



Clark County School District

Rancho High School

School Performance Plan: A Roadmap to Success

Rancho High School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Dr. Norman Smith

School Website: RanchoRams.org

Email: smithne1@nv.ccsd.net

Phone: 702-799-7000

School Designations: ☒ Title I ☐ MRI ☐ CSI ☐ TSI ☐ ATSI

Updated: 5/8/25



School Demographics and Performance Information

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 http://nevadareportcard.nv.gov/DI/nv/clark/rancho_high_school/2024/nspf

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Norman Smith	Principal
Tracy Pacheco, Assistant Principal	Assistant Principal
Teri Lintz	Assistant Principal
Aaron Dunning	Assistant Principal
David Prell	Assistant Principal
Jessica Sommermeyer	Assistant Principal
David Johnson	Assistant Principal
Kirsten Simmons	Assistant Principal
Rachel Ruttan	Licensed Staff
Jason Flener	Licensed Staff
Maria Hamilton	Support Professional Staff
Oyaima Calvo	Parent



Name	Role
Lorraine Driscoll	Parent
David Gomez	Parent
TBA	Community Representative



School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
CIP Meeting	6/2024	-There is a need to revise/edit some of the current SPP goals. -There is a need to update members for the CIT.
SOT Meeting	8/14/24	- Introduction to the new admin team - School 24-25 focuses - Updates - Review 2024 data
SOT Meeting	9/11/24	- Updated goals
CCSD School Improvement Meeting	9/24/24	- Reviewed FocusEd data - Revisited goals and action steps
Admin Meeting	10/22/24	- SPP training - Data dive training
SOT Meeting	11/13/24	- Goal review





School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	- ACT score report - WIDA score report	Panorama Survey	- ACT test prep booklets - ACT Bootcamps
	Areas of Strength: PLC time is now planned in schedule to focus on differentiating instruction to meet the needs of English learners.		
	Areas for Growth: Update professional development on EL strategies as a refresher for veteran teachers and for new teachers who may have not undergone EL professional development.		
Problem Statement	Lack of use of rigorous Tier Instruction, common planning, and alignment between grade levels. Students were previously unaware of their individual data and its meaning.		
Critical Root Causes	1. There is inconsistent dedicated planning and collaboration across many of our content areas. 2. Lack of consistency in teaching content standards across content areas. 3. Lack of engagement opportunities for all students during instruction. 4. Lack of data-driven instruction and progress monitoring utilization. 5. Many students are apathetic about education and do not feel a strong connection to the classroom resulting in a high chronic absenteeism rate.		

Part B

Student Success	
School Goal: Rancho HS will increase the ACT proficiency in math by 1% and ELA by 2% from SY2023 and SY2024/25.	Aligned to Nevada's STIP Goal: Goal 3 - All students experience continued academic growth



Rancho HS will decrease non-proficient WIDA scores by 9%, thus increasing proficiency WIDA scores from 1% to 10% in SY2024/25.	
Improvement Strategy: <i>Utilize the CCSD-adopted Tier 1 instructional materials that are aligned to grade-level standards to drive Tier 1 instruction in ELA, social studies, and mathematics.</i> Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3	
Intended Outcomes: Ensure that teachers are utilizing data in PLCs to inform instruction and 95% of students are participating in progress monitor programs such as MAP, Exact Path, and Albert.	
Action Steps: ● Provide and implement Tier 1 adopted materials in ELA, Social Studies, and Mathematics. ● Increase course offerings that focus on ELL students who need Tier II and Tier II support to provide appropriate interventions such as ELL class placement. ● Teachers will implement the CCSD Teaching and Learning Cycle, starting with a focus on the Teach portion to purposefully plan and deliver instruction that aligns with the Nevada Academic Content Standards. ● Utilize the updated CCSD pacing guides for implementation of Tier 1 materials that align with the Nevada Academic Content Standards. ● Teachers will implement effective scaffolding and differentiation strategies in daily instruction focused on ensuring ELL students have access to and can be successful with Tier 1 instruction. ● 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. ● During weekly PLC meetings, teachers will align lesson plans to the Nevada Academic Content Standards; planning for the differentiated needs of ELLs students. ● During PLCs, three times a year (fall, winter, and spring); teachers will review the MAP growth assessment data.	
Resources Needed: ● Funding for additional Teacher/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 ● 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	

**Challenges to Tackle:**

- Students and parents/guardians don't understand the importance of performing to their ability level on the WIDA test; school staff will create and send an announcement/handout that details the importance of the WIDA exam from the beginning of the school year.
- Scheduling long-term ELs for WIDA practice and instruction; the administration will work with the ELL specialist to prioritize the scheduling of long-term ELs.
- Students lack consistent attendance; school staff will message students and families in denial of credit policy due to lack of attendance.

