

Clark County School District

Boulder City HS

2025-2026 School Improvement Plan



Mission Statement

Develop a community of self reliant, motivated students who actively pursue college and career readiness skills in a tradition of excellence.

Vision

Inspire a passion for learning.

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/boulder_city_high_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

In the Student Success area, our ACT scores improved from 18.7 in 2023-2024 to 18.9 in 2024-2025, showing growth in ELA.

Student Success Areas for Growth

Our Student Success area of growth shows a decline in several ACT categories for 2024-2025, including Math, Science, STEM, English, Reading, Writing, and ELA. The area needing the most significant improvement is Reading, where the mean score decreased from 19.7 in 2023-2024 to 19.0 in 2024-2025.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English Learners face challenges on the ACT due to language barriers, unfamiliar academic vocabulary, limited cultural context, slower reading and processing speeds, and less access to preparation resources, all of which can impact their performance under timed conditions.	A solution is to offer targeted supports like teach academic language and test strategies, and track data to identify any disparities during intervention.
Foster/Homeless	Foster/Homeless students often face challenges on the ACT due to high levels of stress and trauma, frequent school changes causing gaps in learning, unstable living conditions that affect focus and rest.	A solution is to nurture strong, honest, and transparent partnerships with staff and administration at St. Jude’s Ranch for Children while tracking formative and summative data to identify any disparities during intervention.
Free and Reduced Lunch	Free and reduced lunch students often face challenges with the ACT due to less academic support at home, higher stress from socioeconomic instability, financial barriers to tutoring, and fewer opportunities for familiarity with standardized testing formats.	A solution is to meet about these students during Intervention Team meetings to track formative data and provide targeted interventions such as tutoring support and mentoring.

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Racial/ethnic minority students often face challenges with the ACT due to systemic inequities such as cultural bias in test content and socioeconomic barriers that can affect academic support and readiness.	A solution is to provide equitable access to ACT prep through school-based programs, culturally responsive instruction, mentoring, and academic support, while monitoring data to ensure all students are receiving the resources and opportunities needed for success.
Students with IEPs	Students with IEPs often face challenges with the ACT such as difficulty with processing speed, reading comprehension, attention and focus, managing test anxiety, understanding complex language, and accessing content at grade level, especially under timed conditions without appropriate accommodations.	A solution is to ensure all student IEPs are reviewed and updated to provide accommodations that best support their individual needs for the ACT, and that their caseload manager will meet with them regularly to help them prepare.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): The ACT mean composite score has been declining since the 2021-2022 school year.

Critical Root Cause: -Schools have not fully leveraged the CERT program to its potential by targeting students strategically and gaining student and family involvement. -Lack of consistent engagement and accountability in ACT preparation, CERT, contributes to under performance. -Students struggle with academic motivation. -Students have widened achievement gaps. -Gaps between the curriculum and ACT Content/format prevent mastering ACT-specific skills and strategies.

Inquiry Area 1: Student Success

SMART Goal 1: Increase the school composite mean score from 18.8 to 19 by Spring of 2026 as measured by the ACT.

Formative Measures: CERT, ACT Prep Program
MAP

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Provide students with access to test preparation services, study materials, and practice exams to support effective ACT preparation. Offer targeted interventions to address knowledge gaps and strengthen academic skills.				Status Check		EOY Reflection
				Oct	Feb	June
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Utilize Focal Walks to evaluate the level of academic discussions during PLCs and identify opportunities to increase student engagement.	Administration	Tuesday- PLCs			
2	Ensure all staff consistently implement Tier 1 instructional materials.	Administration	FocalWalks			
3	Administer practice assessments using CERT to evaluate students' ACT-related skills	11 English & US History classrooms	Benchmarks August, Nov/Dec, Jan/Feb			
4	Provide students with motivation and resources to help them understand the importance of the ACT.	Sharp/ Teachers of 11th Grade Students	All year			
5	Offer academic support services, such as ACT bootcamps, to address learning gaps and strengthen academic skills.	ACT Bootcamp-Tutors Across America	January			
6	Use CERT, an ACT preparation program, to target student learning needs.	Teachers of 11th Grade Students	All year			
7	Send CERT score reports to students and families to support awareness and growth.	Sharp	Benchmark Dates			
Position Responsible: Administration, Sharp Resources Needed: CERT (College Equipped Readiness Tool) MAP Professional Development FocalWalk Evidence Level Problem Statements/Critical Root Cause: Student Success 1						

Adult Learning Culture

Adult Learning Culture Areas of Strength

We foster a strong adult learning culture by encouraging collaborative teamwork among teachers and staff and promoting continuous professional growth through PLCs held weekly in the library and department rooms. Based on our Google Form feedback and formative observations during these PLCs, we prioritize open and reflective communication to share best practices and challenges, while using data-driven decision making to guide our instructional strategies.

