

Clark County School District

Boulder City HS

2025-2026 Status Checks with Notes



District Approval Date: March 2, 2026

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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Inquiry Areas

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.

Aligns with District Goal

Formative Measures: CERT, ACT Prep Program
MAP

Improvement Strategy 1 Details	Reviews
<p>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.</p> <p>Position Responsible: Administration, Sharp</p> <p>Resources Needed: CERT (College Equipped Readiness Tool) MAP Professional Development FocalWalk</p> <p>Evidence Level</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>	<p>Oct: Implemented</p> <p>October Lessons Learned</p> <p>Yes, we are implementing the improvement strategy as planned, and progress monitoring is being done through the CERT program. The Fall ACT benchmark was administered August 13-29. The scores show an overall composite of 18, with English at 17, Math at 16, Reading at 20, and Science at 19.</p> <p>Some challenges with implementation and gaps in performance have been identified. There are 142 11th-grade students enrolled, and 137 students took the CERT Fall assessment. Additionally, 48 students did not complete one or more sections of their benchmark test.</p> <p>October Next Steps/Need</p> <p>The specific actions we need to take to address the identified challenges and performance gaps are to first identify the five students who did not complete the Fall Benchmark to ensure they do not miss future benchmark tests. For students who did not complete one or more sections of their benchmark assessment, we will schedule a dedicated week for CERT makeups. This will allow us to test students who were absent or did not complete the assessment because they are not enrolled in an English or U.S. History class.</p> <p>We also need to administer the Winter benchmark, October</p>

20-24, with fidelity in English classes with Mrs. Gomez and Mr. Roe, and in U.S. History classes with Mrs. Wallace. Additionally, it is important to involve staff outside of this group by encouraging them to discuss CERT scores with students and emphasize the importance of taking the assessments seriously. This will help ensure that when students take the ACT in February, they are giving their best effort.

Feb: Implemented

February Lessons Learned

Implementation: Yes. CERT was administered in August and November, with the final practice test scheduled for the first week of February. Additional strategies included an ACT Bootcamp (Jan 15 to 17) with about 35 students participating successfully and an ACT Family Night on February 2, with follow up communication sent to parents. Progress

Monitoring: Data shows growth, with the composite score increasing from 18 on the first benchmark to 20 on the second benchmark, indicating progress toward our goal. Challenges/
Gaps: Some students have not completed all four CERT sections, impacting accurate composite scores and ACT readiness. We need scheduled make up CERT testing dates to ensure full participation and reliable data.

February Next Steps/Need

Specific Actions: Hold CERT make up testing sessions to ensure all students complete all four sections and receive accurate composite scores. Provide an ACT Student Information Presentation to increase student awareness and preparation. When: CERT make ups will take place in the Lecture Hall during the week of February 9 to 13. The ACT Student Presentation will be held Wednesday, February 18. Whom: AP of Testing Alexis Sharp and secretary Tasia will excuse and roster students to attend CERT make ups. Mrs. Wallace's 11th grade U.S. History classes will attend the ACT presentation, and additional 11th grade students without U.S. History will be rostered to participate. Support and collaboration from all staff as we prepare for Universal ACT Day on February 24. Staff attendance and engagement in the February 19 staff meeting will be essential to review testing protocols, procedures, and expectations to ensure a smooth administration. Ongoing support from families and the community.

June: Implemented

June Lessons Learned

For our End-of-Year Reflection, we surveyed students directly to better understand their ACT performance and motivation. Results revealed a wide disparity, with composite scores ranging from 11 to 32. Student goals varied heavily: many targeted a 20+ for graduation cords or local scholarships, high-achievers aimed for 25-30+, and a notable portion had no goals at all. Consequently, students rarely gave full effort, averaging just 5 to 7 out of 10. While consistent preparation in English classes successfully built student confidence, final performance was heavily dictated by the balance between key drivers--such as scholarship opportunities--and major barriers like test fatigue. Ultimately, student success was hindered by test anxiety, academic burnout, and a lack of exam stamina, alongside a total lack of motivation from non-college-bound students who felt the test was entirely irrelevant to their futures.

