

Clark County School District

Silverado HS

2026-2027 School Improvement Plan

Accreditation Status
Accredited

Classification: 4 Star School



District Approval Date: July 20, 2026

Mission Statement

Our mission at Silverado is to provide a safe, supportive, and challenging environment in which students will become active, reflective, and creative learners who accept responsibility for learning, have pride in their community and are prepared to contribute in a culturally diverse world.

Vision

Skyhawks strive to be prime examples of honorable, accountable, well-rounded, knowledgeable, and successful students.

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/silverado_college_preparatory_and_career_technical_high_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

- Silverado increased the overall graduation rate from 93.0% for the 2025 graduation cohort to 94.9% for the 2026 graduation cohort.
- Silverado increase the overall graduation rate of African-American students from 90.0% for the 2025 cohort to 94.6% for the 2026 graduation cohort.
- Silverado increased the average ACT math score from 17.2 during the 2024-2025 school year to 17.4 during the 2025-2026 school year.
- Silverado increased the average ACT Reading score from 17.5 during the 2025-2026 school year to 18.4 during the 2025-2026 school year.
- Silverado increased the average ACT English score from 16.0 during the 2025-2026 school year to 16.4 during the 2025-2026 school year.
- Silverado increased the average ACT Science score from 17.5 during the 2025-2026 school year to 18.1 during the 2025-2026 school year.

Student Success Areas for Growth

- Silverado did not meet the intended outcome for the ACT proficiency in reading, writing, and ELA.
- Silverado averaged a composite score of 17.4.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	• The graduation rate of students with Limited English Proficiency was 96.6% compared to 94.8% for the 2025-2026 not Limited English Proficiency graduation cohort. • LEP students in the 2027 cohort are credit sufficient at a rate of 27.9% compared to not LEP students with a rate of 57.6%. There is a 29.7% achievement gap between LEP student credit sufficiency and not LEP student credit sufficiency in the 2027 cohort. • LEP students in the 2028 cohort are credit sufficient at a rate of 54.2% compared to not LEP students with a rate of 77.1%. There is a 22.9% achievement gap between LEP student credit sufficiency and not LEP student credit sufficiency in the 2028 cohort. • LEP students in the 2029 cohort are credit sufficient at a rate of 98% compared to not LEP students with a rate of 98.9%. There is a .9% achievement gap between LEP student credit sufficiency and not LEP student credit sufficiency in the 2029 cohort.	• Silverado will offer English Learners the opportunity to attend an ACT boot camp to improve their ACT composite score. • Students will be provided curriculum support in their schedule through Academic Language Expansion. • Silverado will offer all EL 11th grade students an opportunity to attend an ACT Boot Camp. • Silverado will provide students multi-tiered supports and develop a more recursive approach to monitoring and response to intervention. • Teachers will plan and monitor consistent opportunities to engage in grade level performance tasks across all four language domains with the appropriate rigor in their professional learning communities throughout the 2026-2027 school year. • Silverado will provide English learners with specific tutoring opportunities focused on discourse after school. • Silverado will hold goal-setting conferences with students based on their WIDA Access, PSAT, and ACT scores. • Weighted funding will be used to employ educators to facilitate language-focused before- or after-school tutoring opportunities.

Student Group	Challenge	Solution
Foster/Homeless	- Students struggle with the hierarchy of basic needs, which impacts their ability to focus on academics. - Students require social-emotional support that can take away from instructional time. - Students may miss instruction due to absenteeism involving foster/homeless situations.	- Title I junior students will be provided with a free ACT boot camp to help them improve their ACT composite score. - Title I seniors will be provided with free cap and gown assistance to encourage them to finish all requirements for graduation. - The school counselor will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth. - The Title I HOPE Advocate on campus will coordinate ongoing services and support, and monitor students' attendance, academic, and social/emotional progress. - Licensed and support staff will provide opportunities for after-hours tutoring. - The counselor will provide Social-Emotional Learning (SEL) lessons to equip students with essential life skills like self-awareness, empathy, and conflict resolution. - Funding will be used to employ educators to after-school tutoring opportunities.
Free and Reduced Lunch	Students struggle with the hierarchy of basic needs, which impacts their ability to focus on academics.	- Title I 11th grade students will be provided with a free ACT boot camp to help them improve their ACT composite score. - Title I 12th grade students will be provided with free cap and gown assistance to encourage them to finish all requirements for graduation. - Funding will be used to employ educators to after-school tutoring opportunities.

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	This student group is not represented in the Clark County School District.	N/A

Student Group	Challenge	Solution
Racial/Ethnic Minorities	• 62% of classrooms monitored during the 2025-2026 school year were observed providing necessary differentiation. • 51% of classrooms monitored during the 2025-2026 school year were observed providing necessary scaffolding. • Hispanic/Latino students in the 2027 cohort are credit sufficient at a rate of 50.5%%. • Asian students in the 2027 cohort are credit sufficient at a rate of 70.5%. • Black/African students in the 2027 cohort are credit sufficient at a rate of 47.3%. • Native Hawaiian/Pacific Islander students in the 2027 cohort are credit sufficient at a rate of 60.0%. • Students with two or more races in the 2027 cohort are credit sufficient at a rate of 60.4%. • White students in the 2027 cohort are credit sufficient at a rate of 73.0%. • Hispanic/Latino students in the 2028 cohort are credit sufficient at a rate of 61.2%. • Asian students in the 2028 cohort are credit sufficient at a rate of 60.0%. • Black/African students in the 2028 cohort are credit sufficient at a rate of 51.0%. • Native Hawaiian/Pacific Islander students in the 2028 cohort are credit sufficient at a rate of 62.5%. • Students with two or more races in the 2028 cohort are credit sufficient at a rate of 52.9%. • White students in the 2028 cohort are credit sufficient at a rate of 59.3%. • Hispanic/Latino students in the 2029 cohort are credit sufficient at a rate of 70.5%. • Asian students in the 2029 cohort are credit sufficient at a rate of 90.2%. • Black/African students in the 2029 cohort are credit sufficient at a rate of 56.9%. • Native Hawaiian/Pacific Islander students in the 2029 cohort are credit sufficient at a rate of 86.7%. • Students with two or more races in the 2029 cohort are credit sufficient at a rate of 67.6%.	• Utilize a the MTSS team to provide tiered interventions and acceleration for students. • Multicultural resources are incorporated into Tier I instruction to promote awareness and inclusivity. • Funding will be used to employ educators to after-school tutoring opportunities.

