



## Clark County School District

# Green Valley High School

### School Performance Plan: A Roadmap to Success

*Green Valley 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 goals at the end of the year.*

**Principal:** Kent Roberts

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**Phone:** 702-799-0950

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

*Our SPP was last updated on 11/25/24.*



## 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/green\\_valley\\_high\\_school/2024/nspf](http://nevadareportcard.nv.gov/DI/nv/clark/green_valley_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
Kent Roberts	<b>Principal(s)</b> (required)
Heather Coleman	<b>Other School Leader(s)/Administrator(s)</b> (required)
Kelly Wagner, Tanner Hawkins, Melissa Cook, Harmony Neal	<b>Teacher(s)</b> (required)
Natalie Bluth	<b>Paraprofessional(s)</b> (required)
Amanda Ruth	<b>Parent(s)</b> (required)
Alisia Hawley	<b>Student(s)</b> (required for secondary schools)
	<b>Tribes/Tribal Orgs</b> (if present in community)
	<b>Specialized Instructional Support Personnel</b> (if appropriate)
*Add rows as needed	



## 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
<a href="#">SOT Information</a>		
DC Meetings	Spring/Fall 2024	Reviewed spring data with DCs. Reviewed action plan for a continuous improvement effort. Reviewed school goals and initial data concerning staff training and redesign of PLC protocols
Staff meetings, DC meetings, Student Surveys	August 7, 2024.	Students are not motivated to perform well on the ACT for various reasons. Some don't plan on going to college; some take it earlier than the CCSD date for college entrance/scholarship reasons, and some students plan to go straight to the workforce and don't see the importance of doing well on the test.



## 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, WIDA	Panorama Data	Approved instructional materials are aligned to standards.
	<i>Areas of Strength: Our WIDA results were strong for the 23-24 school year. However, our ACT data took a significant step backward in both ELA and Math.</i>		
	<i>Areas for Growth: ACT Math and ELA</i>		
Problem Statement	Our composite mean score dropped from 18.7 to 18.1, our average Math score dropped from 17.6 to 16.9, and our average ELA score dropped from 18.6 to 17.4.		
Critical Root Causes	Learning gaps from the pandemic continue to be an issue, especially in Math and ELA. Student motivation is also low.		

#### Part B

Student Success	
School Goal: The composite score on the ACT for Green Valley High School will rise from 18.1 (2024) to 18.6 (.5 points increase or more) in the Spring 2025 administration of the ACT.	Aligned to Nevada's STIP Goal: 3
Improvement Strategy: All teachers will examine the skills and concepts students are expected to know and be able to do; utilize common formative and summative assessments and learning tasks aligned to the standard(s) at the appropriate level of rigor to inform instruction and	



monitor students' learning; utilize evidence-based, scientifically researched Tier I instructional materials; establish a classroom environment with structured systems, procedures and routines; and purposefully plan instructional design and delivery while implementing school wide ACT instructional strategies. The school will also institute an incentive plan to motivate students to do well on the test.

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

**Intended Outcomes: Improve student performance on two main measures of academic performance.**

**Action Steps:**

- Teachers will include ACT prep strategies in daily instruction across all subjects (except for Physical Education and Performing Arts). Activities will include ACT-style questions in warm-up activities, written summaries, and exit tickets.
- Curriculum AP and Counseling DC will offer three ACT boot camps (November, December, and February) for all juniors to help them perform at their best.
- All teachers will use PLC time to develop Tier I and Tier II strategies monthly
- Admin will provide targeted training on using MAP Class Breakdown, Learning Continuum, and other key reports to identify students exhibiting learning deficiencies quarterly during SDD days.
- Teachers will work with their PLCs monthly to develop strategies to address common learning gaps.
- The administration will institute an incentive plan to increase student motivation in terms of their performance on the ACT.