June Next Steps/Need

We will continue to carry this ACT goal into our next School Improvement Plan, focusing on immediate, student-driven adjustments to boost buy-in and prep efficacy. First, we can immediately drive motivation by introducing tangible incentives--like optimized senior schedules, advanced class placements, and dual enrollment courses--which the vast majority of students stated would significantly increase their effort. Second, we must close the gap between practice and reality; students rated CERT testing a mediocre 4 to 7 out of 10, noting it failed to mimic the real ACT's intense time pressure and digital science formatting. To fix this, we need a school-wide collaborative effort: math and science teachers must join the English department in breaking down questions, and all classes should run realistic, timed drills. In response to a five-year trend of declining ACT scores on our digital testing platform, we're actively investigating a transition back to traditional paper-and-pencil test.

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.

Aligns with District Goal

Formative Measures: Google Form

Improvement Strategy 1 Details	Reviews
<p>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.</p> <p>Position Responsible: Administration, Sharp</p> <p>Resources Needed: MAP Data, CERT data, NVACS and Student Work Samples PLC Playbook</p> <p>Evidence Level</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1</p>	<p>Oct: Implemented</p> <p>October Lessons Learned</p> <p>Yes, we are implementing the improvement strategy as planned. The progress monitoring data, PLC Google Form, indicate that teachers are actively participating in structured and focused PLCs. They are collaborating and discussing meaningful topics, then submitting their takeaways from each discussion. This allows administration to see the valuable conversations taking place. Each month, a different administrator is assigned to respond to the PLC Google Forms so that staff know we are engaged and available to support them as needed.</p> <p>A Google Calendar invite is sent out so staff know exactly where and when to meet. One of the ongoing challenges with implementation is ensuring that PLCs remain meaningful by prompting staff to engage in rich conversations, such as discussions following professional development, benchmark exam data reviews, or behavior data analysis.</p> <p>October Next Steps/Need</p> <p>The specific actions we need to take to address the challenges and performance gaps are for teachers to continue collaborating on effective instructional practices and for administrators to actively participate in Professional Learning Communities held in the library, as well as in department rooms. To be successful, we need continued support from everyone involved and a shared understanding of the importance of learning from one another. We will continue to provide dedicated PLC time for staff to collaborate on effective instructional practices.</p>

Feb: Implemented

February Lessons Learned

Yes. PLC dates have been scheduled and added to Google Calendars so staff know when and where meetings occur. Focus questions are also being used to guide and scaffold PLC conversations PLC structures are in place and conversations are more focused and consistent due to clear scheduling and guiding questions. A challenge is completing the required Google Forms after PLCs. Because meetings occur at the end of the school day, staff are often fatigued, which impacts follow through and documentation.

February Next Steps/Need

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June: Implemented

June Lessons Learned

In reviewing our recent Professional Learning Communities (PLCs), implementing Google Calendar invites to explicitly state meeting locations--whether in the Library or individual Department Rooms--proved to be an excellent and effective structural change for improving staff coordination. With logistics streamlined, our teams were able to dive deeply into three core discussion themes: navigating behavior and attendance interventions to address student motivation and the impact of grading policies; utilizing assessment and data analysis tools like CERT and MAP Growth to organize finals; and aligning daily lessons with district pacing guides while addressing gaps in prerequisite knowledge. Rather than reviewing these valuable insights from afar by responding to

Google Forms, the administrative team focused on being physically present and circulating throughout the room, which fostered a much more authentic, collaborative, and supportive environment for our staff.

June Next Steps/Need

To continuously improve our collaborative culture, PLCs for the 2026-2027 school year will move to Tuesday mornings from 7:45 to 8:20 AM, as determined by staff vote. This year, our focus will include a school-wide book study on evidence-based instructional and behavioral strategies. Additionally, we are integrating School Intervention Team (SIT) meetings into this Tuesday window. This allows teachers--who were previously excluded--to meet in the conference room and collaboratively design targeted student interventions, rotating by grade level. To ensure easy accessibility, a Google Slide deck with upcoming dates and weekly discussion topics, along with our reflection Google Form, will be attached directly to your Google Calendar invite.

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%.