Adult Learning Culture Areas for Growth

Areas for growth in our Adult Learning Culture, based on the PLC Google Form, show that while staff are meeting regularly, these meetings are not always structured around the core goals and values of effective PLCs. For example, PLCs could improve by setting clear agendas focused on student learning outcomes, consistently analyzing student data to inform instruction, engaging in collaborative problem-solving, and holding each other accountable for implementing agreed-upon strategies.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English Learners in the classroom often face challenges such as limited English proficiency affecting comprehension and communication, difficulty understanding academic vocabulary and complex texts, slower processing of instructions, cultural differences that impact participation, and fewer opportunities to engage in meaningful language practice.	Professional Learning Communities (PLCs) help solve these challenges by enabling teachers to collaborate regularly to share strategies, analyze student data, design targeted instruction, and create supportive learning environments tailored to English Learners' needs, which improves instructional practices and student outcomes.
Foster/Homeless	Foster and homeless students often face challenges in the classroom such as instability in housing and schooling, emotional stress and trauma, difficulty concentrating due to basic needs insecurity, inconsistent attendance, limited access to school supplies and resources, and challenges forming trusting relationships with peers and teachers.	Professional Learning Communities (PLCs) help support foster and homeless students by fostering collaboration among educators to share insights, develop consistent strategies, monitor student progress, address social-emotional needs, and coordinate resources and interventions that provide stability and support within the classroom.
Free and Reduced Lunch	Free and reduced lunch students often face challenges in the classroom such as limited access to learning resources, higher levels of stress due to financial instability, less academic support at home, food insecurity affecting concentration and energy, and fewer opportunities for enrichment activities outside school.	PLCs help address these issues by enabling teachers to collaborate on identifying student needs, sharing effective strategies, coordinating support services, and creating equitable learning opportunities that ensure all students receive the resources and encouragement they need to succeed.

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Racial/ethnic minority students often face challenges in the classroom such as cultural misunderstandings, implicit bias, lower expectations from educators, lack of representation in curriculum, language barriers, and limited access to advanced coursework and academic support.	PLCs can address these challenges by fostering ongoing professional development on cultural responsiveness and equity, encouraging teachers to examine and reduce biases, collaboratively adapting curriculum to be more inclusive, analyzing student data to identify gaps, and designing targeted interventions that support the diverse needs of racial/ethnic minority students.
Students with IEPs	Students with IEPs often face challenges such as managing attention or behavior issues, needing specialized instruction or accommodations, and experiencing social or emotional difficulties that impact learning.	PLCs can help solve these issues by allowing educators to collaborate on designing and implementing differentiated instruction, sharing effective strategies for accommodations, monitoring student progress through data, and coordinating support services to meet the individual needs of students with IEPs.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Staff are not consistently engaging in meaningful, collaborative discussions within Professional Learning Communities (PLCs) that focus on instructional improvement and student achievement.

Critical Root Cause: -Inconsistent structure and focus for discussing and improving instructional practices during PLC meetings -Limited training on effective PLC processes on how to collaborate, analyze data, and plan instruction. -Lack of intrinsic motivation and clarity of purpose among staff

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Teachers will have 100% participation in structured and focused Professional Learning Communities (PLCs) to collaborate on effective instructional practices and document shared learning, instructional improvement, and collective efficacy tracked through the PLC Google Form.

Formative Measures: Google Form

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Department chairs will utilize established PLC agenda to help with structure and focus on discussion items Tier I instruction and data review. The Google form will provide a clear intended purpose for the PLCs with feedback that administration can review.				Status Check		EOY Reflection
				Oct	Feb	June
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Updated Google Form to track PLCs and guide discussion.	Sharp	August			
2	Review responses from the PLC Google Form and email staff regarding their "Wants and Needs" section	Sharp/Wagner	Wednesdays			
3	Provide Chromebooks during PLCs in the library	Dacko	Tuesdays			
4	Send a Google Calendar invite to staff that clearly states the location of each PLC (Library and Department Rooms) and specifies whether the PLCs are organized by department or grade level.	Secretary	August			
Position Responsible: Administration, Sharp Resources Needed: MAP Data, CERT data, NVACS and Student Work Samples PLC Playbook Evidence Level Problem Statements/Critical Root Cause: Adult Learning Culture 1						

Connectedness

Connectedness Areas of Strength

On the Panorama Survey conducted in Spring 2025, the strengths identified include that 53% of students responded favorably to the question, "Overall, how much do you feel like you belong at your school?" and 51% of students responded favorably to the question, "How much respect do students in your school show you?"

