sources to identify how Clark is progressing toward its SIP goals.