# Clark County School District

# Rancho HS

# 2026-2027 School Improvement Plan

**Accreditation Status**
**Accredited**

**Classification: 4 Star School**

Title I, Magnet, ≥ 10% of enrolled students are English Learners

**District Approval Date:** November 4, 2026

# Mission Statement

Rancho High School is committed to inspiring academic excellence, integrity, respect, and responsibility, empowering all students and staff to achieve their full potential through STEM, Arts, and Career and Technical Education in a supportive, inclusive, and challenging learning environment.

# Vision

Rancho High School will prepare students to be academically and socially equipped for the next generation of careers, while developing informed, engaged citizens who actively contribute to society.

# 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/rancho_high_school/nspf/

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# Comprehensive Needs Assessment

## Student Success

**Student Success Areas of Strength**

By May 2027, Rancho High School will increase student academic achievement and language proficiency by raising ACT proficiency rates in both Mathematics and English Language Arts by 2% over the 25/26 baseline and increasing the percentage of English Learners scoring at WIDA Level 4 (Expanding) or higher from 9.3% to 14%, as measured by ACT and WIDA ACCESS assessment results.

While these gains are encouraging, the majority of ELL students continue to perform within the Emerging (Level 2) and Developing (Level 3) proficiency levels. The percentage of students in these two levels decreased from 68.8% in 2024–2025 to 66.5% in 25/26, indicating gradual progress toward higher levels of English language proficiency. However, additional supports and targeted instructional strategies will be necessary to accelerate language acquisition and increase the number of students reaching the Expanding and Bridging proficiency levels.

**Student Success Areas for Growth**

During the 25/26school year, Rancho High School served 636 English Language Learners (ELLs), an increase of 41 students from the 24/25 school year. By the end of the 25/26 school year, the percentage of English Learners scoring at the Expanding (Level 4) proficiency level on the WIDA ACCESS assessment increased from 10.5% to 10.8%, while the number of students exiting ELL services doubled.

Despite modest gains, the percentage of students at the Entering (Level 1) proficiency level increased from 20.3% to 22.0%, indicating limited language growth among many newly enrolled multilingual learners. Level 3 (Developing) remains the largest proficiency group with 243 students, while 307 students (over half of the EL population) remain at Levels 1 and 2, demonstrating a continued need for foundational language support. Grades 11 and 12 have the highest concentration of Level 1 students, suggesting many long-term English Learners are not progressing toward reclassification before graduation. Additionally, only 57 students are performing at Levels 4–6, highlighting the need to strengthen Tier I instruction, expand language-development opportunities, and provide targeted interventions to accelerate English language proficiency.

**Student Success Equity Resource Supports**

| Student Group | Challenge | Solution |
|---|---|---|
| | | AB335<br>TSI Designation (ELL) |

1003a Funding Support

Title III funding will support a comprehensive professional learning plan designed to strengthen teachers' ability to implement language acquisition strategies during Tier I instruction and increase meaningful student discourse across all content areas.

During 25/26 school year Rancho High School established a Multilingual Student Success Committee composed of teacher leaders representing all content areas, including English, mathematics, science, social studies, electives, and special programs. Committee members will receive specialized training in Quality Teaching for English Learners (QTEL) strategies and other research-based instructional practices that support language development and academic achievement for multilingual learners. Throughout the 26/27 schoolyear, these expert members will serve as instructional ambassadors within their departments by modeling effective practices, facilitating professional learning, and sharing strategies during Professional Learning Community (PLC) meetings. Through ongoing collaboration, coaching, and peer support, the committee will help ensure that language-rich instructional practices, structured student

| | | |
|---|---|---|
| **English Learners** | Fall 2026 i-Ready Gap Data:<br>There is an achievement gap of 21% points between LEP and non-LEP students at the 70th percentile in Reading.<br>There is an achievement gap of 15% points between LEP and non-LEP students at the 80th percentile in Math.<br><br>During the 25/26 school year, Rancho High School served 636 English Learners. Due to limited staffing, the school has only one teacher dedicated to providing specialized English Learner instruction. As a result, Rancho relies heavily on general education teachers to support the academic and language development needs of English Learners. While majority of the teachers have completed CCSD's Understanding Language Development (ULD) professional learning program, many continue to need additional support and coaching to effectively implement language-development strategies and differentiated instructional practices that meet the needs of our EL population. | discourse, and academic language supports are consistently implemented across all classrooms. The committee will also review student achievement and language proficiency data to identify areas of need and recommend instructional responses, creating a schoolwide system of support that promotes equitable access to rigorous grade-level instruction for all multilingual learners.<br><br>ELA and ELL teachers will continue to participate in Professional Learning Community (PLC) sessions facilitated by myPerspectives specialists. These sessions provide ongoing training on the purpose and implementation of the curriculum's Making Meaning routines, with an emphasis on embedding language frames and structured discourse opportunities that support English Learners in developing academic language and responding to grade-level content.<br><br>Administrators will conduct weekly instructional walkthroughs, including the district-required Focal Walks, to monitor and support the implementation of language-development instructional practices. Walkthrough data will be used to identify strengths, areas for growth, and coaching needs.<br><br>During staff development days and professional learning sessions MSSC members will provide |

coaching on Qtel and CCSD's Understanding Language Development (ULD) strategies, with a focus on scaffolding techniques that support English Learners' access to rigorous grade-level instruction in all content areas. Professional learning will emphasize academic discourse, vocabulary development, language objectives, differentiated instruction, and content-based language supports.

Teachers will also participate in quarterly instructional coaching cycles that include classroom observations, feedback, and collaborative planning focused on improving instructional practices for English Learners.

