Clark County School District

Webb, Del E. MS

2026-2027 Status Checks with Notes

Accreditation Status
Accredited

District Approval Date: October 27, 2026

Mission Statement

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

Vision

One. Step. Further.

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at https://nevadareportcard.nv.gov/DI/nv/clark/webb,_del_e_ms/2026/nspf

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the number of students who met their projected growth target from 55% in math and 54% in reading to 59% in math and 58% in reading on the i-Ready assessment by Spring 2027. (Academic Excellence: Innovative Learning and Inclusive Classrooms that Support Every Learner)

Aligns with District Goal

Formative Measures: i-Ready Growth Assessment

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Del Webb Middle School will enhance and refine the use of differentiation in the classroom to ensure the continuous growth of all learners. **Position Responsible:** Del Webb Leadership Team **Resources Needed:** i-Ready Score analysis Aligned professional development, as needed Student incentives Tier I Curriculum- Carnegie, Amplify, National Geographic/Educurious, and HMH Into Literature Extra Duty Pay for teachers/staff who participate in training outside of contract time as necessary. Supplemental materials, as needed and approved through CCSD protocols **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Evidence Level** Level 1: Strong: Amplify, Carnegie Level 2: Moderate: HMH Into Literature, Writable Level 3: Promising: Focal Point, Mathia Level 4: Demonstrate Rationale: PLC Tasks and agendas **Problem Statements/Critical Root Cause:** Student Success 1	**Oct:** In progress **October Lessons Learned** Personalized instruction was purchased through iReady to remediate and accelerate learning. Staff training was done for iReady data analysis on the September Staff Development Day. Math and ELA teachers were trained by iReady trainers on the personalized learning paths and on using iReady to inform their instruction. **October Next Steps/Need** Continued training on differentiation and iReady data analysis, including using the analysis in lesson planning to plan for differentiation. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Improvement Strategy 2 Details	Reviews
Improvement Strategy 2: Del Webb Middle School will incorporate Project-Based Learning (PBL) design elements into Tier I instruction. **Position Responsible:** Del Webb Leadership Team **Resources Needed:** Calendar PLC meetings and tasks for incorporating PBL Extra Duty Pay for teachers/staff participating in PLC time outside their contractual day. Aligned professional development Tier I Curriculum- Carnegie, Amplify, National Geographic/Educurious, and HMH Into Literature Extra Duty Pay for teachers/staff who participate in training outside of contract time as necessary. Supplemental materials, as needed and approved through CCSD protocols Materials for projects as needed- projects and materials can vary widely **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Evidence Level** Level 1: Strong: PBL, Amplify, Carnegie Level 2: Moderate: HMH Into Literature, Writable Level 3: Promising: Promising: Focal Point, Mathia Level 4: Demonstrate Rationale: PLC Tasks and agendas **Problem Statements/Critical Root Cause:** Student Success 1	**Oct:** In progress **October Lessons Learned** Reading data shows 63% of students are projected to be on track to be proficent with typical growth. The same measure for math was 48%. Personalized instruction was purchased through iReady to remediate and accelerate learning. Staff training was done for iReady data analysis on the September Staff Development Day. Math and ELA teachers were trained by iReady trainers on the personalized learning paths and on using iReady to inform their instruction. Many PLCs have been scheduled with common preps to allow time to plan. Those without common preps have been offered several other options to allow for flexibility. Growth data is unavailable at this time, but the team reviewed the current iReady projected proficiency data. **October Next Steps/Need** PBL training is planned for the November staff development day. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: The percentage of classroom observations that show evidence of necessary differentiation will increase from 76% to 85% at the end of Semester 2, 2027 as measured by administrator observation notes in Focal Point. (Academic Excellence: Innovative Learning and Inclusive Classrooms that Support Every Learner)