Improvement Strategy: *Teachers will increase the implementation of differentiated academic literacy/ELL instructional strategies in classrooms.*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4

Intended Outcomes: *Teachers and instructional coaches will be provided with targeted professional development around planning and preparation and aligning instruction to NVAC Standards. Teachers will use the PLC+ process to create common lessons and assessments.*

Action Steps:

- *Increase professional development in content-specific and developmentally appropriate instruction/modeling techniques for teachers in differentiated academic literacy/ELL strategies*
- *Incorporate differentiated academic literacy/ELL instructional strategies into the PLC meeting structure*
- *Coordinate one or two specific strategies for discourse that will be used school-wide*

Resources Needed:

- *The time during classroom instruction to implement discourse strategies*
- *Substitute coverage for teachers to engage in walk-throughs*
- *Time and availability of personnel for professional development*

Challenges to Tackle:

- *Buy-in from the entire faculty to implement differentiated academic literacy/ELL strategies; administration and professional development (PD) presenters will demonstrate ELL language acquisition strategies during PDs.*
- *Frame differentiated academic literacy ELL professional development messaging in a manner that is compelling to staff*
- *Time for department-level instruction/modeling of strategies; staff will incorporate at least one strategy into their weekly lesson plans.*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: *Title III funding will provide professional development to support teachers utilizing language acquisition strategies during Tier 1 instruction to increase student discourse.*



- Once a month during PLCs starting January 2024, myPerspectives specialist will meet with ELA and ELL departments to train teachers on the Why and How of implementing the Making Meaning routines within the curriculum including embedding language frames to support responses within lessons.
- During administration weekly 5 required Focal walkthroughs, identifying implementation of Making Meaning routines during instructional practices.
 - During staff development days and PL sessions, teachers will be trained in reviewing ULD strategies with specific scaffolding to help ELL students with language in all content areas.
 - Quarterly walk through and coaching sessions with teachers
- Professional Learning for staff: Provide licensed staff with ongoing and research-based PD and coaching opportunities to develop teachers' knowledge of discourse structures, differentiated instruction, and testing strategies to help teachers design appropriate grade-level content-based lessons for ELL students, as well as training on the format of the WIDA Access test, to familiarize staff with student performance expectations.
- Implementing FLS and ACLE courses for ELL students grades 9-12. Students will focus on all four domains of language: speaking, listening, reading, and writing.

Foster/Homeless: The Title 1 Hope advocate on the school's campus will coordinate ongoing services and supports to monitor student attendance, in addition to academic and social/emotional progress.

Free and Reduced Lunch: Licensed staff will provide opportunities for after-school tutoring.

Migrant: Licensed staff will provide opportunities for after-school tutoring.

Racial/Ethnic Minorities: Utilize English Language Learner licensed staff to provide tiered interventions.

Students with IEPs: Special education teachers will participate in grade/subject-level specific professional learning community (PLC) meetings to analyze data, determine student's needs, and plan instruction and support.



Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	- Student Learning Goals - Classroom Observation Data - Teacher Evaluation Data	- District-wide survey data - Staff Development survey data - Administrator observation data	- Department Chair meeting notes - Staff meeting notes
	<i>Areas of Strength: The bell schedule was adjusted to allow time within the contract day to accommodate PLCs. Teachers meet for a minimum of 30 minutes each Wednesday after school.</i>		
	<i>Areas for Growth: Better structures need to be put into place for more effective use of PLC time. This time should be focused on goal setting, examining data, looking for trends, and developing plans to meet the goals.</i>		
Problem Statement	<i>There is a lack of time and structure for teachers to engage in Professional Learning Communities (PLC)</i>		
Critical Root Causes	<i>Teachers lack contractual time to participate in a variety of professional learning communities. There was a lack of a schoolwide data meeting structure.</i>		