In addition to strengthening Tier I instruction, Rancho High School will continue implementing Foundations of Language Study (FLS), Academic Content Language Enrichment (ACLE), and Language Instruction for Learners (LIL) courses for English Learners in grades 9–12. These courses provide targeted language instruction and support student growth across all four language domains: speaking, listening, reading, and writing.

| Student Group | Challenge | Solution |
| --- | --- | --- |
| **Foster/Homeless** | Rancho High School serves a small population (.05%) of Title I HOPE students who often experience significant barriers to academic success, including housing instability, transportation challenges, and other circumstances that can impact school attendance, engagement, and access to educational opportunities. These factors may create additional obstacles to consistent participation in school and require targeted supports to ensure students remain connected to their education and achieve academic success. | Rancho High School's Title I HOPE Advocate coordinates and monitors a comprehensive system of supports focused on improving student attendance, academic achievement, and social-emotional well-being. Through regular outreach, progress monitoring, and collaboration with school staff and families, the advocate works to address barriers that may impede student success. In addition, Rancho partners with community-based organizations such as Community in Schools (CIS) and Boys Town, whose staff are integrated members of the Rancho support team. These organizations provide wraparound services, including mentoring, counseling, case management, family support, and access to community resources, helping ensure that students receive the academic, behavioral, and social-emotional support necessary to thrive. |
| **Free and Reduced Lunch** | These students often need more than tier 1 and tier 2 support beyond the classroom. Students families are unable to provide support because their families work multiple jobs and rely on the students to help with family needs. | Licensed staff will provide opportunities for after-school tutoring. |
| **Migrant/Title1-C Eligible** | These students often need more than tier 1 and tier 2 support beyond the classroom. Students' families are unable to provide support because their families work multiple jobs and rely on the students to help with family needs. | Licensed staff will provide opportunities for after-school tutoring. |
| **Racial/Ethnic Minorities** | These are the vast majority of our students at Rancho, where nearly 80% the students we serve are Latino/a. Teachers sometimes fail to understand or recognize cultural differences. | Utilize English Language Learner licensed staff to provide tiered interventions. |

| Student Group | Challenge | Solution |
|---|---|---|
| **Students with IEPs** | Students with IEPs and who are also labeled as ELL need additional support to provide instruction based on their special needs along with English language support. | Special education teachers will participate in grade/ subject-level specific professional learning community (PLC) meetings to analyze data, determine students' needs, and plan instruction and support. |

**Problem Statements Identifying Student Success Needs**

**Problem Statement 1 (Prioritized):** As evident by ACT proficiency rates in both Mathematics and English Language Arts increased by 2% over the 25/26 baseline and increasing the percentage of English Learners scoring at WIDA Level 4 (Expanding) or higher from 9.3% to 14%, as measured by ACT and WIDA ACCESS assessment results.
**Critical Root Cause:** Inconsistent implementation of targeted, data-driven instructional interventions for students performing below proficiency. While overall achievement has remained stable, students in the lowest performance quartile have demonstrated little to no growth, indicating a need for stronger Tier II and Tier III supports, more frequent analysis of student achievement data, and systematic reteaching of essential standards. Additionally, high rates of absenteeism, limited academic language proficiency among English Learners, and inconsistent use of ACT-aligned instructional practices have reduced students' access to rigorous grade-level content. These factors have hindered the school's ability to accelerate learning for struggling students and improve overall college and career readiness outcomes.

**Problem Statement 2 (Prioritized):** AB 355: As evident by 2026 WIDA assessment data, majority of English Learners continue to perform at the Emerging (Level 2) and Developing (Level 3) proficiency levels. Strengthening Tier I instruction and providing systematic interventions aligned to students' language needs are necessary to increase English language growth and achievement. EL require increased opportunities to engage in rigorous, language-rich instruction that intentionally develops academic language across all content areas.
**Critical Root Cause:** AB 355: The low performance of ELs in language proficeny and content achievement is due to Inconsistent implementation of language-development strategies, academic discourse opportunities, and targeted supports for multilingual learners limits students' ability to accelerate language acquisition and progress to higher levels of English proficiency.

## **Inquiry Area 1:** Student Success

**SMART Goal 1:** By May 2027, Rancho High School will increase student academic achievement and language proficiency by raising ACT proficiency rates in both Mathematics and English Language Arts by 2% over the 25/26 baseline and increasing the percentage of English Learners scoring at WIDA Level 4 (Expanding) or higher from 9.3% to 14%, as measured by ACT and WIDA ACCESS assessment results.
(Academic Excellence: Innovative Learning)
(Academic Excellence: Strong Readers, Writers, and Communicators)
(Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)
(Academic Excellence: Inclusive Classrooms that Support Every Learner)
(Career-Connected Learning and Durable Skills: Graduates with Marketable Assets)

(Career-Connected Learning and Durable Skills: Career-Connected Experiences)
(Career-Connected Learning and Durable Skills: Durable Skills for a Changing World)
(Career-Connected Learning and Durable Skills: Access Across Every Zip Code)
(Safe and Supportive Schools: Students Who Are Known, Valued, and Connected)
(Safe and Supportive Schools: A Workplace Where Employees Thrive)

Fall i-Ready Data:
82% of students scored below grade level in Reading.81% of students scored below grade level in Math.

**Aligns with District Goal**

**Formative Measures:** FocusEd: ACT, WIDA assessments

**Improvement Strategy 1 Details**

**Improvement Strategy 1:** Strengthen Tier 1 Instruction and Student Supports

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|---|---|---|---|---|
| 1 | Ensure 100% core alignment and usage of Tier 1 adopted curriculum in all ELA, Social Studies, and Mathematics classrooms. | School Administration | August 2026 - May 2027 | |
| 2 | Utilize the updated CCSD pacing guides for implementation of Tier 1 materials that align with the Nevada Academic Content Standards. | School Administration | August 2026 - May 2027 | |
| 3 | Teachers will integrate daily scaffolding and differentiation strategies to guarantee English Language Learners (ELLs) can fully access and succeed within Tier 1 instruction. | School Administration | August 2026 - May 2027 | |
| 4 | The administration will conduct walk-throughs/classroom observations to provide post-observation feedback to teachers, working together to determine action steps to enhance scaffolding for targeted/identified students during instruction. | School Administration | August 2026 - May 2027 | |
| 5 | During weekly PLC meetings, teachers will align lesson plans to the Nevada Academic Content Standards, planning for the differentiated needs of ELLs students. | School Administration | August 2026 - May 2027 | |