	White students in the 2029 cohort are credit sufficient at a rate of 66.7%.	
Students with IEPs	62% of classrooms monitored during the 2025-2026 school year were observed providing necessary differentiation. 51% of classrooms monitored during the 2025-2026 school year were observed providing necessary scaffolding. - For the 2027 cohort, there is an 3.3% achievement gap between the Students with IEP student credit sufficiency and students without IEP credit sufficiency. IEP students in the 2027 cohort are credit sufficient at a rate of 55.8% in comparison to not IEP students with a rate of 59.1%. - IEP students in the 2028 cohort are credit sufficient at a rate of 65.5% compared to not IEP students with a rate of 58.0%. - IEP students in the 2029 cohort are credit sufficient at a rate of 68.3% compared to not IEP students with a rate of 70.4%.	- Co-teaching opportunities will be provided in the least restrictive environment to ensure students receive grade-level instruction with the appropriate accommodations and modifications. - Special education co-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. - Funding will be used to employ educators to after-school tutoring opportunities.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Silverado's mean ACT score is behind the college readiness score of 22. During the 2025-2026 school year, Silverado ACT proficiency in reading, writing, and ELA increase. The ACT mean for all students in reading went from 17.2 in 2024-2025 to 17.5 in 2025-2026. The ACT mean for all students in writing went from 5.6 in 2024-2025 to 5.9 in 2025-2026. The ACT mean in ELA went from 15.8 in 2024-2025 to 16.6 in 2025-2026.

Critical Root Cause: A root cause of Silverado's ACT outcomes is a lack of effective multi-tiered systems of support instructional strategies.

Inquiry Area 1: Student Success

SMART Goal 1: By the end of 2026-2027 school year, Silverado will increase the average mean ACT score from 17.4 in 2026-2027 to 17.6 in 2026-2027 as measured by ACT summary data, to provide strong Tier I instruction.

By the end of the 2026-2027 school year, Silverado will increase the ACT reading score from 18.4 in 2025-2026 to 18.6, increase the average ACT writing score from 5.9 in 2025-2026 to 6.0, and increase the average ACT ELA score from 16.6 in 2025-2026 to 16.8, as measured by the ACT summary data, to

provide strong Tier I instruction.

By the end of the 2026-2027 school year, Silverado will increase the ACT math score from 17.6 in 2025-2026 to 17.8 and increase the ACT science score from 18.1 in 2025-2026 to 18.2, as measured by the ACT summary data, to provide strong Tier I instruction.

Formative Measures: ACT Summary Data

Aligns with District Goal

Improvement Strategy 1 Details						Reviews		
Improvement Strategy 1: Silverado will establish and maintain consistent multi-tiered instruction through schoolwide strategies for common assessments, ACT preparation, and consistent use of engaging instructional strategies to prepare students for success on the ACT.						Status Check		EOY Reflection
						Oct	Feb	June
						No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Silverado teachers will post and introduce learning intentions and success criteria daily.	Instructional Team	By August 17, 2026					
2	Silverado teachers will plan an engaged and collaborative learning activity for each lesson connected to the learning intentions and success criteria.	Instructional Team	By August 28, 2026					
3	Silverado teachers will revisit and discuss learning intentions and success criteria at the end of each lesson.	Instructional Team	By August 28, 2026					
4	Silverado teachers will administer 2 common assessments per quarter.	Instructional Team	By May 20, 2027					
5	Silverado teachers will provide content specific ACT preparation as a warm up once a week.	Instructional Team	By August 28, 2026					
6	Silverado will communicate the importance of the ACT to students.	Administrative and Instructional Team	Weekly through May 20, 2027					
7	Silverado administration will communicate the importance of the ACT and testing preparation strategies to families.	Administrative Team	By May 20, 2027					
8	Silverado administration will communicate cross-curricular ACT warm up expectations for non-ACT content teachers.	Administrative Team	By August 28, 2026					
9	Silverado administration will include weekly ACT vocabulary in the Weekly Communication to remind students and families of the importance of the ACT.	Administrative Team	Weekly through May 20, 2027					

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
10	Silverado will establish an ACT club to encourage ACT preparation.	Administrative Team	By August 28, 2026	
11	Silverado ACT content teachers will provide content specific practice exams to students quarterly.	Administrative Team, English, Math, and Science Department	Quarterly through May 20, 2027	
12	Silverado teachers will share weekly ACT vocabulary with students.	Administrative and Instructional Team	Weekly through May 20, 2027	
13	Silverado counselors will encourage students to take Honors, Dual Enrollment, or AP coursework to increase their engagement with rigorous coursework.	Counseling Team	By May 20, 2027	
14	Silverado students will establish MAP and ACT goals in ACT content areas.	Administrative and Instructional Team	By October 9, 2027	
15	Silverado students will be provided the opportunity to participate in an ACT Boot Camp. Scholarships will be provided to students in need.	Administrative Team	By February 26, 2027	
16	Silverado teachers will utilize PLC time to establish common assessments.	Professional Learning Communities	By August 28, 2026	
17	Silverado teachers will need to identify areas of success and growth based on assessment data to determine and plan for intervention.	Assessment Team, Instructional Team	By May 20, 2027	
18	Silverado administration will need to determine schoolwide incentives for academic grade and assessment growth.	Administrative Team	By October 9, 2026	
19	Silverado will provide after school tutoring for ACT preparation.	Administrative and Instructional Team	Weekly through May 20, 2027	
20	Silverado will provide content specific ACT boot camps for students ACT preparation.	Administrative and Instructional Team	By January 8, 2027	
21	Silverado will provide quarterly professional learning opportunities on engagement strategies in the classroom.	Administrative and Instructional Team	Quarterly through May 20, 2027	

