Clark County School District

Clark, Ed W. HS

2026-2027 Status Checks with Notes

Accreditation Status
Accredited

District Approval Date: October 20, 2026

Mission Statement

Educate and Inspire Each Student for College and Career Readiness

Vision

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

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/clark,_ed_w_hs/2026/nspf/

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of all 11th grade African American students proficient in ELA from 38.5% (2026) to 50% (2027) and Hispanic students proficient in ELA from 30.2% (2026) to 50% (2027) as measured by the ACT. (Academic Excellence: Strong Readers, Writers, and Communicators)

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

Increase the percentage of all current 10th grade students projected to be proficiency in the 2028 ACT from 24% to 50%(Academic Excellence: Confident Mathematical Thinkers and Problem Solvers) / (Academic Excellence: Strong Readers, Writers, and Communicators)

Aligns with District Goal

Formative Measures: IReady student data report

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Continuing with the PLC+ initiative, Clark will continue to provide professional development to teachers in all departments on data analysis and development of common assessments, particularly formative assessments that inform instruction toward common learning targets on common summative assessments. **Position Responsible:** Principal **Resources Needed:** Strategic Budget Funding Title I Funds **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 2: Moderate: Professional Learning Communities (PLC), Analyze data in PLC's Level 3: Promising: MAP Growth Assessments **Problem Statements/Critical Root Cause:** Student Success 2 - Connectedness 5	**Oct:** Revisions needed **October Lessons Learned** MAP data limited with the phasing out of this data and replaced by IReady data. More PL is needed to become familiar with the data and how to utilize it for interventions **October Next Steps/Need** Continue to review IReady data within PLC and with administration to better support teachers with the new program **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: The Instruction department will continue to improve tier 1 instruction through PLC+ expansion and staff professional development using AVID methodologies in the classroom. The instructional cadre composed of teacher leaders will provide professional development. **Position Responsible:** Principal **Resources Needed:** Strategic Budget Funding Title I Funds **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 2: Moderate: Level 3: Promising: **Problem Statements/Critical Root Cause:** Student Success 1 - Connectedness 4	**Oct:** In progress **October Lessons Learned** Teachers are willing to present during SDD and Department PL to collegues. **October Next Steps/Need** Teachers will continue to volunteer to present at PL's and SDD via Google Form in alignment with our areas of focus. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Inquiry Area 1: Student Success

SMART Goal 2: Increase the percentage of English Learners proficient in Mathematics from 3.2% percentage points in 2026 to 15% percentage points by 2027, as measured by the ACT. (Academic Excellence: Inclusive Classrooms that Support Every Learner)
Increase the percentage of English Learners proficient in English Language Arts from 8.1% percentage points in 2026 to 30% percentage points by 2027, as measured by ACT.
(Academic Excellence: Inclusive Classrooms that Support Every Learner)
Increase the percentage of English Learners proficient from 10% in 2026 to 30% by 2027, as measured by WIDA language assessment.
(Academic Excellence: Inclusive Classrooms that Support Every Learner)

Aligns with District Goal

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

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: AB335: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners. AB335: Implement Tier II support for identified EL student groups, (newcomers, short-term English learners (STEL), and long-term English learners (LTEL). **Position Responsible:** Principal **Resources Needed:** ULD professional learning series, Tier I Monitoring Tool, Academic Language Look (ALL) Tool **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 1: Strong: **Problem Statements/Critical Root Cause:** Student Success 4 - Adult Learning Culture 2 - Connectedness 7	**Oct:** In progress **October Lessons Learned** Emphasis to utilize materials was successful. All ELL classrooms are using the curriculum with fidelity. **October Next Steps/Need** Scheduled PL in Department meetings and SDD for coaching **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: AB335: Implement Tier II support for identified EL student groups, (newcomers, short-term English learners (STEL), and long-term English learners (LTEL). **Position Responsible:** Principal **Resources Needed:** FLS instructional materials, QTEL Newcomer Curriculum. ELD instructional materials, STEL Curriculum ACLE instructional materials, English 3D Reading Skills Center materials and curriculum Summit K12 FLS, ELD, and ACLE Look For Tools **Evidence Level** Level 1: Strong: **Problem Statements/Critical Root Cause:** Student Success 3, 4 - Adult Learning Culture 1, 2 - Connectedness 6, 7	**Oct:** In progress **October Lessons Learned** As students are exposed to the Tiered instruction, students are demonstrating progress. More PL will be needed to review content materials and long range plan to indepth support to students. **October Next Steps/Need** PLC meetings and review of student data for effectiveness **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: Increase the number of departments following PLC expectations, utilizing the provided PLC schedule, to conduct data analysis to inform instruction and monitor students' learning from 50% at the end of the first semester to 100% at the end of the second semester, [2027], as measured by PLC observations and meeting minutes.(Academic Excellence: Valued Educators)

