

Clark County School District

Silverado HS

2026-2027 Status Checks with Notes

Accreditation Status

Accredited



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_hs/2026/nspf/

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Inquiry Areas

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.

Fall 2026 i-Ready Data:

83% of students scored below grade level in Reading.

82% of students scored below grade level in Math.

(Academic Excellence: Strong Readers, Writers, and Communicators, Confident Mathematical Thinkers and Problem Solvers, Inclusive Classrooms that Support Every Learner)

Aligns with District Goal

Formative Measures: ACT Summary Data

Improvement Strategy 1 Details	Reviews
<p>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.</p> <p>Position Responsible: Administrative team, Instructional Team, Counselors, Professional Learning Communities, College and Career Coordinator</p> <p>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.</p> <p>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</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned Fall 2026 i-Ready Data: 83% of students scored below grade level in Reading. 82% of students scored below grade level in Math. As of October 5, 2026., Silverado staff have received three professional learning opportunities on student engagement and collaborative learning. Grade level Professional Learning Communities will be focusing on aligning ACT preparation opportunities during the month of October. Silverado teachers have utilized PLC time to align common assessments in core subjects. Silverado administration has supported PLC practices by providing templates for teachers to plan, teach, assess, analyze, and respond. Silverado currently provides after school tutoring for students.</p> <p>October Next Steps/Need Silverado administration will need to continue to provide support for aligned learning intentions, success criteria, and engagement. Silverado administration will need to calibrate on engagement with learning intentions and success criteria in the classroom. Silverado administration will need to begin incorporating weekly ACT practice and vocabulary into the Weekly Communication. Silverado will offer an ACT Boot Camp in January and communication regarding the Boot Camp will need to be disseminated. Silverado will need to determine schoolwide incentives for assessment growth.</p> <p>Feb: No review</p> <p>February Lessons Learned</p> <p>February Next Steps/Need</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>

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.

(Academic Excellence: Inclusive Classrooms that Support Every Learner, Career-Connected Learning and Durable Skills: Durable Skills for a Changing World, Access Across Every Zip Code, Safe and Supportive Schools: Students Who Are Known, Valued, and Connected)

Aligns with District Goal

Formative Measures: FocusEd Grade Distribution Data

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: Silverado will establish schoolwide structures for Tier II intervention.</p> <p>Position Responsible: Administration, Multi-Tiered Systems of Support Team, Professional Learning Communities, Teachers, Counselors</p> <p>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</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>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</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned Silverado needs to reestablish a mentorship program through the Multi-Leadership Team. The MLT will analyze credit sufficiency, behavioral, and attendance data quarterly to determine students in need of positive mentorship. Silverado will hold professional learning on student access and success and Tier II interventions. Silverado holds weekly Professional Learning Community meetings. Teachers are paired with similar content or courses and collectively build common assessments when possible. Silverado</p> <p>October Next Steps/Need After the completion of quarter 1, Silverado administration and the MLT will collect quarterly monitoring data to identify students in need of academic, attendance, and/or behavioral support. Students in need of intervention will be paired with mentors. Silverado will need to provide explicit professional learning on strong Tier II interventions. Silverado administration needs to collect and identify data points of success and growth on i-Ready data to determine a plan of action. The Silverado administration needs to determine school wide incentives for modeling assessment growth. Silverado counselors will continue to conference with students at risk of failing. Silverado counselors will need to offer students academic pathways to become credit sufficient prior to the completion of semester 1.</p> <p>Feb: No review</p> <p>February Lessons Learned</p> <p>February Next Steps/Need</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>

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).

(Academic Excellence: Innovative Learning, Inclusive Classrooms that Support Every Learner, Valued Educators, Career-Connected Learning and Durable Skills: Durable Skills for a Changing World, Employees Prepared to Lead What's Next, Safe and Supportive Schools: Students Who Are Known, Valued, and Connected, Safe, Respectful, and Consistent School Environments)

Aligns with District Goal

Formative Measures: Tier I Monitoring Tool, Focus Ed

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: Silverado will provide time for professional learning communities to collaborate common teaching strategies and assessment development.</p> <p>Position Responsible: Administrative Team, Professional Learning Communities, Instructional Team</p> <p>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</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1</p> <p>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</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned By October 5, 2026, Silverado administration had focused walkthroughs with Evaluise. Silverado administration has provided three professional learning opportunities on engagement. Silverado administration will need to complete walkthroughs with the Tier I Monitoring Tool. Silverado teachers have an outlined PLC calendar with incorporated PLC+ practices highlighted. Silverado is incorporating teacher planning time into assigned professional learning time. Teachers were provided more instructional planning time during the September Professional Learning Day.</p> <p>October Next Steps/Need Silverado administration will need to improve their quarterly walk-through completion for data on learning intentions, success criteria, and engagement. Silverado administration will need to calibrate on engagement with learning intentions and success criteria in the classroom. Silverado will need to provide explicit professional learning on engagement strategies aligned to skills-based instruction.</p> <p>Feb: No review</p> <p>February Lessons Learned</p> <p>February Next Steps/Need</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>

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.