Position Responsible: Administrative team, Instructional Team, Counselors, Professional Learning Communities, College and Career Coordinator

- Resources Needed:**
- 1) Funding for ACT preparation resources
 - 2) Funding for tutoring
 - 3) Verifying acceleration coursework for students
 - 4) Funding for assessment improvement incentives
 - 5) Quarterly grade data
 - 6) Attendance data
 - 7) Behavioral data
 - 8) MAP data
 - 9) Additional Data analysis
 - 10) High quality Tier I instruction
 - 11) Professional learning on multi-tiered strategies in the classroom
 - 12) Weekly ACT vocabulary
 - 13) Professional learning on ACT preparation
 - 14) Quarterly professional learning on engagement strategies in the classroom.

Evidence Level

- Level 1: Strong: ACT Data
- Level 2: Moderate: Tier I Instructional Materials and Assessment Data
- Level 3: Promising: PLC Data Analysis Data and Goal-Setting Conference Data
- Level 4: Demonstrate Rationale: Student Mentorship Data

Problem Statements/Critical Root Cause: Student Success 1

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Inquiry Area 1: Student Success

SMART Goal 2: By the end of the 2026-2027 school year, Silverado will increase the percentage of students who are credit sufficient from 92.5% (2025-2026 school year) to 93% (first semester 2026) to 93.5% (second semester) by May 2027, as measured by Infinite Campus and FocusEd Grades Overview. By the end of the 2026-2027 school year, Silverado will increase the percentage of 9th grade students who are credit sufficient from 92.8% (second semester of 2025-2026 school year) to 94% (first semester 2026) to 93% (second semester) by May 2027, as measured by Infinite Campus and FocusEd Grades Overview. By the end of the 2026-2027 school year, Silverado will increase the percentage of 10th grade students who are credit sufficient from 90.8% (second semester of 2025-2026 school year) to 91.5% (first semester 2026) to 92% (second semester) by May 2027, as measured by Infinite Campus and FocusEd Grades Overview. By the end of the 2026-2027 school year, Silverado will increase the percentage of 11th grade students who are credit sufficient from 89% (second semester of 2025-2026 school year) to 90% (first semester 2026) to 91% (second semester) by May 2027, as measured by Infinite Campus and FocusEd Grades Overview.

Formative Measures: FocusEd Grade Distribution Data

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Silverado will establish schoolwide structures for Tier II intervention.					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Silverado will need to identify students in need of intervention through the analysis of academic, attendance, and behavioral data.	Multi-Tiered Systems of Support Team	By October 16, 2026				
2	Silverado will need to pair students in need of intervention with mentors.	Multi-Tiered Systems of Support Team	By October 16, 2026				
3	Silverado will need to train teachers on strong Tier II interventions.	Administrative Team	By October 16, 2026				
4	Silverado teachers will need to utilize Professional Learning Communities to establish common assessments.	Professional Learning Communities	By August 28, 2026				
5	Silverado teachers will need to identify areas of success and growth based on assessment data to determine and plan for intervention.	Assessment Team, Professional Learning Communities	By August 28, 2026				

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
6	Silverado will need to set assessment (MAP, ACT, WIDA, etc.) and grade goal-setting conferences.	Professional Learning Communities	By October 16, 2026	
7	Silverado administration will need to determine schoolwide incentives for academic grade and assessment growth.	Administrative Team	By October 16, 2026	
8	Silverado counselors will need to conference with students and families academically at risk of failing.	Counselors	By November 27, 2026 (1st Semester) and April 23, 2027 (2nd Semester)	
9	Silverado counselors will need to offer students and families academic pathways through virtual lab, Nevada Virtual Learning Academy at CCSD, and adult education to become credit sufficient.	Counselors	By November 27, 2026 (1st Semester) and April 23, 2027 (2nd Semester)	

Position Responsible: Administration, Multi-Tiered Systems of Support Team, Professional Learning Communities, Teachers, Counselors

Resources Needed: 1) Quarterly grade data
2) Attendance data
3) Behavioral data
4) MAP data
5) Data analysis
6) High quality Tier I instruction
7) Funding for tutoring
8) Mentors for students academically challenges
9) Incentive for academic achievement
10) Professional learning on Tier II strategies in the classroom
11) Professional learning on engagement strategies in the classroom

Schoolwide and Targeted Assistance Title I Elements:

2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level

Level 1: Strong: Grade, Attendance, and Behavioral Data

Level 2: Moderate: Tier I Instructional Materials and Assessment Data

Level 3: Promising: PLC Data Analysis Data and Goal-Setting Conference Data

Level 4: Demonstrate Rationale: Student Mentorship Data

Problem Statements/Critical Root Cause: Student Success 1

Adult Learning Culture

Adult Learning Culture Areas of Strength

- During the 2025-2026 school year, Silverado maintained a PLC schedule.
- Silverado facilitated bi-monthly Professional Learning Communities (PLCs) throughout the 2025-2026 school year.
- Teachers were provided professional learning outlining the PLC expectations for the 2025-2026 school year.
- Teachers were provided professional learning on the importance of Tier I Instruction during the 2025-2026 school year.