**Reviews**

| Status Check | | EOY Reflection |
|---|---|---|
| Oct | Feb | June |
| In progress | No review | |

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|---|---|---|---|---|
| 6 | During PLCs, three times a year (fall, winter, and spring), teachers will review the iReady growth assessment data. | School Administration | August 2026 - May 2027 | |
| 7 | Coordinate strategies for discourse that will be used school-wide. | School Administration | August 2026 - May 2027 | |

**Position Responsible:** Administration

**Resources Needed:** ELL and Math Strategist
Handout/reference sheet that explains the levels of WIDA scores and learning strategies to implement for support at those stages
Time for instruction and practice of students
WIDA practice materials
myPerspectives curriculum
Social Studies Tier 1 Materials
Math Tier 1 Materials
Professional learning on CCSD Teaching and Learning Cycle, Tier 1 instructional walkthroughs, and PLC planning
Common PLC planning form for staff to complete during PLCs

**Schoolwide and Targeted Assistance Title I Elements:**
2.4, 2.5, 2.6, 4.1, 4.2
**Evidence Level**
Level 3: Promising:

**Problem Statements/Critical Root Cause:** Student Success 1

**Inquiry Area 1:** Student Success

**SMART Goal 2:** AB 335:  By the end of the 26/27 school year, increase English Learners' academic and language proficiency as measured by the following targets:
Increase the percentage of EL students demonstrating proficiency in English Language Arts on the ACT from 15% in 2026 to at least 25% in 2027.
(Academic Excellence: Innovative Learning)
(Academic Excellence: Strong Readers, Writers, and Communicators)
(Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)
(Academic Excellence: Inclusive Classrooms that Support Every Learner)

Grades and/or classroom assessments increase the percentage of EL students demonstrating proficiency in Mathematics on the ACT from 1.9% in 2026 to at least 10% in 2027.

Increase the percentage of EL students meeting Adequate Growth Percentile (AGP) on the WIDA ACCESS assessment from 9% in 2026 to at least 20% in 2027, with a focus on both Long-Term ELs and those early in their language development.

These gains will be achieved by strengthening Tier 1 instruction, providing targeted scaffolding for language and content learning, and using formative assessment data to deliver differentiated support aligned to EL students' individual needs.

**Aligns with District Goal**

**Formative Measures:** * Summit K12
* iReady
* Grades and/or classroom assessments

| Improvement Strategy 1 Details | Reviews | | |
|---|---|---|---|
| | Status Check | | EOY Reflection |
| | Oct | Feb | June |
| | In progress | No review | |

**Improvement Strategy 1:** AB 335 Student Success Improvement Strategy: Strategy [1]: Tier 1 Instruction
Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners.

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|---|---|---|---|---|
| 1 | Ensure members of Rancho's Multilingual Student Success Committee are training in Qtel strategies to their departments during PLCs | School leadership team | August 2026 - May 2027 | |
| 2 | Ensure members of Rancho's Multilingual Student Success Committee receive training in Qtel strategies. | School leadership team | Completed by December 2026. | |
| 3 | Monitor implementation of English learner support in Tier I by participating in instructional rounds utilizing the Tier I monitoring tool. | Multilingual Student Success Committee | Twice during the 26/27 school years: September and January. | |
| 4 | Based on the instructional rounds, identify professional learning, professional learning community, and coaching needs for the school. | School leadership team | August 2026 - May 2027 | |

**Position Responsible:** Administration

**Resources Needed:** AB 335 Resources Needed:
ULD professional learning series
Qtel professional learning series
Tier I Monitoring tool
Academic Language Look (ALL) For Tool
Language development rubrics
Data protocols for analyzing EL performance trends and adjusting instruction
Coaching cycles or instructional rounds tools to support reflection and continuous improvement

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

**Evidence Level**
Level 3: Promising: HMH English 3D
Level 4: Demonstrate Rationale: WestEd Qtel, Summit K12

**Problem Statements/Critical Root Cause:** Student Success 2

| Improvement Strategy 2 Details | Reviews | |
|---|---|---|
| | Status Check | EOY Reflection |

**Improvement Strategy 2:** AB 335 Student Success Improvement Strategy 2: Tier II Instruction
Implement Tier II Support for identified EL student groups, STEL and LTEL.

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|---|---|---|---|---|
| 1 | Continue to implement Focused Language Study (FLS) and Summit K12 Tier II support for newcomers. | School leadership team, learning strategist, teachers | August 2026 - May 2027 | |
| 2 | Implement Essentials for Language Development (ELD) and Summit K12 Tier II support for STELs. | School leadership team, learning strategist, teachers | August 2026 - May 2027 | |
| 3 | Implement Academic Content Language Expansion (ACLE) and Summit K12 Tier II for LTELs. | School leadership team, learning strategist, teachers | August 2026 - May 2027 | |
| 4 | 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, teachers | August 2026 - May 2027 | |
| 5 | Based on the instructional rounds, the following focus areas have been identified as needs for professional learning, professional learning community, and coaching needs for the school. Professional Learning Focus Areas: Designing and Delivering Rigorous, Grade-Level Content for ELs Training on how to maintain high expectations while providing appropriate supports. Strategies for planning content-rich lessons that are both accessible and challenging. Integrating Language Development into Content Instruction Support for embedding academic language objectives alongside content objectives. Scaffolding techniques that promote reading, writing, speaking, and listening in all subjects. Using Formative Assessment to Differentiate Instruction Training on interpreting formative data to adjust instruction and group ELs based on language needs. Tools and protocols for monitoring language and content progress over time. Planning Structured Language Practice Opportunities | School leadership team, learning strategist, teachers | August 2026 - May 2027 | |

| Oct | Feb | June |
|---|---|---|
| In progress | No review | |

**Position Responsible:** Administration

**Resources Needed:** AB335 Resources Needed:

| | | | |
|---|---|---|---|
| FLS instructional materials, QTEL Newcomer Curriculum.<br>ELD instructional materials, STEL Curriculum<br>ACLE instructional materials, English 3D<br>Summit K12<br>FLS, ELD, and ACLE Look For Tools<br><br>**Schoolwide and Targeted Assistance Title I Elements:**<br>2.4, 2.5, 2.6, 4.1, 4.2<br>**Evidence Level**<br>Level 3: Promising: FLS, ELD, and ACLE curriculum<br>Level 4: Demonstrate Rationale: WestEd Qtel, Summit K12<br>**Problem Statements/Critical Root Cause:** Student Success 2 | | | |

# Adult Learning Culture

### Adult Learning Culture Areas of Strength

During 25/26 school year, common planning prep time was built into the master schedule which allowed for 100% of teachers to attend weekly PLCs. Based weekly Focal Monitoring data , Rancho HS demonstrates strong structural alignment and lesson planning, with 77% to 85% of observations showing that instructional materials, learning intentions, success criteria, and tasks are successfully mapped to required standards.