Aligns with District Goal

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

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Facilitate and support planning for differentiation during PLC meetings. **Position Responsible:** Del Webb Leadership Team **Resources Needed:** Calendar PLC meetings and tasks for incorporating differentiation. Extra Duty Pay for teachers/staff participating in PLC time outside their contractual day. Aligned professional development Tier I Curriculum- Carnegie, Amplify, National Geographic/Educurious, and HMH Into Literature Extra Duty Pay for teachers/staff who participate in training outside of contract time as necessary. Supplemental materials, as needed and approved through CCSD protocols **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Evidence Level** Level 3: Promising: PLC **Problem Statements/Critical Root Cause:** Adult Learning Culture 1	**Oct:** In progress **October Lessons Learned** Focal point data from last year was reviewed, noting that scaffolding was observed 94% of the time, while differentiation was observed 76% of the time during classroom observations. Teacher interaction with the learning intentions and success criteria was reviewed as well. 63% of observations showed interaction with learning intentions, and 63% with success criteria. Personalized instruction was purchased through iReady to remediate and accelerate learning. Staff training was done for iReady data analysis on the September Staff Development Day. Math and ELA teachers were trained by iReady trainers on the personalized learning paths and on using iReady to inform their instruction. Many PLCs have been scheduled with common preps to allow time to plan. Those without common preps have been offered several other options to allow for flexibility. Teachers report that iReady is user-friendly and reports are much easier to pull/analyze than previous programs. **October Next Steps/Need** Continued training on differentiation and iReady data analysis, including using the analysis in lesson planning to plan for differentiation. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Improvement Strategy 2 Details	Reviews
Improvement Strategy 2: Facilitate and support planning for the implementation of Project-Based Learning (PBL) design elements during PLC meetings. **Position Responsible:** Del Webb Leadership Team **Resources Needed:** Calendar PLC meetings and tasks for incorporating differentiation. Extra Duty Pay for teachers/staff participating in PLC time outside their contractual day. Aligned professional development Tier I Curriculum- Carnegie, Amplify, National Geographic/Educurious, and HMH Into Literature Extra Duty Pay for teachers/staff who participate in training outside of contract time as necessary. Supplemental materials, as needed and approved through CCSD protocols **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Evidence Level** Level 3: Promising: PLC **Problem Statements/Critical Root Cause:** Adult Learning Culture 1	**Oct:** In progress **October Lessons Learned** Personalized instruction was purchased through iReady to remediate and accelerate learning. Staff training was done for iReady data analysis on the September Staff Development Day. Math and ELA teachers were trained by iReady trainers on the personalized learning paths and on using iReady to inform their instruction. Many PLCs have been scheduled with common preps to allow time to plan. Those without common preps have been offered several other options to allow for flexibility. **October Next Steps/Need** PBL training is planned for the November staff development day. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Inquiry Area 3: Connectedness

SMART Goal 1: Decrease the percentage of chronically absent students from 7.5% to 6.5% by the end of the 2026-2027 school year. (Safe and Supportive Schools: Welcoming Schools and Students Who Are Known, Valued, and Connected)

Aligns with District Goal

Formative Measures: Attendance Data

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Develop and support an effective, comprehensive school counseling program that addresses needs relating to the academic, career, social, and emotional development of all students. **Position Responsible:** School Counseling Team, Jennifer Mattox (AP) **Resources Needed:** Financial support for activities (stipend, supplies, etc.), as needed Food, beverages, and supplies for parent workshops, as needed Positive student recognition supplies Data concerning the academic, career, social, and emotional development of students. **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 3: Promising: Creating a Positive School Climate and Culture, ASCA Standards **Problem Statements/Critical Root Cause:** Connectedness 1	**Oct:** In progress **October Lessons Learned** Attendance data for this year and the past 2 years were reviewed. We are currently at a 13% chronic absenteeism rate. The trends of this year mirror those from the past two years so far. The MTSS and RTI teams have been formed. The MTSS team meets weekly, and the RTI teams meet monthly. Panorama and counseling lessons have been scheduled and completed as needed by the counselors. **October Next Steps/Need** Teacher lessons, parent workshops, and small-group counseling sessions need to be planned and implemented. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Improvement Strategy 2 Details	Reviews
Improvement Strategy 2: Develop an effective, comprehensive school counseling program that consults and collaborates on school-based student-support resources for Tier I and Tier II interventions to address needs relating to the academic, career, social, and emotional development of all students. **Position Responsible:** School Counseling Team, Jennifer Mattox (AP) **Resources Needed:** Data- attendance, behavior, academic, early warning indicator, etc. MTSS Team members and scheduled meetings RTI Team members and scheduled meetings Incentives for students when they meet their goals **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 1: Strong: Multi-Tiered Systems of Support (MTSS) Level 3: Promising: Creating a Positive School Climate and Culture, ASCA Standards Level 4: Demonstrate Rationale: Social Worker, Truancy Diversion, and Wraparound Services **Problem Statements/Critical Root Cause:** Connectedness 1	**Oct:** In progress **October Lessons Learned** The MTSS and RTI teams have been formed. The MTSS team meets weekly, and the RTI teams meet monthly. Panorama and counseling lessons have been scheduled and completed as needed by the counselors. **October Next Steps/Need** Teacher lessons, parent workshops, and small-group counseling sessions need to be planned and implemented. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**