Adult Learning Culture Areas for Growth

- 72.9% of classrooms received a classroom at least one classroom walk-through.
- 48% of classrooms observed during a classroom walk-through documented teacher and student interaction with the learning intention.
- 43% of classrooms observed during a classroom walk-through documented teacher and student interaction with success criteria.
- 70% of classrooms observed during a classroom walk-through documented students actively engaged during instruction.
- 15% of classrooms observed during a classroom walk-through documented students engaged but teachers doing the thinking.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	• The graduation rate of students with Limited English Proficiency was 96.6% compared to 94.8% for the 2025-2026 not Limited English Proficiency graduation cohort. • LEP students in the 2027 cohort are credit sufficient at a rate of 27.9% compared to not LEP students with a rate of 57.6%. There is a 29.7% achievement gap between LEP student credit sufficiency and not LEP student credit sufficiency in the 2027 cohort. • LEP students in the 2028 cohort are credit sufficient at a rate of 54.2% compared to not LEP students with a rate of 77.1%. There is a 22.9% achievement gap between LEP student credit sufficiency and not LEP student credit sufficiency in the 2028 cohort. • LEP students in the 2029 cohort are credit sufficient at a rate of 98% compared to not LEP students with a rate of 98.9%. There is a .9% achievement gap between LEP student credit sufficiency and not LEP student credit sufficiency in the 2029 cohort.	• ELL students will have advocates in the ELL Facilitator and their ELL teacher. MAP data will be disaggregated for all sub-populations. • The Silverado administration will conduct classroom observations and review lesson plans to monitor how and when teachers are purposefully planning tasks that support language development through differentiation and scaffolding. • The Silverado administration will provide coaching and feedback on the use of asset based, discourse structures following observation and utilizing the Tier I monitoring tool. • The administration will hold coaching conversations focused on multi-tiered supports and the four language domains. • Silverado teachers will debrief, monitor, and respond to language acquisition strategies and intervention practices focused on the four language domains in their professional learning communities. • The Silverado administration will provide coaching and feedback on the use of asset based, discourse structures following observation and lesson plan audits. The administration will hold coaching conversations focused on multi-tiered supports and the four language domains.

Student Group	Challenge	Solution
Foster/Homeless	- Students struggle with the hierarchy of basic needs, which impacts their ability to focus on academics. - Students require social-emotional support that can take away from instructional time. - Students may miss instruction due to absenteeism involving foster/homeless situations. - Students are performing below grade level due to missed instruction.	- The school counselor and Title I Hope Advocate will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth. - The Title I HOPE Advocate on campus will coordinate ongoing services and support, and monitor students' attendance, academic, and social/emotional progress.
Free and Reduced Lunch	Students struggle with the hierarchy of basic needs, which impacts their ability to focus on academics.	- Licensed and support staff will provide opportunities for after-hours tutoring. - The counselors will provide Social-Emotional Learning (SEL) lessons to equip students with essential life skills like self-awareness, empathy, and conflict resolution.
Migrant/Title1-C Eligible	This student group is not represented in the Clark County School District.	N/A

Student Group	Challenge	Solution
Racial/Ethnic Minorities	• 62% of classrooms monitored during the 2025-2026 school year were observed providing necessary differentiation. • 51% of classrooms monitored during the 2025-2026 school year were observed providing necessary scaffolding. • Hispanic/Latino students in the 2027 cohort are credit sufficient at a rate of 50.5%%. • Asian students in the 2027 cohort are credit sufficient at a rate of 70.5%. • Black/African students in the 2027 cohort are credit sufficient at a rate of 47.3%. • Native Hawaiian/Pacific Islander students in the 2027 cohort are credit sufficient at a rate of 60.0%. • Students with two or more races in the 2027 cohort are credit sufficient at a rate of 60.4%. • White students in the 2027 cohort are credit sufficient at a rate of 73.0%. • Hispanic/Latino students in the 2028 cohort are credit sufficient at a rate of 61.2%. • Asian students in the 2028 cohort are credit sufficient at a rate of 60.0%. • Black/African students in the 2028 cohort are credit sufficient at a rate of 51.0%. • Native Hawaiian/Pacific Islander students in the 2028 cohort are credit sufficient at a rate of 62.5%. • Students with two or more races in the 2028 cohort are credit sufficient at a rate of 52.9%. • White students in the 2028 cohort are credit sufficient at a rate of 59.3%. • Hispanic/Latino students in the 2029 cohort are credit sufficient at a rate of 70.5%. • Asian students in the 2029 cohort are credit sufficient at a rate of 90.2%. • Black/African students in the 2029 cohort are credit sufficient at a rate of 56.9%. • Native Hawaiian/Pacific Islander students in the 2029 cohort are credit sufficient at a rate of 86.7%. • Students with two or more races in the 2029 cohort are credit sufficient at a rate of 67.6%.	• Multicultural resources are incorporated into Tier I instruction to promote awareness and inclusivity.

	White students in the 2029 cohort are credit sufficient at a rate of 66.7%.	
Students with IEPs	62% of classrooms monitored during the 2025-2026 school year were observed providing necessary differentiation. 51% of classrooms monitored during the 2025-2026 school year were observed providing necessary scaffolding. - For the 2027 cohort, there is an 3.3% achievement gap between the Students with IEP student credit sufficiency and students without IEP credit sufficiency. IEP students in the 2027 cohort are credit sufficient at a rate of 55.8% in comparison to not IEP students with a rate of 59.1%. - IEP students in the 2028 cohort are credit sufficient at a rate of 65.5% compared to not IEP students with a rate of 58.0%. - IEP students in the 2029 cohort are credit sufficient at a rate of 68.3% compared to not IEP students with a rate of 70.4%.	- Co-teaching opportunities will be provided in the least restrictive environment to ensure students receive grade-level instruction with the appropriate accommodations and modifications. - Special education co-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 Adult Learning Culture Needs

Problem Statement 1 (Prioritized): During the 2025-2026 school year, 48% of teachers and students were observed interacting with the learning intentions and 43% of teachers and students were observed interacting with success criteria.