Aligns with District Goal

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

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Continue to leverage co-taught sections with an ELL teacher or two content teachers to support non-sheltered learning environments for language learners through improved planning time in which teachers plan, teach, assess, analyze and respond in the Teaching and Learning Cycle. **Position Responsible:** Principal **Resources Needed:** Strategic Budget Title I funds **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 2: Moderate: Professional Learning Communities (PLC), Analyze data in PLC's Level 3: Promising: Savvas My Perspectives, MAP Growth Assessments **Problem Statements/Critical Root Cause:** Student Success 3 - Adult Learning Culture 1 - Connectedness 6	**Oct:** In progress **October Lessons Learned** In offering classes for specialized populations we will ensure class sizes are capped and we are able to add classes to accomodate all student who meet the minimum criteria for support. **October Next Steps/Need** Review Master Schedule for course modification - building new classes and leveling for current course offerings to ensure student ratios reflect the support needed for academic growth. **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: Provide all teachers, including those new to ELL or to Clark, with professional development centered on student engagement and ELL strategies (QTEL). **Position Responsible:** Principal **Resources Needed:** - EL Weighted Funding - Training **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 1: Strong: Read 180 Level 2: Moderate: Savvas MyPerspectives Level 4: Demonstrate Rationale: AVID **Problem Statements/Critical Root Cause:** Student Success 3 - Adult Learning Culture 1 - Connectedness 6	**Oct:** In progress **October Lessons Learned** Based on data/information collected from walk-throughs we were able to provide resources for all teachers across content areas on instructional best practices, and writing across the curriculum. Exemplars and anchor charts were distribited to all classrooms and content specific professional learning was provided in department meetings, PLCs and on Staff Development Day for more in depth focus in instruction strategies and data reviews to track student progress. **October Next Steps/Need** Continue with scheduled Professional Learning, walk-throughs and data disaggregation until the end of the first semester. After analysis of first semester data, we will plan Instructional Cadre, SDD, and specific professional learning opportunities for second semester. Review/Revise areas of focus and professional learning offerings based on grade distributions, IReady data form Fall and Winter, walk-throughs and collect feedback from staff via survey to guide future planning. **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: Reduce the percentage of English Language Learners chronically absent from 49% in 2026 to 35% by 2027, as measured by FocusED and reported on the NSPF.
Reduce the percentage of Black/African American students chronically absent from 47% in 2026 to 35% by 2027, as measured by FocusED and reported on the NSPF.(Safe and Supportive Schools: Students Who Are Known, Valued, and Connected)

Aligns with District Goal

Formative Measures: FocusEd Attendance Data

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Implement an Early Warning and Intervention System **Position Responsible:** Principal **Resources Needed:** - Staff - Strategic Budget - At-Risk Weighted Funding **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 2: Moderate: **Problem Statements/Critical Root Cause:** Connectedness 1	**Oct:** In progress **October Lessons Learned** The absentism rate has increased based on historical ADA data. More communication and outreach with families will be needed to support habitually absent students. Committies are being established to support attendance initiatives. **October Next Steps/Need** Work with Communities and Schools and other CCSD Agencies for resources to support families and students with habitual truancy. Meet with newly etablished committee to begin implementation of strategies to reduce absentism by end of second semester. **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: Increase positive attendance messaging and recognition by celebrating students with improved or perfect attendance monthly and communicating progress regularly with students, staff, and families. **Position Responsible:** Principal **Resources Needed:** - Student Generated Funds **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 4: Demonstrate Rationale: Truancy Diversion **Problem Statements/Critical Root Cause:** Connectedness 1	**Oct:** In progress **October Lessons Learned** Attendance incentives must be schoolwide and scope in students with improved attendance from Q1 to Q2 to motivate and continue to encourage students to attend school. **October Next Steps/Need** Plan and schedule for attendance celebration for Q1 perfect attendance. Collaborate with Communities in Schools for small incentives for students who had 85% attendance or better. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Inquiry Area 3: Connectedness