Part B

Adult Learning Culture	
School Goal: All teachers will increase participation in PLCs from twice a month to participate in weekly data-driven PLCs to discuss how to meet all expectations for Tier I instruction and increase student engagement in content based on NVACs. Increase the number of PLC meetings that follow the common data meeting structure from 85% in school year 22/23 to 90% in school year 24/25 as measured by PLC meeting observations and review of the meeting structure form.	STIP Connection: Goal 2 - All students have access to effective educators
Improvement Strategy: All teachers will actively be engaged in effective Professional Learning Communities (PLCs) to implement the CCSD	



<i>Teaching and Learning Cycle during their instruction.</i>
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4
Intended Outcomes: <i>Teachers will utilize a schoolwide data meeting structure when engaging in PLCs with fidelity.</i>
Action Steps: • <i>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</i> • <i>Department chairs in each department will review the data provided by the various PLCs within their departments and disseminate that information to the administration</i> • <i>All teachers will participate in bi-weekly PLCs</i> • <i>All PLCs will utilize the schoolwide template for PLC planning that incorporates the CCSD Teaching and Learning Cycle</i> • <i>Administrators will utilize the CCSD Professional Learning Community Observation tool.</i>
Resources Needed: • <i>Paid time for licensed personnel</i> • <i>PLC training resources (train the trainers)</i>
Challenges to Tackle: • <i>Ability to meet frequently/regularly to make PLCs timely; the administration will increase the “set aside” time for PLCs to meet from one to two times per week.</i> • <i>Tracking of the PLC meeting structure form; The administration and Professional Development (PD) team will create an electronic form incorporating the components of the Teaching and Learning cycle.</i> • <i>Teacher buy-in and accountability for implementation of PLC; the administration will use the CCSD PLC look for form when observing PLCs.</i>
Improvement Strategy: <i>Provide additional paid time for teachers to engage in Professional Learning Communities.</i>
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4
Intended Outcomes: <i>Teachers increase the amount of time they spend in PLCs.</i>
Action Steps: • <i>Identify time in the day to implement (e.g., adjusted bell schedule, common preps, etc.)</i>
Resources Needed:



- *Dedicated funding*

Challenges to Tackle:

- *Buy-in of teachers to recognize the priority of quality PLCs; the administration will have two designated afternoons set aside for staff to meet in PLCs.*
- *Staff absence rates; PLC teams will continue to meet and complete PLC documentation forms, even when team members are absent.*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners:

- Review of Understanding Language Development (ULD Sessions) professional development that enriches teachers' skills in scaffolding differentiating lessons for ELL students that promotes student-to-student academic discourse.
 - By the end of the first semester of the 2024-25 school year, ULD extension sessions will be offered to teachers.
- Offer QTEL training to licensed staff (**17 spots available**) to enhance instruction and increase student engagement for ELL students.
- During Staff Development Day licensed staff will receive training on levels, needs, and strategies that support ELL students through a WIDA data dive session in September 2024, followed by coaching a small group of teachers using best EL practices.
 - Classroom observations identify implementation students engaged in reading, writing, speaking, and listening.
- Teachers will attend ULD and Qtel professional development opportunities to increase their knowledge of EL students and strategies that support the deep learning of language development.

Foster/Homeless: The Title 1 Hope advocate on the school's campus will coordinate ongoing services and supports to monitor student attendance, in addition to academic and social/emotional progress.

Free and Reduced Lunch: Licensed staff will provide opportunities for after-school tutoring.

Migrant: Licensed staff will provide opportunities for after-school tutoring.

Racial/Ethnic Minorities: Utilize English Language Learner licensed staff to provide tiered interventions.

Students with IEPs: Special education teachers will participate in grade/subject-level specific professional learning community (PLC) meetings to analyze data, determine student's needs, and plan instruction and support.