Critical Root Cause: A critical root cause of Silverado's lack of observed interactions with learning intentions and success criteria is a lack of collective planning for engagement strategies.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the 2026-2027 school year, Silverado will increase student engagement and interaction with learning intentions from 48% during the 2025-2026 school year to 80% by May 2027, as measured by the CCSD Tier I Monitoring Tool, to provide consistent and authentic opportunities for students to interact and engage with instructional tasks and teaching approaches to meet the needs of all students throughout the course of instruction

(beginning, middle, and end). By the end of the 2026-2027 school year, Silverado will increase student engagement and interaction with learning intentions and success criteria from 43% during the 2025-2026 school year to 80% by May 2027, as measured by the CCSD Tier I Monitoring Tool, to provide consistent and authentic opportunities for students to interact and engage with instructional tasks and teaching approaches to meet the needs of all students throughout the course of instruction (beginning, middle, and end).

Formative Measures: Tier I Monitoring Tool, Focus Ed

Aligns with District Goal

Improvement Strategy 1 Details						Reviews		
Improvement Strategy 1: Silverado will provide time for professional learning communities to collaborate common teaching strategies and assessment development.						Status Check		EOY Reflection
						Oct	Feb	June
						No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Silverado administration will build a Professional Learning Community calendar to plan for designated, collaborative time.	Administrative Team	By August 28, 2026					
2	Silverado administration will incorporate PLC+ templates for guiding the mission of professional, collaborative time focused on the teaching and learning cycle: plan (unwrap the standard(s), develop and/or evaluate and select a common summative assessment or learning task, develop a learning progression, develop learning intentions, create success criteria, plan for instruction), teach (standards, assessment, instructional materials, assess (common formative and summative assessments), analyze (student performance data and plan to respond), respond (reteach and extend).	Administrative Team and Professional Learning Communities	By August 28, 2026					
3	Silverado will provide teachers additional planning time during professional learning days.	Administrative Team and Professional Learning Communities	By May 20, 2027					
4	Silverado teachers will utilize CCSD Tier I Instructional Resources as planning to develop learning intentions and success criteria.	Instructional Team	By August 28, 2026					
5	Silverado administration will model and provide teachers guided practice on how to review assessment data for effective PLCs.	Administrative Team	By October 12, 2026					
6	Silverado administration will complete walkthroughs on teacher and student engagement with learning intentions and success criteria.	Administrative Team	Throughout the 2026-2027 school year					

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
7	Silverado administration will develop a scheduled implementation plan for utilizing the Tier I monitoring tool.	Administrative Team	By October 12, 2026	
8	Silverado administration will calibrate on the observations of the Tier I monitoring tool data.	Administrative Team	Throughout the 2026-2027 school year	
9	Silverado administration will assess and plan professional learning based on the data observed in the Tier I monitoring tool to address growth.	Administrative Team	By October 12, 2026	
10	Silverado will provide professional learning on engagement strategies, learning intentions, and success criteria.	Administrative Team	Throughout the 2026-2027 school year	

Position Responsible: Administrative Team, Professional Learning Communities, Instructional Team

Resources Needed: 1) PLC implementation plan
2) PLC calendar
3) Professional learning on PLCs, learning intentions, success criteria, and student engagement
4) PLC summary form
5) Lesson plans
6) Tier I instructional resources
7) Professional learning on engagement strategies

Schoolwide and Targeted Assistance Title I Elements:

2.4, 2.5, 2.6, 4.1

Evidence Level

Level 1: Strong: Tier I Monitoring Data

Level 2: Moderate: Tier I Instructional Materials and Assessment Data

Level 3: Promising: PLC Data Analysis Data and Goal-Setting Conference Data

Level 4: Demonstrate Rationale: Student Mentorship Data

Problem Statements/Critical Root Cause: Adult Learning Culture 1

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Inquiry Area 2: Adult Learning Culture

SMART Goal 2: By the end of the 2026-2027 school year, Silverado will increase Professional Learning Community (PLC) effectiveness of planning the use high leverage engagement strategies from 0% observed using the Focal Point PLC Observation form during the 2025-2026 school year to 80% at the conclusion of the 2026-2027 school year, as measured by the PLC Observation Form on Focal Point.

Formative Measures: Focal Point PLC Observation Form

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Administration will participate and observe Professional Learning Communities to increase the schoolwide focus on high leverage engagement strategies.					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Silverado administration will prepare a PLC calendar outlining grade level and subject area collaboration.	Administration Team	By August 8, 2026				
2	Silverado teachers will PLC weekly.	Teachers	Throughout the 2026-2027 school year				
3	Silverado will provide professional learning on collaborating effectively in a PLC to analyze data, develop common assessment, collaborate on curriculum and instructional strategies, and analyze student outcomes.	Administration Team	By August 28, 2026				
4	Silverado administration will build a Professional Learning Community calendar to plan for designated, collaborative time. Silverado will designate the first Wednesday of the month for grade level PLCs and the remainder of Wednesdays for subject area communities.	Administration Team	Throughout the 2026-2027 school year				
5	Silverado administration will incorporate PLC+ templates for guiding the mission of professional, collaborative time focused on the teaching and learning cycle: plan (unwrap the standard(s), develop and/or evaluate and select a common summative assessment or learning task, develop a learning progression, develop learning intentions, create success criteria, plan for instruction), teach (standards, assessment, instructional materials, assess (common formative and summative assessments), analyze (student performance data and plan to respond), respond (reteach and extend).	Administrative Team and Professional Learning Communities	By August 28, 2026				