### Adult Learning Culture Areas for Growth

Rancho HS shows a significant gap between planning and execution: while lesson alignment is strong, PLC teams dedicated only 14% of their time to data analysis and intervention planning during the 25/26 school year, directly mirroring classroom data where teachers and students actively interact with learning intentions just 30% of the time and success criteria only 22% of the time.

### Adult Learning Culture Equity Resource Supports

| Student Group | Challenge | Solution |
|---|---|---|
| | | AB335<br>TSI Designation (ELL)<br>1003a Funding Support<br><br>PLC teams will review ACT, WIDA, iReady and other student achievement data every 6-8 weeks.<br><br>Benchmark and classroom assessment data demonstrate measurable growth toward ACT and WIDA targets throughout the school year.<br><br>Title III funding will support a comprehensive professional learning plan designed to strengthen teachers' ability to implement language acquisition strategies during Tier I instruction and increase |

meaningful student discourse across all content areas.

During 25/26 school year Rancho High School established a Multilingual Student Success Committee composed of teacher leaders representing all content areas, including English, mathematics, science, social studies, electives, and special programs. Committee members will receive specialized training in Quality Teaching for English Learners (QTEL) strategies and other research-based instructional practices that support language development and academic achievement for multilingual learners. Throughout the 26/27 schoolyear, these expert members will serve as instructional ambassadors within their departments by modeling effective practices, facilitating professional learning, and sharing strategies during Professional Learning Community (PLC) meetings. Through ongoing collaboration, coaching, and peer support, the committee will help ensure that language-rich instructional practices, structured student discourse, and academic language supports are consistently implemented across all classrooms. The committee will also review student achievement and language proficiency data to identify areas of need and recommend instructional responses, creating a schoolwide

| | | |
|---|---|---|
| **English Learners** | During the 25/26 school year, Rancho High School served 636 English Learners. Due to limited staffing, the school has only one teacher dedicated to providing specialized English Learner instruction. As a result, Rancho relies heavily on general education teachers to support the academic and language development needs of English Learners. While majority of the teachers have completed CCSD's Understanding Language Development (ULD) professional learning program, many continue to need additional support and coaching to effectively implement language-development strategies and differentiated instructional practices that meet the needs of our EL population. | system of support that promotes equitable access to rigorous grade-level instruction for all multilingual learners.<br><br>ELA and ELL teachers will continue to participate in Professional Learning Community (PLC) sessions facilitated by myPerspectives specialists. These sessions provide ongoing training on the purpose and implementation of the curriculum's Making Meaning routines, with an emphasis on embedding language frames and structured discourse opportunities that support English Learners in developing academic language and responding to grade-level content.<br><br>Administrators will conduct weekly instructional walkthroughs, including the district-required Focal Walks, to monitor and support the implementation of language-development instructional practices. Walkthrough data will be used to identify strengths, areas for growth, and coaching needs.<br><br>During staff development days and professional learning sessions MSSC members will provide coaching on Qtel and CCSD's Understanding Language Development (ULD) strategies, with a focus on scaffolding techniques that support English Learners' access to rigorous grade-level instruction in all content areas. Professional learning will emphasize academic discourse, |

| | | |
|---|---|---|
| | | vocabulary development, language objectives, differentiated instruction, and content-based language supports.<br><br>Teachers will also participate in quarterly instructional coaching cycles that include classroom observations, feedback, and collaborative planning focused on improving instructional practices for English Learners.<br><br>In addition to strengthening Tier I instruction, Rancho High School will continue implementing Foundations of Language Study (FLS), Academic Content Language Enrichment (ACLE), and Language Instruction for Learners (LIL) courses for English Learners in grades 9–12. These courses provide targeted language instruction and support student growth across all four language domains: speaking, listening, reading, and writing. |

| Student Group | Challenge | Solution |
| --- | --- | --- |
| **Foster/Homeless** | Rancho High School serves a small population (.05%) of Title I HOPE students who often experience significant barriers to academic success, including housing instability, transportation challenges, and other circumstances that can impact school attendance, engagement, and access to educational opportunities. These factors may create additional obstacles to consistent participation in school and require targeted supports to ensure students remain connected to their education and achieve academic success. | Rancho High School's Title I HOPE Advocate coordinates and monitors a comprehensive system of supports focused on improving student attendance, academic achievement, and social-emotional well-being. Through regular outreach, progress monitoring, and collaboration with school staff and families, the advocate works to address barriers that may impede student success. In addition, Rancho partners with community-based organizations such as Community in Schools (CIS) and Boys Town, whose staff are integrated members of the Rancho support team. These organizations provide wraparound services, including mentoring, counseling, case management, family support, and access to community resources, helping ensure that students receive the academic, behavioral, and social-emotional support necessary to thrive. |
| **Free and Reduced Lunch** | These students often need more than tier 1 and tier 2 support beyond the classroom. Students' families are unable to provide support because their families work multiple jobs and rely on the students to help with family needs. | Licensed staff will provide opportunities for after-school tutoring. |
| **Migrant/Title1-C Eligible** | These students often need more than tier 1 and tier 2 support beyond the classroom. Students' families are unable to provide support because their families work multiple jobs and rely on the students to help with family needs. | Licensed staff will provide opportunities for after-school tutoring. |
| **Racial/Ethnic Minorities** | These are the vast majority of our students at Rancho, where nearly 80% the students we serve are Latino/a. Teachers sometimes fail to understand or recognize cultural differences. | Utilize English Language Learner licensed staff to provide tiered interventions. |

| Student Group | Challenge | Solution |
|---|---|---|
| **Students with IEPs** | Students with IEPs and who are also labeled as ELL need additional support to provide instruction based on their special needs, along with English language support. | Special education teachers will participate in grade/ subject-level specific professional learning community (PLC) meetings to analyze data, determine students' needs, and plan instruction and support. |