Connectedness Areas for Growth

On the Panorama Survey of Spring 2025, 40% of students responded favorably to the question, "How connected do you feel to the adults at your school?" and 46% of students responded favorably to the question, "How much do you matter to others at this school?"

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English Learners may feel less sense of belonging at high school due to language barriers that limit communication, cultural differences that affect social integration, feelings of isolation or exclusion from peers, lack of representation in school activities or curriculum, and insufficient support from staff to address their unique needs.	A solution is to use homeroom time for staff to build stronger relationships with students, combined with regular Intervention Team meetings to discuss and support English Learners' academic and social needs.
Foster/Homeless	Foster and homeless students may feel less sense of belonging at high school due to frequent moves and instability, feelings of isolation or being different from peers, emotional stress and trauma, inconsistent relationships with staff and classmates, and limited access to extracurricular and social opportunities.	A solution is to provide regular check-ins with counselors, meetings with administration to create individualized plans, dedicated homeroom time for staff to build relationships, and Intervention Team support for students struggling academically or socially to ensure timely and effective interventions.
Free and Reduced Lunch	Free and reduced lunch students may feel less sense of belonging at high school due to financial barriers that limit participation in activities, social stigma or feelings of shame, limited access to resources and support, and fewer opportunities to connect with peers outside the classroom.	A solution is to create inclusive student groups or clubs that promote peer support, offer mentorship programs, provide opportunities for all students to participate in activities regardless of financial status, and encourage open conversations to reduce stigma and build community.
Racial/Ethnic Minorities	Racial and ethnic minority students may feel less sense of belonging at high school due to experiences of discrimination or bias, lack of representation in curriculum and staff, cultural misunderstandings, feelings of exclusion from peer groups, and limited opportunities to celebrate their cultural identities.	A solution is for high school staff to engage in cultural competency training, incorporate diverse perspectives into the curriculum, actively promote inclusive practices, create safe spaces for students to express their identities, and build strong relationships through regular check-ins and student-led initiatives.
Students with IEPs	Students with IEPs may feel less sense of belonging at high school due to stigma around disabilities, social isolation, limited participation in general education activities, misunderstandings from peers or staff about their needs, and inadequate support for their academic and social-emotional growth.	We can foster belonging for students with IEPs by promoting inclusive classroom practices, educating peers and staff about disabilities to reduce stigma, encouraging participation in extracurricular activities, providing social-emotional support, and regularly collaborating with students to ensure their needs and voices are heard.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): According to the Panorama Survey, only 47% of students feel like valued members of the school community.

Critical Root Cause: Limited student connection to school community: -Only 40% of students responded favorably to "How connected do you feel to the adults at your school?" (Panorama Survey on Sense of Belonging) -Only 46% responded favorably to "How much do you matter to others at this school?" (Panorama Survey on Sense of Belonging) -77.06% of students agree "My teachers tell me how I am doing in my classes" (Districtwide Survey on Perception of School Performance) -73.94% feel that "Teachers understand my problems" (Districtwide Survey on Perception of School Performance)

Inquiry Area 3: Connectedness

SMART Goal 1: Increase the percentage of students who respond favorably to sense of belonging questions on the Panorama Survey from 47% to 50%.