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	- Chronic absenteeism rate - Attendance - Panorama Survey results	- Daily staff attendance - District survey results - Department Chair meeting notes	- District survey results - SOT Agendas - Social Worker Feedback - School Climate Data
	<i>Areas of Strength: We made progress as demonstrated in the Spring survey results. Teachers are making efforts to greet students at the classroom door, monitor hallways during passing periods, and engage students in positive interactions.</i>		
	<i>Areas for Growth: Safety procedures impact students hanging out after school to get tutoring, make up tests, or attend clubs/athletic events. Clearing the campus and arranging for staff to meet students in the cafeteria cuts into tutoring time. Need a way to track what students are attending.</i>		
Problem Statement	<i>There is a significant percentage of students (79%) who felt only 'somewhat' to 'not at all connected' to the adults at Rancho High School based on Panorama Survey results.</i>		
Critical Root Causes	<i>Students do not have the advocacy skills to feel comfortable talking to adults. Teachers lack time to develop individual relationships with students.</i>		

Part B

Connectedness	
School Goal: Increase the percentage of all students who answer the question "How connected do you feel to the adults at your school?" with either "quite" or "extremely" from 18% (Spring 2024) to 30% (Spring 2025) as measured by the Panorama Education Survey.	STIP Connection: Goal 6 - All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated
Improvement Strategy: Provide time after school to meet with students and provide Tier 1 academic interventions and social/emotional support and connectedness; teachers will complete a clubs/activities/class help form or QR code for after-school activities.	



Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4
Intended Outcomes: <i>Students will build feelings of connectedness to teachers at school.</i>
Action Steps: • The administration will create a form/QR code for tracking of student involvement in after-school activities • Teachers and coaches will have all students sign in using the electronic form/QR code when staying after school • The administration will review the data from the electronic form/QR code on a trimester basis (fall, winter, spring) to determine if there is a correlation with the percentage of students feeling quite/extremely connected on the Panorama survey
Resources Needed: • Staff to review the data collected from the QR form in comparison to the Panorama survey, and determine if the percentage of students involved in after-school activities and those feeling connected correlate.
Challenges to Tackle: • Buy-in from staff; involve staff in providing feedback for adjustments from the use of the form.
Improvement Strategy: <i>Students will build feelings of connectedness to teachers at school.</i>
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 1-PBIS
Intended Outcomes: <i>Students will build advocacy and school-appropriate social skills to build positive relationships with adults.</i>
Action Steps: • Students completing the Panorama survey in the same class (e.g. math) for all 3 survey periods • Identify students in need from “hand raised” during Panorama survey • Share overall results from the Panorama survey with staff • From the students identified, determine what type of support is needed such as academic or mental health.
Resources Needed: • Dedicated personnel • Dedicated time • Funding for student success advocates and school social workers
Challenges to Tackle: • Coordinated time for implementation; the administration will set aside time for both school social workers and counselors to discuss trends they are seeing with the students. • Communicating with parents/guardians on how to support their students; staff under the umbrella of wraparound services will provide



written copies in either English or Spanish with ways to support the student immediately and longer-term.

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Engage families through the implementation of newsletters and activities providing information on topics related to students' social, academic, and language development.

- 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.
- 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.
- 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.

Foster/Homeless: *The Title 1 Hope advocate on the school's campus will coordinate ongoing services and supports to monitor student attendance, in addition to academic and social/emotional progress.*

Free and Reduced Lunch: *Potentially transportation for parents/guardian participation*

Migrant: *Mentors to support any transitional challenges*

Racial/Ethnic Minorities: *Support for students and families will be provided by student success advocates and school social workers.*

Students with IEPs: *Learning opportunities will be provided in the least restrictive environments to ensure students receive access to grade-level instruction with appropriate accommodations and modifications.*



COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
<i>General Fund</i>	<i>\$16,596,914.11</i>	<i>PLC Resources</i>	<i>Goal # 2</i>
<i>English Learners</i>	<i>\$1,638,778.13</i>	<i>Additional ELL Instructor(s)</i>	<i>Goal # 1</i>
<i>At-Risk</i>	<i>\$1,068,154.80</i>	<i>Additional Tutoring</i>	<i>Goal # 2</i>
<i>Title I</i>	<i>\$1,542,42.00</i>	<i>Staffing, Communities in Schools, AP Exam Fees, Dual Enrollment</i>	<i>Goal #1,2,3</i>
<i>Hope 2</i>	<i>\$68,000.00</i>	<i>Mentoring for Students</i>	<i>Goal # 3</i>