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
6	Silverado administration will model and provide teachers guided practice on how to review data and plan for instructional strategies.	Administrative Team	Throughout the 2026-2027 school year	
7	Silverado administration and department chairs will calibrate on the observations of the PLC monitoring tool.	Administration and Department Chairs	Quarterly throughout the 2026-2027 school year	
8	Silverado will provide professional learning on engagement strategies, learning intentions, and success criteria.	Administrative Team	Throughout the 2026-2027 school year	
9	Silverado administration will observe PLCs.	Administrative Team	Throughout the 2026-2027 school year	
10	Silverado will provide five professional learning opportunities focused on engagement strategies aligned to the NEPF.	Administrative Team	Throughout the 2026-2027 school year	

Position Responsible: Administration

Resources Needed: 1) Focal Point PLC Observation Form

- 2) PLC Calendar
- 3) PLC implementation plan
- 4) PLC calendar
- 5) Professional learning on PLCs, learning intentions, success criteria, and student engagement
- 6) PLC summary form
- 7) Lesson plans
- 8) Tier I instructional resources
- 9) Professional learning on engagement strategies

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Connectedness

Connectedness Areas of Strength

- During the spring 2025-2026 Panorama survey window, 88% of students reported that they had supportive relationships.
- During the 2025-2026 school year, Silverado had a total of 992 behavioral events.

Connectedness Areas for Growth

- During the 2025-2026 school year, Silverado had a rate of chronic absenteeism at 28.4%.
- During the 2025-2026 school year, Silverado had a total of 188 suspensions with instruction, down from 227 during the 2024-2025 school year.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	• The graduation rate of students with Limited English Proficiency was 96.6% compared to 94.8% for the 2025-2026 not Limited English Proficiency graduation cohort. • LEP students in the 2027 cohort are credit sufficient at a rate of 27.9% compared to not LEP students with a rate of 57.6%. There is a 29.7% achievement gap between LEP student credit sufficiency and not LEP student credit sufficiency in the 2027 cohort. • LEP students in the 2028 cohort are credit sufficient at a rate of 54.2% compared to not LEP students with a rate of 77.1%. There is a 22.9% achievement gap between LEP student credit sufficiency and not LEP student credit sufficiency in the 2028 cohort. • LEP students in the 2029 cohort are credit sufficient at a rate of 98% compared to not LEP students with a rate of 98.9%. There is a .9% achievement gap between LEP student credit sufficiency and not LEP student credit sufficiency in the 2029 cohort. • Students with limited English Proficiency were suspended at a rate of 12.2% compared to their enrollment rate of 10.1% during the 2025-2026 school year.	• ELL students will have advocates in the ELL Facilitator and their ELL teacher. MAP data will be disaggregated for all sub-populations. • The Silverado administration will conduct classroom observations and review lesson plans to monitor how and when teachers are purposefully planning tasks that support language development through differentiation and scaffolding. • The Silverado administration will provide coaching and feedback on the use of asset based, discourse structures following observation and utilizing the Tier I monitoring tool. • The administration will hold coaching conversations focused on multi-tiered supports and the four language domains. • Silverado teachers will debrief, monitor, and respond to language acquisition strategies and intervention practices focused on the four language domains in their professional learning communities. • The Silverado administration will provide coaching and feedback on the use of asset based, discourse structures following observation and lesson plan audits. The administration will hold coaching conversations focused on multi-tiered supports and the four language domains. • The Tiered Fidelity Team will monitor disaggregated to support all student sub-populations.

Student Group	Challenge	Solution
Foster/Homeless	- Students struggle with the hierarchy of basic needs, which impacts their ability to focus on academics. - Students require social-emotional support that can take away from instructional time. - Students may miss instruction due to absenteeism involving foster/homeless situations.	- The school counselor and Title I HOPE Advocate will implement wrap-around services to increase student attendance. - The Title I HOPE Advocate on campus will coordinate ongoing services and support, and monitor students' attendance, academic, and social/emotional progress. - The Tiered Fidelity Team will monitor disaggregated to support all student sub-populations.
Free and Reduced Lunch	Students struggle with the hierarchy of basic needs, which impacts their ability to focus on academics.	- Licensed and support staff will provide opportunities for after-hours tutoring. - The counselors will provide Social-Emotional Learning (SEL) lessons to equip students with essential life skills like self-awareness, empathy, and conflict resolution. - The Tiered Fidelity Team will monitor disaggregated to support all student sub-populations.
Migrant/Title1-C Eligible	This student group is not represented in the Clark County School District.	N/A

Student Group	Challenge	Solution
Racial/Ethnic Minorities	- Students of two or more races were suspended at a rate of 6.9% compared to their enrollment rate of 9.5% during the 2025-2026 school year. - African-American students were suspended at a rate of 22.3% compared to their enrollment rate of 12.0% during the 2025-2026 school year.	- Multicultural resources are incorporated into Tier I instruction to promote awareness and inclusivity. - The Tiered Fidelity Team will monitor disaggregated to support all student sub-populations
Students with IEPs	Students with IEPs were suspended at a rate of 29.3% compared to their enrollment rate of 11.0% during the 2025-2026 school year.	- Co-teaching opportunities will be provided in the least restrictive environment to ensure students receive grade-level instruction with the appropriate accommodations and modifications. - Special education co-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. - The Tiered Fidelity Team will monitor disaggregated to support all student sub-populations.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): During the 2024-2025 school year, Silverado's suspension rate of African-American students was 39.8%. This was disproportionate to the 12.5% total enrollment of African American students. During the 2025-2026 school year, Silverado's suspension rate of African-American students was 22.3%. This was disproportionate to the 12.0% total enrollment of African American students.