**Problem Statements Identifying Adult Learning Culture Needs**

**Problem Statement 1 (Prioritized):** Rancho High School experiences a critical drop-off in instructional execution during the lesson cycle. Specifically, teachers and students actively interact with learning intentions during only 30% of observations and success criteria during just 22% of observations, creating a disconnect that limits the active engagement, differentiation, and scaffolding necessary to drive equitable student growth.
**Critical Root Cause:** PLC collaborative time is disproportionately focused on operational tasks and initial planning rather than data-driven instructional response, resulting in a systemic lack of follow-through during live instruction. Because teams spent only 14% of their PLC time on data analysis and intervention planning during the 25/26 school year, teachers lack the collaborative, data-backed strategies needed to transition written objectives into active, transparent classroom dialogue and student-led progress monitoring.

## **Inquiry Area 2:** Adult Learning Culture

**SMART Goal 1:** By May 2027, Rancho High School PLC teams will increase the percentage of collaborative time devoted to analyzing student learning data, identifying instructional responses, and planning reteaching from 15% to 40%, as measured through PLC agendas, meeting minutes, and administrative observations, while also strengthening instructional practice through targeted professional learning and coaching in the areas of rigorous grade-level instruction for English Learners, effective scaffolding strategies that support reading, writing, speaking, and listening, and the use of formative assessment data to inform and adjust instruction. This will lead to an increase in Differentiation and/or Scaffolding Observed from 63% and 59% in Spring of 2026 to 75% in Spring of 2027.
(Career-Connected Learning and Durable Skills: Career-Connected Experiences)
(Career-Connected Learning and Durable Skills: Durable Skills for a Changing World)
(Career-Connected Learning and Durable Skills: Employees Prepared to Lead What's Next)
(Safe and Supportive Schools: Welcoming Schools)
(Safe and Supportive Schools: Students Who Are Known, Valued, and Connected)
(Safe and Supportive Schools: Safe, Respectful, and Consistent School Environments)
(Safe and Supportive Schools: Sharing CCSD's Success)
(Safe and Supportive Schools: A Workplace Where Employees Thrive)

Fall 2026 Walk-Through Data (based on 195 walk-throughs):

As of November 2026, 63% of walk-throughs showed evidence of necessary differentiation. 59% of walk-throughs showed evidence of necessary scaffolding.

**Aligns with District Goal**

**Formative Measures:** Focal Walk Data, PLC data collected through Google forms

**Improvement Strategy 1 Details**

**Improvement Strategy 1:** All teachers will actively be engaged in effective Professional Learning Communities (PLCs) focusing on "Teach" and "Analyze" phase of CCSD's Teaching and Learning Cycle focusing on data driven instruction.

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|---|---|---|---|---|
| 1 | Implement the 'Teach and Analyze' phases of the CCSD Teaching and Learning Cycle to ensure high-quality, NVACS-aligned instructional delivery. | School Administration | August 2026 - May 2027 | |
| 2 | During weekly PLC meetings, teachers will align lesson plans to the Nevada Academic Content Standards, planning for the differentiated needs of ELLs students. | School Administration | August 2026 - May 2027 | |
| 3 | During PLCs, three times a year (fall, winter, and spring), teachers will review the iReady growth assessment data. | School Administration | August 2026 - May 2027 | |
| 4 | Administrators will utilize the CCSD Professional Learning Community Observation tool. | School Administration | August 2026 - May 2027 | |
| 5 | Teachers will be provided professional learning in focus areas that support EL learners through strengths teachers reading, writing, speaking and listening strategies. | School Administration | August 2026 - May 2027 | |
| 6 | All teachers will participate in weekly PLCs during the scheduled common prep period. | School Administration | August 2025 - May 2026 | ✓ |
| 7 | Administration and the Rancho professional development committee will develop a schoolwide data meeting structure that incorporates the components of teacher clarity, differentiated academic literacy/ELL instructional strategies, and the CCSD Teaching and Learning Cycle | School Administration | August 2025 - May 2026 | ✓ |

**Reviews**

| Status Check | | EOY Reflection |
|---|---|---|
| Oct | Feb | June |
| Revisions needed | No review | |

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|---|---|---|---|---|
| 8 | Department chairs in each department will review the data provided by the various PLCs within their departments and disseminate that information to the administration | Rancho Department Chairpersons School Administration | August 2025 - May 2026 | ✓ |
| 9 | All PLCs will utilize the schoolwide template for PLC planning that incorporates the CCSD Teaching and Learning Cycle | School Administration | August 2025 - May 2026 | ✓ |

**Position Responsible:** Administration, Department Chairperson and/or grade level lead, strategists

**Resources Needed:** PLC training resources, data, PLC monitoring tools

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

**Evidence Level**
Level 3: Promising:

**~~Problem Statements/Critical Root Cause:~~** ~~Adult Learning Culture 1~~

## Improvement Strategy 2 Details

**Improvement Strategy 2:** ~~All teachers will participate in professional training focused in student engagement strategies that incorporate~~ student supports in reading, writing, speaking and listening.

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|---|---|---|---|---|
| 1 | Develop year long PL plan | School administration | August 2026 - May 2027 | |
| 2 | Monitor for implementation of engagement strategies during instruction. | School Leadership Team | August 2026 - May 2027 | |

**Position Responsible:** Administration, Department Chairperson, Strategists

**Resources Needed:** Training resources, monitoring tools

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

**Evidence Level**
Level 3: Promising:

**Problem Statements/Critical Root Cause:** Adult Learning Culture 1

## Reviews

| Status Check | | EOY Reflection |
|---|---|---|
| Oct | Feb | June |
| In progress | No review | |

# Connectedness

### Connectedness Areas of Strength

During the 25/26 school year, African American students accounted for 22% of the school population, demonstrating a 4% reduction from the 24/25 school year, when they made up 9.9% of the student population yet accounted for 26% of all out-of-school suspensions and expulsions.