Aligns with District Goal

Formative Measures: Panorama Survey- Benchmark
Districtwide Survey

Improvement Strategy 1 Details	Reviews
<p>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.</p> <p>Position Responsible: Administration, Sharp</p> <p>Resources Needed: Relationship Building Practices and Implemented Restorative Practices Professional Learning Student Code of Conduct</p> <p>Evidence Level</p> <p>Problem Statements/Critical Root Cause: Connectedness 1</p>	<p>Oct: Implemented</p> <p>October Lessons Learned Yes, we are implementing the improvement strategy as planned. The Panorama Survey progress monitoring shows positive growth toward our goal. From Spring 2025 to Fall 2025, the percentage of students reporting a favorable "Sense of Belonging" increased from 47% to 52%. We saw increases across all Sense of Belonging questions on the survey. Our ongoing challenge is addressing gaps in implementation and continuing to strengthen student connections through SOAR to further improve students' sense of belonging on campus.</p> <p>October Next Steps/Need The specific action we need to take to address the identified challenges and performance gaps is to continue improving SOAR, as it is a brand-new implementation of an advisory period. Strengthening SOAR will help ensure that meaningful relationships are built to increase students' sense of belonging. The intervention team meets weekly to discuss supports for students requiring Tier 2 and Tier 3 interventions. We will continue to implement these actions with fidelity to strengthen our Sense of Belonging and Connectedness goals on campus.</p> <p>Feb: Implemented</p> <p>February Lessons Learned We are implementing our monthly homeroom, SOAR, as planned. SOAR focuses on building a sense of belonging on campus through targeted monthly lessons and activities. Examples include "One Word" in January and creating community cards in February. Progress monitoring shows we have exceeded our goal. Based on the Panorama Survey question, "Students feel they are valued members of the school</p>

community," results increased from 52% in Fall 2025 to 56% in Winter 2026. Panorama Surveys are also administered during SOAR. Challenges: The main challenge is ensuring all students complete the Panorama Survey so that data is accurate and reflects the full student population.

February Next Steps/Need

Include Panorama Survey administration in the April SOAR lesson plans to ensure all students complete it. Develop and finalize SOAR topics and schedules for March, April, and May with staff input. When: Survey administration will occur during the April SOAR. SOAR topics and dates for March to May will be determined during the upcoming Staff Development Day. Whom: Alexis Sharp and Amy Wagner will facilitate the planning discussion with staff and ensure SOAR lesson plans and survey administration are implemented. Need: Staff support in consistently implementing SOAR lessons, promoting participation, and reinforcing a strong sense of belonging. Family and community support in encouraging student engagement and reinforcing that building a sense of belonging takes everyone.

June: Implemented

June Lessons Learned

We are proud to announce that we exceeded our goal for "Sense of Belonging" on our recent Panorama Survey. Our benchmark data demonstrated steady, positive growth across the school year, increasing from 52% in the Fall to 55% in the Winter, and ultimately reaching 57% by the Spring. A driving force behind this success was the implementation of our monthly "SOAR" advisory period. To foster targeted peer environments, classes were structured alphabetically and grouped by grade bands (Freshmen/Sophomores and Juniors/Seniors). During SOAR, students focused on building meaningful relationships through teamwork activities, civic engagement--such as writing community and teacher appreciation cards--and culminating the year with a school-wide Field Day. This data reinforces our core belief that establishing a strong sense of belonging is the ultimate foundation for student learning and academic success on our campus.

June Next Steps/Need

To ensure the success of the SOAR program this next school year, our primary focus is securing full stakeholder buy-in by actively involving teachers and students in its planning and

implementation. Recognizing that prioritizing a deep sense of belonging and relationship-building pushes traditional instructional comfort zones, we want to propose three structural options to staff for feedback--looping with last year's students, allowing student choice via signup sheets, or co-grouping teachers and classes--while remaining completely open to new ideas. Moving forward, we will map out an annual calendar featuring structured, universal themes alongside elements of student choice. Finally, to ensure student voice drives the program, we will leverage the upcoming school-wide Behavior Presentations to administer a feedback survey, transforming our collective insights into immediate, successful action.