Critical Root Cause: A critical root cause of Silverado's exclusionary outcomes is a lack of formal Tier I leadership to review data, Tier I practices, systems, and structures.

Problem Statement 2 (Prioritized): During the 2025-2026 school year, Silverado's chronic rate of chronic absenteeism was 28.4%.

Critical Root Cause: A critical root cause of Silverado's chronic absenteeism is a lack of reengagement strategies for students with trending rates of absenteeism.

Inquiry Area 3: Connectedness

SMART Goal 1: By the end of the 2026-2027 school year, Silverado will reduce the suspension rate for African-American students from 39.8% during the 2025-2026 school year to 20% in 2026-2027, as measured by school-wide behavior data.

Formative Measures: Enrollment vs. Rate of Suspension count

Aligns with District Goal

Improvement Strategy 1 Details						Reviews		
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.						Status Check		EOY Reflection
						Oct	Feb	June
						No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Administer the TFI 3.0, focused on the prioritized implementation items to monitor progress.	Tier I Leadership Team	By August 28, 2026					
2	Continue to work on strengthening Tier I PBIS implementation.	Tier I Leadership Team	Throughout 2026-2027 school year					
3	Silverado educators will consistently and equitably implement positive and proactive classroom practice that focuses on developing relationships with students, developing a safe environment, reinforcing routines and behaviors, modeling active supervision, and providing specific and contextual corrective feedback.	Tier I Leadership Team	Throughout 2026-2027 school year					
4	Silverado will reinforce the four schoolwide expectations aligned to the school vision for climate and culture. Schoolwide expectations will need to be posted throughout the school in the two most common home languages and communicated to families. The schoolwide expectations must be aligned to the teaching matrix and provide explicit examples to promote a positive and equitable school culture.	Tier I Leadership Team	By August 28, 2026					
5	Silverado will reinforce the schoolwide acronym to support the implementation of schoolwide expectations.	Tier I Leadership Team	By August 28, 2026					
6	Silverado will consistently and equitably implement a written process for delivering behavior-specific praise that is linked to schoolwide expectations, used across all settings, electronically documentaed, and differentiated to meet the academic and behavioral needs of acknowledged students.	Tier I Leadership Team	Throughout 2026-2027 school year					

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
7	Silverado will reassess and calibrate the effectiveness of the schoolwide expectations.	Tier I Leadership Team	Throughout 2026-2027 school year	
8	Silverado will provide professional learning to improve gaps in the implementation of schoolwide expectations.	Tier I Leadership Team	Throughout 2026-2027 school year	

Position Responsible: Tier I Leadership Team

Resources Needed: 1) Schoolwide expectations established.

2) Schoolwide expectations posted in classrooms, in offices, on the website, in the staff and student handbook, and in parent/guardian communication.

3) Implement the utilization of the Tiered-Fidelity walkthrough tool.

4) Professional learning on the schoolwide expectations and schoolwide teaching matrix.

5) Electronic system to document behavioral and academic praise.

6) Positive praise coupons

7) Professional learning on greeting students, providing specific praise

8) Classroom walkthroughs with the tiered fidelity inventory by administration and teachers,

9) Peer observations

10) Professional Learning Community debriefs

Schoolwide and Targeted Assistance Title I Elements:

2.4, 2.5, 2.6, 4.1

Evidence Level

Level 1: Strong: Behavioral Data

Level 2: Moderate: Tiered Fidelity Data

Level 3: Promising: Behavioral Praise Data

Level 4: Demonstrate Rationale: Student Mentorship Data

Problem Statements/Critical Root Cause: Connectedness 1

Inquiry Area 3: Connectedness

SMART Goal 2: By the end of the 2026-2027 school year, Silverado will reduce the rate of chronic absenteeism from 28.4% during the 2026-2027 school year to 24% at the conclusion of the 2026-2027 school year, as measured by school-wide behavior data.

Formative Measures: FocusEd and Nevada State Report Card

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Silverado will follow the Clark County School District protocols for chronic absenteeism.					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Communicate school attendance expectations to all school community members.	Administration	By August 14, 2026				
2	Determine incentives for student quarterly academic achievement and school community engagement.	Adminstration	By August 28, 2026				
3	Communicate incentive programming to school community members.	Administration	By August 28, 2026				
4	Track student quarterly monitoring based on academics, behavior, attendance.	Administration	Quarterly - October 9, 2026, December 18, 2026, March 12, 2027, May 20, 2027				
5	Determine incentives for quarterly improvement of students.	Administration	By October 9, 2026				
6	Communicate incentive programming for student improvements.	Administration	By October 9, 2026				
7	Schedule meetings with trending absenteeism.	Administration	Throughout the 2026-2027 school year				
8	Determine pathways for teachers to reinforce and/or reteach schoolwide expectations and strategies for attendance and academic engagement (checking Infinite Campus, email expectations, Canvas expectations).	Administration and teachers	By October 9, 2026				
9	Identify students who are on track to be denied credit (defined as 10 or more unexcused absences during the semester) utilizing the attendance secretary.	Administration and attendance secretary	Throughout the 2026-2027 school year				