### Connectedness Areas for Growth

Disproportional data will continue to be supported through increased use of proactive behavioral supports, restorative practices, and strengthened collaboration between special education and general education staff, along with ongoing staff learning in cultural responsiveness, implementation of restorative practices, and PBIS strategies to improve student connectedness, relationships, and overall school climate.

### Connectedness Equity Resource Supports

| Student Group | Challenge | Solution |
| --- | --- | --- |
| **English Learners** | English learners often come from families who also do not speak the English langugae and rely upon their students to provide translation and to help them navigate instances where English is needed. Often, teachers struggle to share with families how their student is doing or what needs they have, either because of the language barrier or a lack of understanding the student's culture. | AB335<br>TSI Designation (ELL)<br>1003a Funding Support<br><br>Engage families through the implementation of newsletters and activities providing information on topics related to students' social, academic, and language development.<br><br>The staff in the Student Success Center schedule meetings with parents and students who are chronically absent. In these meetings, parents are informed about the academic consequences of chronic absenteeism and how it affects the student's path to graduation.<br><br>Counselors contact students and families either via email, in-person meeting, or phone to let them know that the student is in danger of being denied credit due to lack of attending school.<br><br>Parents need to understand how attendance impacts academic achievement. During our family events such as Ram Preview Night, Back to School Night, and Open House the school will schedule sessions that families can attend to learn how attendance impacts academic achievement and learn tools that they can use to monitor their student's attendance and grades. |

| Student Group | Challenge | Solution |
| --- | --- | --- |
| **Foster/Homeless** | Rancho High School serves a small population (.05%) of Title I HOPE students who often experience significant barriers to academic success, including housing instability, transportation challenges, and other circumstances that can impact school attendance, engagement, and access to educational opportunities. These factors may create additional obstacles to consistent participation in school and require targeted supports to ensure students remain connected to their education and achieve academic success. | Rancho High School's Title I HOPE Advocate coordinates and monitors a comprehensive system of supports focused on improving student attendance, academic achievement, and social-emotional well-being. Through regular outreach, progress monitoring, and collaboration with school staff and families, the advocate works to address barriers that may impede student success. In addition, Rancho partners with community-based organizations such as Community in Schools (CIS) and Boys Town, whose staff are integrated members of the Rancho support team. These organizations provide wraparound services, including mentoring, counseling, case management, family support, and access to community resources, helping ensure that students receive the academic, behavioral, and social-emotional support necessary to thrive. |
| **Free and Reduced Lunch** | Families are unable to provide financial resources for their students because they are struggling economically. They often rely upon public transportation for daily travel. | Potentially transportation for parents/guardian participation |
| **Migrant/Title1-C Eligible** | They do not understand or are overwhelmed by the culture that now surrounds them. They lack connections to family and friends because they have left their communities in favor of moving to the United States. | Mentors to support any transitional challenges |
| **Racial/Ethnic Minorities** | These are the vast majority of our students at Rancho, where nearly 80% the students we serve are Latino/a. Staff sometimes fail to understand or recognize cultural differences. | Support for students and families will be provided by student success advocates and school social workers. |

| Student Group | Challenge | Solution |
|---|---|---|
| **Students with IEPs** | Students with IEPs need additional support to provide instruction based on their special needs at the tier 2 and tier 3 level while helping to connect the students to their general education peers for socialization. | Learning opportunities will be provided in the least restrictive environments to ensure students receive access to grade-level instruction with appropriate accommodations and modifications. |

**Problem Statements Identifying Connectedness Needs**

**Problem Statement 1 (Prioritized):** Student attendance and behavior continue to negatively impact student engagement, academic achievement, and overall school success. High rates of chronic absenteeism and disciplinary incidents result in lost instructional time and reduce opportunities for students to fully access learning.
**Critical Root Cause:** Limited use of proactive interventions, family engagement strategies, restorative practices, and coordinated support systems contributes to ongoing student disengagement and missed instructional opportunities.

## **Inquiry Area 3:** Connectedness

**SMART Goal 1:** By May 2027, Rancho High School will increase Average Daily Attendance (ADA) from 89.33% to 93.0%, reduce chronic absenteeism from 35.2% to 32.0%, and decrease the percentage of discipline events involving students with IEPs from 30.3% to 25.0% or lower, as measured by Infinite Campus attendance and discipline data, through the implementation of a comprehensive early warning and intervention system that emphasizes proactive behavioral supports, restorative practices, family engagement, attendance monitoring, and targeted academic, behavioral, and social-emotional supports for at-risk students.
(Career-Connected Learning and Durable Skills: Access Across Every Zip Code)
(Safe and Supportive Schools: Welcoming Schools)
(Safe and Supportive Schools: Students Who Are Known, Valued, and Connected)
(Safe and Supportive Schools: Safe, Respectful, and Consistent School Environments)

Fall 2026 Data:
As of October 2026, the chronic absenteeism rate is 23.5%.

**Aligns with District Goal**

**Formative Measures:** FocusEd:  Daily Attendance, Behavior Summary

| Improvement Strategy 1 Details | Reviews |
|---|---|

| Improvement Strategy 1 Details | Reviews | | |
|---|---|---|---|
| | Status Check | | EOY Reflection |
| | Oct | Feb | June |
| | In progress | No review | |

**Improvement Strategy 1:** Implement an Early Warning and Monitoring System that reviews attendance data weekly to flag students transitioning out of the "Safe" category to deploy custom academic supports before severe chronic absenteeism occurs.

