

Clark County School District

Boulder City HS

2026-2027 Status Checks with Notes

Accreditation Status

Accredited



District Approval Date: October 20, 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 18.6 (Spring 2026) to 19 by Spring of 2027 as measured by the ACT. (Academic Excellence: Strong Readers, Writers, and Communicators, Academic Excellence: Confident Mathematical Thinkers and Problem Solver, Academic Excellence: Inclusive Classrooms that Support Every Learner)

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) I-Ready FocalWalk</p> <p>Evidence Level Level 2: Moderate: Focus Ed/ACT</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned We have officially transitioned from MAP to i-Ready as our primary formative assessment tool. Tracking the percentage of students scoring at or above the 41st percentile, Reading performance previously measured 73% in 2023-24, 69% in 2024-25, and 81% in 2025-26 under MAP, establishing a new baseline of 54% this school year under i-Ready. In Mathematics, scores moved from 65% in 2023-24, to 69% in 2024-25, and 72% in 2025-26 under MAP, compared to 67% on the recent i-Ready assessment.</p> <p>Additionally, teachers will administer the CERT before the end of Quarter 1 within corresponding subject classes. English classes will handle the English and Reading sections, Math classes will cover the Math section, and Science classes will administer the Science section.</p> <p>October Next Steps/Need Our next steps include administering CERT benchmarks in December and late January to ensure ample preparation time ahead of the February ACT. Additionally, we will host an ACT Family Night and offer targeted student bootcamps to address learning gaps and strengthen core skills. To further support student success, we will also schedule a meeting with counselors and teachers to discuss incentivizing high ACT scores through perks such as streamlined access to AP/dual-enrollment courses and shortened senior schedules.</p> <p>Feb: No review</p> <p>February Lessons Learned</p> <p>February Next Steps/Need</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Teachers will have 100% participation by Spring 2027 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. (Academic Excellence: Valued Educator, 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: A Workplace Where Employees Thrive)

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 Level 2: Moderate: Focus Ed</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned Add data for fall progress.</p> <p>PLCs meet for 30 minutes every Tuesday during full school weeks in either the library or department rooms, with calendar invites sent via Google Calendar. Focused on common assessments, student interventions, curriculum planning, and data reflection, each session follows a four-part agenda: Mission Moments to celebrate the previous month's challenges, The Skill Stop to learn a practical strategy tied to our durable skill, Our Travel Tip for a teacher to share a successful classroom practice (e.g., an engagement strategy, lesson idea, or relationship builder), and The Next Destination to reflect on monthly impact and outline next steps.</p> <p>October Next Steps/Need Key actions to address current performance gaps include implementing focal walks to monitor instructional practices, measure student engagement, and deliver targeted feedback. Furthermore, grade-level student intervention teams will be integrated into PLCs to analyze data and provide structured, collaborative support for Tier 2 and Tier 3 interventions.</p> <p>Feb: No review</p> <p>February Lessons Learned</p> <p>February Next Steps/Need</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>

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 57% (Spring 2026) to 60% (Spring 2027). (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)

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 Level 2: Moderate: CCSD District Wide Survey, Focus Ed</p> <p>Problem Statements/Critical Root Cause: Connectedness 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned According to our Fall Panorama progress monitoring survey, 56% of students report a favorable sense of school belonging. To further support student connectedness, SOAR classrooms were restructured this year to incorporate student choice and teacher voice, enabling students to select their top five preferred teachers. These efforts are supported by ongoing restorative discipline practices, social-emotional learning (SEL) curriculum, and proactive attendance protocols.</p> <p>October Next Steps/Need As next steps, teachers have voted on SOAR dates for October through January, which are now finalized on the calendar. Over these upcoming months, teachers will showcase their unique themes and activities during SOAR. Additionally, we will continue benchmark tracking with the upcoming Panorama Winter Survey (January 5 - February 6) and Spring Survey (April 6 - May 1).</p> <p>Feb: No review</p> <p>February Lessons Learned</p> <p>February Next Steps/Need</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>