SMART Goal 2: Increase the number of students who participate in a post-secondary preparation program from 63% to 80%. Increase the percentage of students participating in postsecondary coursework from 61% in 2026 to 80% in 2027, as measured by the NSPF.(Career-Connected Learning and Durable Skills: Career-Connected Experiences)

Increase the percentage of students completing postsecondary coursework from 50% to 75%, as measured by the NSPF. (Career-Connected Learning and Durable Skills: Career-Connected Experiences)

Increase the percentage of students graduating with a CCR Diploma from 32% in 2026 to 50% by 2027, as measured by the NSPF. (Career-Connected Learning and Durable Skills: Career-Connected Experiences)

Aligns with District Goal

Formative Measures: Graduation Data
Post Secondary Data

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Every student will have a counselor-driven conference to set the path for a CCR Diploma. **Position Responsible:** Principal **Resources Needed:** Guest speakers from industries and CTE. Strategic budget Funds to purchase Character Strong. Title I funding to send teachers to professional development. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 1: Strong: Counselor Level 3: Promising: Creating a Positive School Climate and Culture, Principal commitment **Problem Statements/Critical Root Cause:** Connectedness 2	**Oct:** In progress **October Lessons Learned** Having counselors provide students with information about post secondary opportunities have increase student interest in courses that with satisfy CCR diploma **October Next Steps/Need** Continued academic planning meetings with administrators and students to ensure course offerings are available and students are provided updated progress and information about the CCR diploma pathway. **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: Continue to increase the number of dual credit classes Clark High School offers. **Position Responsible:** Principal **Resources Needed:** Post Secondary Partnerships **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 2: Moderate: Dual Credit Coursework **Problem Statements/Critical Root Cause:** Connectedness 2	**Oct:** In progress **October Lessons Learned** As a school community must explore other methods of advertising dual credit offerings as well as inform staff of pathways to certification to entice teachers to pursue certifications to teach college courses on campus. **October Next Steps/Need** Continue build relationships with local post secondary institutions and set up informational meetings regarding certification options. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Inquiry Area 3: Connectedness

SMART Goal 3: Decrease the number of Black/African American suspensions from 39.1% in 2026 to 25% by 2027, as measured by FocusEd Behavior Data. (Safe and Supportive Schools: Safe, Respectful, and Consistent School Environments)

Aligns with District Goal

Formative Measures: FocusEd Behavior Data

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Strengthen Tier I Positive Behavioral Interventions and Supports (PBIS) by identifying necessary action steps based on the results of the Tiered Fidelity Inventory (TFI) 3.0. **Position Responsible:** Principal, PBIS Team **Resources Needed:** - PBIS Leadership Team (administrator, teachers, student(s), parent(s), community partners), TFI 3.0 data **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **Evidence Level** Level 1: Strong: PBIS **Problem Statements/Critical Root Cause:** Connectedness 3	**Oct:** In progress **October Lessons Learned** Of the prioritized items on the TFI, some growth was demonstrated. PBIS meeting held provided insightful feedback and will guide our futher development of proactive and reactive strategies to support learners. **October Next Steps/Need** Compile data from implementation and determine effectiveness of current plan. Reconvene with the team and make any adjustment necessary to continue student socio/ emotional growth. **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: Strengthen classroom management and teacher capacity. **Position Responsible:** Principal **Resources Needed:** - Training **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **Evidence Level** Level 1: Strong: PBIS Level 4: Demonstrate Rationale: Classroom Management **Problem Statements/Critical Root Cause:** Connectedness 3	**Oct:** In progress **October Lessons Learned** Through targeted identification of trending behaviors, we have been able to reduce out of school disciplinary action and implement restorative practices to reshape/ deter future incidents. **October Next Steps/Need** Continue to expand our lens further identifing minor behavioral vs major infractions and supporting students with in school altermatives to suspension. Ensure teaching staff are aware of resources to support challenging MBI's in the classroom. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**