(Academic Excellence: Valued Educators, Career-Connected Learning and Durable Skills: Employees Prepared to Lead What's Next, Safe and Supportive Schools: Safe, Respectful, and Consistent School Environments)

Aligns with District Goal

Formative Measures: Focal Point PLC Observation Form

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: Administration will participate and observe Professional Learning Communities to increase the schoolwide focus on high leverage engagement strategies.</p> <p>Position Responsible: Administration</p> <p>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</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned Grade-level professional learning communities meet once a month to align practices. These grade-level communities have been focused on providing staff the opportunity to reflect, support, and provide feedback on school initiatives. Department Chairs meet with their departments once a month to calibrate as a team. Professional Learning Communities reflect on their practice and complete a reflection aligned to PLC+ practices.</p> <p>October Next Steps/Need Silverado administration will need to continue to discuss practices of grade-levels PLCs to sustain change, staff commitment, and focus. Silverado administration will need to utilize the Tier I PLC monitoring tool to calibrate data points on PLC practices.</p> <p>Feb: No review</p> <p>February Lessons Learned</p> <p>February Next Steps/Need</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>

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.

Fall 2026 Data:

As of October 2026, African-American students make up 20.7% of suspensions.

(Academic Excellence: Inclusive Classrooms that Support Every Learner, Career-Connected Learning and Durable Skills: Access Across Every Zip Code, Safe and Supportive Schools: Students Who Are Known, Valued, and Connected, Safe, Respectful, and Consistent School Environments)

Aligns with District Goal

Formative Measures: Enrollment vs. Rate of Suspension count

Improvement Strategy 1 Details	Reviews
<p>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.</p> <p>Position Responsible: Tier I Leadership Team</p> <p>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</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1</p> <p>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</p> <p>Problem Statements/Critical Root Cause: Connectedness 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned Fall 2026 Data: As of October 2026, African-American students make up 20.7% of suspensions. From August 10, 2026 to October 5, 2026, 25.1% were considered chronically absent. There was a 10% gap between 9th grade students and 12th grade students attending school.</p> <p>October Next Steps/Need After the conclusion of the first quarter, the Silverado MLT and administration will be reviewing quarterly data for grades, attendance, and behavior to support students with mentoring. Silverado will implement an opportunity for chronically absent students to attend Saturday School for assistance with catching up.</p> <p>Feb: No review</p> <p>February Lessons Learned</p> <p>February Next Steps/Need</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>

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.

Fall 2026 Data:

As of October 2026, the chronic absenteeism rate is 20.1%.

(Academic Excellence: Inclusive Classrooms that Support Every Learner, Career-Connected Learning and Durable Skills: Access Across Every Zip Code, Safe and Supportive Schools: Welcoming Schools, Students Who Are Known, Valued, and Connected, Safe, Respectful, and Consistent School Environments)

Aligns with District Goal

Formative Measures: FocusEd and Nevada State Report Card

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: Silverado will follow the Clark County School District protocols for chronic absenteeism.</p> <p>Position Responsible: Administration, teachers, secretaries</p> <p>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</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Problem Statements/Critical Root Cause: Connectedness 2</p>	<p>Oct: In progress</p> <p>October Lessons Learned Fall 2026 Data: As of October 2026, the chronic absenteeism rate is 20.1%. From August 10, 2026 to October 5, 2026, 71 students were suspended with instruction. Of the 71 students, the suspension rate of African-American students was 22.5%. Silverado counselors have been completing weekly Friday games with students in the cafeteria to engage with students.</p> <p>October Next Steps/Need After the first quarter of implementation during the 2026-2027, there has been an increase in suspensions with instruction compared to this time last year. Silverado administration, teachers, and staff need to continue to calibrate behavioral expectations and data to ensure that expectations are modeled to fidelity throughout the school. Silverado administration and the MLT will need to review data to determine students in need of mentorship.</p> <p>Feb: No review</p> <p>February Lessons Learned</p> <p>February Next Steps/Need</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>