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
10	Schedule in person mandatory meetings for students with chronic absenteeism to stress the importance of attendance.	Administration	Throughout the 2026-2027 school year	
11	Create a school culture plan to reengage students within the community.	Administration and teachers	By December 18, 2026	
12	Determine pathways empower students by seeking their input on class activities and clubs for schoolwide participation.	Administration, teachers, student council, clubs	By December 18, 2026	
13	Promote a sense of community through positive recognition on social media and school announcements.	Administration, teachers, clubs, athletics.	Throughout the 2026-2027 school year	
14	Collect student experience data, streamline student communications, and organize student connectedness events	Administration	Throughout the 2026-2027 school year	
15	Mentoring match-ups based on quarterly monitoring data.	Administration, faculty	By October 9, 2026	
16	Counselor and Student Council engagement activities during lunch to foster school engagement.	Counseling staff and Student Council	Throughout the 2026-2027 school year	

Position Responsible: Administration, teachers, secretaries

Resources Needed: 1) Tier I Monitoring Tool

2) FocusEd Data

3) Quarterly Monitoring Tool

4) Announcements

5) School Expectations

6) Scheduled Time for Attendance Meetings

7) Incentive funding

8) Incentives for growth

Schoolwide and Targeted Assistance Title I Elements:

2.4, 2.5, 2.6, 4.1, 4.2

Problem Statements/Critical Root Cause: Connectedness 2

Priority Problem Statements

Problem Statement 1: Silverado's mean ACT score is behind the college readiness score of 22. During the 2025-2026 school year, Silverado ACT proficiency in reading, writing, and ELA increase. The ACT mean for all students in reading went from 17.2 in 2024-2025 to 17.5 in 2025-2026. The ACT mean for all students in writing went from 5.6 in 2024-2025 to 5.9 in 2025-2026. The ACT mean in ELA went from 15.8 in 2024-2025 to 16.6 in 2025-2026.

Critical Root Cause 1: A root cause of Silverado's ACT outcomes is a lack of effective multi-tiered systems of support instructional strategies.

Problem Statement 1 Areas: Student Success

Problem Statement 2: During the 2025-2026 school year, 48% of teachers and students were observed interacting with the learning intentions and 43% of teachers and students were observed interacting with success criteria.

Critical Root Cause 2: A critical root cause of Silverado's lack of observed interactions with learning intentions and success criteria is a lack of collective planning for engagement strategies.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: During the 2024-2025 school year, Silverado's suspension rate of African-American students was 39.8%. This was disproportionate to the 12.5% total enrollment of African American students. During the 2025-2026 school year, Silverado's suspension rate of African-American students was 22.3%. This was disproportionate to the 12.0% total enrollment of African American students.

Critical Root Cause 3: A critical root cause of Silverado's exclusionary outcomes is a lack of formal Tier I leadership to review data, Tier I practices, systems, and structures.

Problem Statement 3 Areas: Connectedness

Problem Statement 4: During the 2025-2026 school year, Silverado's chronic rate of chronic absenteeism was 28.4%.

Critical Root Cause 4: A critical root cause of Silverado's chronic absenteeism is a lack of reengagement strategies for students with trending rates of absenteeism.

Problem Statement 4 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Accelerated/Advanced Coursework Enrollment
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- AP Completion
- ASVAB
- CCR Participation data
- College and career readiness data
- Course Offerings
- Credit Sufficiency/Deficiency/Retrieval data
- Criterion-Referenced Test in Science
- CTE
- Curriculum Based Measures
- End-of-Unit Assessments
- Grades
- Graduation rates/GED/HiSET data
- I-Ready
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Nevada State Performance Framework (NSPF)
- SAT, ACT, PSAT or ASPIRE
- Student failure and/or retention rates
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Screener
- Other

Adult Learning Culture

- Administrator evaluation
- Class size averages by grade and subject
- Coaching Logs
- Evaluation(s) of professional development implementation and impact
- Lesson Plans
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data

- School leadership data
- Staff surveys and/or other feedback
- Student Climate Survey
- Study of best practices
- Teacher evaluation
- Teacher retention
- Teacher/Student Ratio
- Walk-through data
- Other

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Demographic data
- Enrollment
- Enrollment trends
- PBIS/MTSS data
- Perception/survey data
- School safety data
- Social Emotional Learning Data
- Tobacco, alcohol, and other drug-use data
- Violence and/or violence prevention records
- Other

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$11,387,891.58	To fund administrative, licensed, and support staff positions.	Goals from Inquiry Areas 1, 2, and 3
At-Risk Weighted Allocation	\$695,634.40	To fund licensed staff, prep buy outs for reduction of class size, and social-emotional learning support.	Goals from Inquiry Areas 1, 2, and 3
EL Weighted Allocation	\$688,731.85	To fund licensed staff, prep buy outs, and tutoring.	Goals from Inquiry Areas 1, 2, and 3
General Carry Forward	\$843,694.30	To fund licensed staff, instructional materials, general supplies.	Goals from Inquiry Areas 1, 2, and 3
At-Risk Weighted Carry Forward	\$0.00	To fund licensed staff, prep buy outs for reduction of class size, and social-emotional learning support.	Goals from Inquiry Areas 1, 2, and 3
EL Weighted Carry Forward	\$0.00	To fund licensed staff, prep buy outs, and tutoring.	Goals from Inquiry Areas 1, 2, and 3

School Continuous Improvement (CI) Team

Team Role	Name	Position
Member	Cali Lilywhite	Parent
Member	Alejandro Ostolaza	Teacher
Member	Jax Baker	Student
Member	Kristin Staves	Parent
Member	Stephanie Baker	Parent
Member	Lynn Oliver	Parent
Member	Robin McNabb	Librarian
Member	Krysta Ortiz	Assistant Principal
Member	Brian Castro	Assistant Principal
Member	David Staves	Assistant Principal
Member	Cynthia Castro	Assistant Principal
CI Team Lead	Bianca Lutchen	Assistant Principal
Required	Jaime Ditto	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
SOT Meeting	June 1, 2026	Act 3/ Act 1 - School Improvement Plan