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|---|---|---|---|---|
| 1 | Monitor weekly attendance and behavior data to identify at-risk students. | School Administration | August 2026 - May 2027 | |
| 2 | Develop individualized support plans that include academic, behavioral, counseling, mentoring, and restorative supports as needed. | School Administration | August 2026 - May 2027 | |
| 3 | Implement a 24-hour unexcused absence notification policy. | School Administration | August 2026 - May 2027 | |
| 4 | Use grade-level reports to track progress and coordinate interventions among school staff. | School Administration | August 2026 - May 2027 | |
| 5 | Conduct intervention meetings for students showing attendance or behavior concerns. | School Administration | August 2026 - May 2027 | |
| 6 | Provide training to staff to use the minor behavior tab in Infinite Campus to track and monitor student behavior issues in the . | School Administration | August 2025 - May 2026 | ✓ |
| 7 | Provide staff with professional development based on cultural differences. | School Administration | August 2025 - May 2026 | ✓ |
| 8 | Develop PBIS for classroom and school-wide use. | School Administration | August 2025 - May 2026 | ✓ |
| 9 | Provide staff with professional learning for classroom school-wide based discipline systems using the model provided by Boys Town. | School Administration | August 2025 - May 2026 | ✓ |

**Position Responsible:** Administration

**Resources Needed:** 5 Star program to track and encourage student participation in the PBIS reward program.
Professional learning time to train staff on PBIS, and school-wide discipline system, expectations, and the minor behavior tab in Infinite Campus.

**Schoolwide and Targeted Assistance Title I Elements:**

| | | | |
|---|---|---|---|
| 2.4, 2.5, 2.6, 4.1, 4.2<br>**Evidence Level**<br>Level 3: Promising:<br>**Problem Statements/Critical Root Cause:** Connectedness 1 | | | |

| Improvement Strategy 2 Details | | | | | Reviews | | |
|---|---|---|---|---|---|---|---|
| **Improvement Strategy 2:** Strengthen Family Engagement and Student Supports | | | | | Status Check | | EOY Reflection |
| **Action #** | **Actions for Implementation** | **Person(s) Responsible** | **Timeline** | **Complete** | **Oct** | **Feb** | **June** |
| 1 | Engage families promptly regarding attendance and behavior concerns and involve them in intervention planning. | School Administration | August 2026 - May 2027 | | In progress | No review | |
| 2 | Monitor implementation of BIPs, IEP accommodations, attendance interventions, and student support plans. | School Leadership Team | August 2026 - May 2027 | | | | |
| 3 | Implement a Proactive IEP Review and De-escalation Protocol. | School Leadership Team | August 2026 - May 2026 | | | | |
| 4 | Expand restorative practices, mentoring, and recognition programs to improve student engagement, attendance, and behavior. | School Administration | August 2026 - May 2027 | | | | |
| 5 | The administrators in the SSC will develop clear guidance for teachers and staff on the proper use of referrals in Infinite Campus. | School Administration | August 2025 - May 2026 | ✓ | | | |
| 6 | The administrators in the SSC will continue to take part in restorative practices training. | School Administration | August 2025 - May 2026 | ✓ | | | |
| 7 | The administrators in the SSC will closely follow MTSS and the Student Code of Conduct for proper resolutions to student behaviors. | School Administration | August 2025 - May 2026 | ✓ | | | |

**Position Responsible:** Administration

**Resources Needed:** Continued training in restorative practices for all staff.

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

**Evidence Level**
Level 3: Promising:

**Problem Statements/Critical Root Cause:** Connectedness 1

# Priority Problem Statements

**Problem Statement 1**: Student attendance and behavior continue to negatively impact student engagement, academic achievement, and overall school success. High rates of chronic absenteeism and disciplinary incidents result in lost instructional time and reduce opportunities for students to fully access learning.

**Critical Root Cause 1**: Limited use of proactive interventions, family engagement strategies, restorative practices, and coordinated support systems contributes to ongoing student disengagement and missed instructional opportunities.

**Problem Statement 1 Areas**: Connectedness

**Problem Statement 2**: As evident by ACT proficiency rates in both Mathematics and English Language Arts increased by 2% over the 25/26 baseline and increasing the percentage of English Learners scoring at WIDA Level 4 (Expanding) or higher from 9.3% to 14%, as measured by ACT and WIDA ACCESS assessment results.

**Critical Root Cause 2**: Inconsistent implementation of targeted, data-driven instructional interventions for students performing below proficiency. While overall achievement has remained stable, students in the lowest performance quartile have demonstrated little to no growth, indicating a need for stronger Tier II and Tier III supports, more frequent analysis of student achievement data, and systematic reteaching of essential standards. Additionally, high rates of absenteeism, limited academic language proficiency among English Learners, and inconsistent use of ACT-aligned instructional practices have reduced students' access to rigorous grade-level content. These factors have hindered the school's ability to accelerate learning for struggling students and improve overall college and career readiness outcomes.

**Problem Statement 2 Areas**: Student Success

**Problem Statement 3**: AB 355: As evident by 2026 WIDA assessment data, majority of English Learners continue to perform at the Emerging (Level 2) and Developing (Level 3) proficiency levels. Strengthening Tier I instruction and providing systematic interventions aligned to students' language needs are necessary to increase English language growth and achievement. EL require increased opportunities to engage in rigorous, language-rich instruction that intentionally develops academic language across all content areas.

**Critical Root Cause 3**: AB 355: The low performance of ELs in language proficeny and content achievement is due to Inconsistent implementation of language-development strategies, academic discourse opportunities, and targeted supports for multilingual learners limits students' ability to accelerate language acquisition and progress to higher levels of English proficiency.

**Problem Statement 3 Areas**: Student Success

**Problem Statement 4**: Rancho High School experiences a critical drop-off in instructional execution during the lesson cycle. Specifically, teachers and students actively interact with learning intentions during only 30% of observations and success criteria during just 22% of observations, creating a disconnect that limits the active engagement, differentiation, and scaffolding necessary to drive equitable student growth.

**Critical Root Cause 4**: PLC collaborative time is disproportionately focused on operational tasks and initial planning rather than data-driven instructional response, resulting in a systemic lack of follow-through during live instruction. Because teams spent only 14% of their PLC time on data analysis and intervention planning during the 25/26 school year, teachers lack the collaborative, data-backed strategies needed to transition written objectives into active, transparent classroom dialogue and student-led progress monitoring.