Formative Measures: Panorama Survey- Benchmark
Districtwide Survey

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Intentionally fostering stronger, more meaningful relationships between students and adults on campus, as well as promoting positive peer-to-peer connections, to support a greater sense of inclusion, trust, and community within the school environment.				Status Check		EOY Reflection
				Oct	Feb	June
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Implement the Restorative Disciplinary Practices	Sharp, Igoe, Teachers	Daily			
2	Professional learning focused on Restorative Practices and the importance of building meaningful relationships that positively impact student behavior, engagement, and sense of belonging.	Sharp, Igoe	Professional Developments			
3	The Intervention Team meets regularly to discuss student behavior, academic performance, and attendance in order to identify supports and next steps.	Intervention Team	Weekly			
4	Implement SEL lessons that focus on connectedness and communication throughout the year.	Wagner, All Staff	Professional Developments			
5	To reduce chronic absenteeism, we will use clear attendance protocols that help identify students early, involve families, and provide support to improve attendance."	Battiste, Igoe, Sharp,	Daily			
Position Responsible: Administration, Sharp Resources Needed: Relationship Building Practices and Implemented Restorative Practices Professional Learning Student Code of Conduct Evidence Level Problem Statements/Critical Root Cause: Connectedness 1						

Priority Problem Statements

Problem Statement 1: The ACT mean composite score has been declining since the 2021-2022 school year.

Critical Root Cause 1: -Schools have not fully leveraged the CERT program to its potential by targeting students strategically and gaining student and family involvement. -Lack of consistent engagement and accountability in ACT preparation, CERT, contributes to under performance. -Students struggle with academic motivation. -Students have widened achievement gaps. -Gaps between the curriculum and ACT Content/format prevent mastering ACT-specific skills and strategies.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Staff are not consistently engaging in meaningful, collaborative discussions within Professional Learning Communities (PLCs) that focus on instructional improvement and student achievement.

Critical Root Cause 2: -Inconsistent structure and focus for discussing and improving instructional practices during PLC meetings -Limited training on effective PLC processes on how to collaborate, analyze data, and plan instruction. -Lack of intrinsic motivation and clarity of purpose among staff

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: According to the Panorama Survey, only 47% of students feel like valued members of the school community.

Critical Root Cause 3: Limited student connection to school community: -Only 40% of students responded favorably to "How connected do you feel to the adults at your school?" (Panorama Survey on Sense of Belonging) -Only 46% responded favorably to "How much do you matter to others at this school?" (Panorama Survey on Sense of Belonging) -77.06% of students agree "My teachers tell me how I am doing in my classes" (Districtwide Survey on Perception of School Performance) -73.94% feel that "Teachers understand my problems" (Districtwide Survey on Perception of School Performance)

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- SAT, ACT, PSAT or ASPIRE
- Student Climate Survey, Student Voice
- Other
 - Climate Survey, Lifeline Survey data, Panorama Surveys, HOPE2 data
 - CCSD Planning guides, NVACS, Library Inventory, Canvas and numerous other CCSD approved Applications/Programs.

Adult Learning Culture

- Professional learning communities (PLC) data/agenda/notes
- Teacher evaluation
- Walk-through data

Connectedness

- Community surveys and/or other feedback
- Perception/survey data
- School safety data
- Social Emotional Learning Data
- Other
 - HOPE2 data

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$6,645,000	The purpose of these funds is to support staffing for the school building and to provide instructional materials.	Staffing and Capacity, Provide Adequate Instructional Materials
At-Risk Weighted Allocation	\$235,600	Staffing for the school building	Highly qualified educators and providing ongoing professional development increases student learning by ensuring effective instruction and personalized support.
EL Weighted Allocation	\$14,000	Staffing for the school building	Highly qualified educators and ongoing professional development increase student learning by ensuring effective instruction and personalized support.
General Carry Forward	\$293,000	Staffing for the school building	Highly qualified educators and ongoing professional development increase student learning by ensuring effective instruction and personalized support.
At-Risk Weighted Carry Forward	\$210,00	Staffing for the school building	Highly qualified educators and ongoing professional development increase student learning by ensuring effective instruction and personalized support.
EL Weighted Carry Forward	\$12,700	Staffing for the school building	Highly qualified educators and ongoing professional development increase student learning by ensuring effective instruction and personalized support.

School Continuous Improvement Team

Team Role	Name	Position
Teacher	Chris Bires	Science Teacher
Teacher	Jim Cox	Science Teacher
Counselor	Kim Cox	Counselor
Administrator	Erin Igoe	Assistant Principal
Teacher	Victoria Miller	Spanish Teacher
Student	Drew Schaper	Student
CI Team Lead	Alexis Sharp	Assistant Principal
Teacher	Bill Strachan	Math Teacher
Community Member	Theodore Steckelberg	Parent
Paraprofessional	Tasia Tagliere	Office Specialist
Teacher	Chris Taveras	Science Teacher
Principal	Amy Wagner	Principal