**Resources Needed:**

- PLC time (monthly and on Staff Development Days) for teachers to analyze the results of daily ACT prep efforts and long-term strategies. Teachers also need time to develop activities to help students perform well on the ACT..
- Data from MAP growth assessments, summative assessments, and other schoolwide formative assessments (Provided by AARSI)

**Challenges to Tackle:**

- Some staff members may be reluctant to implement strategies learned during Professional Learning (PL) sessions; administration and strategists will model the use of PL strategies during monthly PLC's as documented by agenda items.
- Balancing pacing and students' readiness by improving Teacher Clarity strategies
- Lack of time for PLC; adjusted master schedule to allow for regular PLC to focus on Tier I instruction.

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



English Learners: All students Tier I supports and provide Tier II supports to groups of students as needed. Use of Exact Path on an individual basis to address identified deficiencies.

Foster/Homeless: All students Tier I supports and provide Tier II supports to groups of students as needed. Use of Exact Path on an individual basis to address identified deficiencies.

Free and Reduced Lunch: All students Tier I supports and provide Tier II supports to groups of students as needed. Use of Exact Path on an individual basis to address identified deficiencies.

Migrant: NA

Racial/Ethnic Minorities: All students Tier I supports and provide Tier II supports to groups of students as needed. Use of Exact Path on an individual basis to address identified deficiencies.

Students with IEPs: All students Tier I supports and provide Tier II supports to groups of students as needed. Use of Exact Path on an individual basis to address identified deficiencies.

## Inquiry Area 2 - Adult Learning Culture

### Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	ACT, WIDAAGP, MAP, PSAT	Admin redelivering the Teaching and Learning Cycle to focus on teaching and learning, establishing high-quality, standards-based Tier I instruction	Training on refined procedures and protocols implemented to refocus PLCs on creating and monitoring Tier 1 instruction in line with the PLC+ format
	Areas of Strength: PLC protocols are being revisited and augmented utilizing the PLC+ design;		



	Areas for Growth: Teachers need time during their PLCs to focus on teaching and learning and establish high-quality, standards-based Tier I instruction.
<b>Problem Statement</b>	Teachers are not consistently utilizing formative data to make instructional decisions. Teachers need more time in their PLCs and on Staff Development Days to analyze student performance data to plan to respond to all students' learning needs through reteaching and/or extending learning opportunities.
<b>Critical Root Causes</b>	Teachers have the knowledge and skill to deliver ACT prep material to students. However, they need time to develop lessons that more fully convey this content. Student motivation is also a factor in the drop in ACT scores. Therefore, the administration will implement an incentive program to address this issue.

## Part B

Adult Learning Culture	
<b>School Goal:</b> To increase the mean composite score from 18.1 to 18.6 by 2025, as measured by the ACT, all teachers will engage in effective Professional Learning Communities (PLC) to plan instruction, analyze specific student performance data, and determine how to respond to instruction. 2023-2024 (100% attendance goal). 2024-2025 (100% attendance goal with growth in the data analysis area). Data analysis will be a required component of all PLCs.	<b>STIP Connection:</b> All students have access to effective educators (STIP#3)
<b>Improvement Strategy:</b> Teachers will receive PL regarding the 2024-2025 pacing guides for each content area, as well as continued training on the analysis and use of data to drive instructional decisions, particularly regarding MAP and CERT data. <b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3	
<b>Intended Outcomes:</b>	
<b>Action Steps:</b> <ul style="list-style-type: none"> <li>• Department chairs will provide Professional Learning monthly to teachers about the form/content of the test.</li> <li>• All teachers will use PLC time monthly to develop Tier I and Tier II strategies for students.</li> <li>• Teachers will incorporate ACT strategies in their weekly lessons</li> <li>• DC's and teachers will provide targeted instruction to students identified as "at-risk" during monthly PLC's</li> </ul>	



- The administration will implement an incentive program to address low student motivation regarding the ACT.

**Resources Needed: Funds to pay for incentives.**

- Tutors to provide Tier II interventions to students identified as at-risk.
- Data from MAP growth assessments, summative assessments, and other schoolwide formative assessments (Provided by AARSI).

**Challenges to Tackle:**

- Insufficient funding and resources; allocate Strategic Budget to provide funding for “studies” classes for at risk students.