**Problem Statement 4 Areas**: Adult Learning Culture

# 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
- Credit Sufficiency/Deficiency/Retrieval data
- CTE
- End-of-Unit Assessments
- Grades
- Graduation rates/GED/HiSET data
- I-Ready
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- Multi-Tiered System of Supports (MTSS)
- Nevada Alternate Assessment (NAA)
- Nevada State Performance Framework (NSPF)
- SAT, ACT, PSAT or ASPIRE
- Student Climate Survey, Student Voice
- Student failure and/or retention rates
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Alternate ACCESS (WAA)
- WIDA Screener
- Other

**Adult Learning Culture**

- Administrator evaluation
- Equity data
- Evaluation(s) of professional development implementation and impact
- Lesson Plans
- 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
- Teacher evaluation
- Walk-through data
- Other

**Connectedness**

- Attendance
- Behavior
- Community surveys and/or other feedback
- Completion rates and/or graduation rates data
- Demographic data
- Dual credit College Prep
- 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

# Schoolwide and Targeted Assistance Title I Elements

## 1.1: Comprehensive Needs Assessment

At Rancho High School, the administrative team meets weekly with each other to review all relevant data pertaining to students' needs. The team then meets with department chairpersons and the School Organizational Team monthly to present information and receive feedback from the staff and community to ensure all stakeholders have a voice in the process of identifying and developing solutions to the needs of our students.

## 2.1: School Performance Plan (SPP) developed with appropriate stakeholders

The site-based committee, comprised of staff and family members, reviews information, including student data on assessments and surveys (panorama and annual CCSD survey), monthly during School Organizational Teams meetings. We take feedback from all stakeholders to help us determine relevant needs and how to implement the plan.

## 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.

We hold status checks quarterly with the teams responsible for monitoring each strategy and document our findings and data in Plan4Learning. Staus checks are then shared with teh School Organizational Team to ensure the community and staff are kept up to date about our progress.

## 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 Performance Plan (SPP: Roadmap) is posted following each Act in the Continuous Improvement Process. With 111 languages in our district, translation services are available upon request.

The plan is posted on our school website in English and Spanish, as well as sent to families in the newsletter, and is 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

During monthly SOT meetings, we review our plan and encourage feedback and input from our staff and community. After receiving feedback, we then meet as an administrative team to update the plan and implement corrections or feedback. The updated plan, if needed, is then presented to the team for their approval.

## 2.6: Address needs of all students, particularly at-risk

Title 1 funding is used to fund staffing for more teachers and/or prep sells to reduce class sizes so students receive more one-on-one attention from their teachers. Funding is also used to provide after-school tutoring for students who need additional curricular support.

## 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

Parents are invited to attend all SOT meetings where the plan is covered in detail. These meetings happen monthly. We have also provided parents the opportunity to meet at events such as Open House, Incoming Freshmen events, and community engagement events held throughout the school year.

## 5.1: Determine which students will be served by following local policy

N/A- Leave Blank

# Plan Notes

| Funding Source | Amount | Purpose(s) for which funds are used | Applicable Goal(s) |
|---|---|---|---|
| General Funds Allocation | $26,112,952.13 | Supplies and other services, staff salaries, training, and incentive pay. | Goals 1 and 2.<br>Student Success, Adult Learning |
| At-Risk Weighted Allocation | $<br>$2,627,350.92 | Licensed and Support Staff positions | Goals 1 and 2.<br>Student Success, Connectedness |
| EL Weighted Allocation | $<br>$2,918,323.53 | Licensed and support staff jobs, supplies, and programs to support ELL students. | Goal 1. Student Success |
| General Carry Forward | $8,908,139.39 | Licensed and support staff jobs and building projects, and maintenance. | Goal 1. Student Success |
| At-Risk Weighted Carry Forward | 1,388,005.30 | Licensed jobs | Goal 1. Student Success |
| EL Weighted Carry Forward | 2,099,502.69 | Licensed jobs | Goal 1.Student Success |
| Title IA | $1,509.360.00 | Licensed jobs, prep buys for class size reduction, supplies, and supplies for parent engagement with Title I students. | Goal 1.Student Success |
| 1003(a)-District Allocation | $5,454,702.03. | HSG Costs, Subs | Goal 1, Student Success |

# School Continuous Improvement (CI) Team

| Team Role | Name | Position |
|---|---|---|
| Required Member | Norman Smith | Principal |
| Required Member | Liggia Gonzalez | Parent Member |
| Required Member | Shanoa Sutton | Support Staff Member |
| Required Member | Shenghong Tang | Parent Member |
| Required Member | Jason Flener | Licensed Staff member |
| Required Member | Amy Van Gundy | Licensed Staff Member |
| CI Team Member | Abraham Camejo | Community Member |
| CI Team Member | Andrea Garcia | Assistant Principal |
| CI Team Member | Kirsten Simmons | Assistant Principal |
| CI Team Member | Aaron Dunning | Assistant Principal |
| CI team Member | Jessica Sommermeyer | Assistant Principal |
| CI Team member | Roberto Lopez | Assistant Principal |
| CI Team Member | Teri Lintz | Assistant Principal |
| CI Team Lead | Tracy Pacheco | Assistant Principal |

# Community Outreach Activities

| | | |
|---|---|---|
| **Activity** | **Date** | **Lesson Learned** |
| SOT Meeting | May 2026 | Reviewed available data, discussed goal adjustments and changes for the 26/27 SIP |
| Administrative Meetings | June 2026 | Worked on SIP plan:  new goals, action steps, problem statements, critical root cause statements, updated assessments, submitted for approval. |
| Department Chair Meeting | August 3, 2026 | Agenda |
| SOT Meeting | August 26, 2026 | Minutes |
| Staff Professional Development Meeting (specfiically EL training) | September 3, 2026 | Agenda |
| SOT Meeting | September 16, 2026 | Minutes |
| Department Chair Meeting | September 21, 2026 | Minutes |
| SOT Meeting | October 7, 2026 | Minutes |