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

English Learners: Strategies and practice for ELL will be highlighted and plans made for Tier II intervention. ELL students who have not exited from the program due to low WIDA scores will be placed in Academic Content Language Expansion (ACLE) classes to help them acquire English skills as well as the content in the English classes.

Foster/Homeless: Strategies and practices for homeless and students in the foster system will be highlighted, and plans made for Tier II intervention. Use of Exact Path on an individual basis to address identified deficiencies.

Free and Reduced Lunch: Strategies and practices for students who receive free and reduced lunch will be highlighted, and plans made for Tier II intervention. Use of Exact Path on an individual basis to address identified deficiencies.

Migrant: NA

Racial/Ethnic Minorities: Strategies and practices for our campus racial and ethnic minorities will be highlighted, and plans made for Tier II intervention. Master Schedule provides Life Strategy class by HQ teacher to deliver Tier II instruction for struggling students. Use of Exact Path on an individual basis to address identified deficiencies.

Students with IEPs: Strategies and practices for students with special education needs will be highlighted, and plans made for Tier II intervention. Use of Exact Path weekly to address identified deficiencies. Master Schedule provides “studies” class by HQ Special Education teacher to deliver Tier II instruction for struggling students. Use of Exact Path on an individual basis to address identified deficiencies.





## Inquiry Area 3 - Connectedness

### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
<b>Data Reviewed</b>	<i>District Survey, Focus ED</i>	Administrators, registrar, counselors, and Social Workers track unsuccessful transfers and conduct outreach to find students who may have enrolled in other locations. An on-site attendance officer is utilized to track down chronically absent students.	An on-site attendance officer is utilized to track down chronically absent students. A Social Worker is hired to serve as a community liaison and share community resources with families.
	<i>Areas of Strength: GV participates well in after-school activities relative to other high schools in the district.</i>		
	<i>Areas for Growth: We need more students to participate in after-school activities. Research shows that students who play sports, join clubs, etc., feel more connected to school and are less likely to experience anxiety, depression, etc.</i>		
<b>Problem Statement</b>	We need more students to connect to school via athletics, activities, clubs, etc.		
<b>Critical Root Causes</b>	As a result of the pandemic, when many students were forced to stay home, they became heavily reliant on artificial means of social interaction, such as social media. They mistake this type of interaction for healthier forms of interaction.		

### Part B

Connectedness	
<b>School Goal:</b> In 2023-2024 59% of the students at GV participated in either a sport, club, activity or both. Our goal is to improve student connectedness by raising this number to 64% during the 24-25 school year.	<b>STIP Connection:</b> School staff will work to recruit more students to participate in activities that are likely to lead to feelings of increased connectivity with the school.
<b>Improvement Strategy:</b>	



<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3
<b>Intended Outcomes:</b> Reduce the % of students that feel lessons as presented lack engagement.
<b>Action Steps:</b> <ul style="list-style-type: none"><li>• School staff will work to identify recruitment strategies likely to increase students' participation in activities that increase their feelings of connection with the school.</li><li>• Daily mandatory Freshman Studies class. AVID and SEL curriculum. Focus on Tier I and Tier II strategies.</li></ul>
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>• Time during PLCs and other professional times for teachers to develop strategies around recruitment for after-school activities.</li></ul>
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>• Staff time and interest level in creating new club opportunities. Many staff members want to be compensated for all their time on campus.</li></ul>
<b>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</b>
English Learners: All students have equal access to Tier I and Tier II supports as needed.
Foster/Homeless: All students have equal access to Tier I and Tier II support as needed.
Free and Reduced Lunch: All students have equal access to Tier I and Tier II supports as needed.
Migrant: NA
Racial/Ethnic Minorities: All students have equal access to Tier I and Tier II supports as needed.
Students with IEPs: All students have equal access to Tier I and Tier II supports as needed.



## 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)
Strategic Budget	\$20,000.00	Student Incentives for ACT	All
EL Instruction Pathway	\$9702.00	ELL student supports PREP buy, FLS curriculum—staff training on using WIDA Can-Do descriptors when designing instruction.	Tier I alignment. Inquiry Area 1 & 2 Goals