

Clark County School District

Green Valley HS

2025-2026 School Improvement Plan



Mission Statement

Green Valley High School will ensure the opportunity for excellence of the whole individual through an educational environment which encourages achievement, creativity, intellectual curiosity, and social and global responsibility.

Vision

Green Valley High School's vision is to develop creative, intellectually capable young people who will contribute wisdom, compassion, and leadership to a global society.

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/green_valley_high_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

ACT exams are administered on campus in a highly organized and efficient manner. All students are properly accounted for, testing materials and equipment are securely managed, and the overall process runs smoothly and according to established protocols.

Student Success Areas for Growth

Although English continues to yield higher scores than Math, both subjects have been identified as areas in need of growth. The percentage of students proficient in Math declined from 19.9% in the 2022–2023 school year to 15.7% in 2023–2024. Similarly, English proficiency dropped from 56.2% to 49.7% over the same period. Data for the 2024–2025 school year has not yet been received.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Students with limited English proficiency struggle with full comprehension of questions being asked on the ACT.	ACLE courses added to master schedule to assist LEP students with language and content acquisition.
Free and Reduced Lunch	Lower academic confidence in standardized testing has become a challenge. This increases test anxiety and decreases self-esteem.	Tier I supports are provided to all students, while Tier II supports are implemented for specific groups based on identified needs.

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Lower academic confidence in standardized testing has become a challenge. This increases test anxiety and decreases self-esteem.	Tier I supports are provided to all students, while Tier II supports are implemented for specific groups based on identified needs.
Students with IEPs	Students who are reading below 11th grade, struggle with full comprehension of questions being asked on the ACT.	Tier I supports are provided to all students, while Tier II supports are implemented for specific groups based on identified needs.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Despite ongoing efforts to support college readiness, the current average ACT Composite Score of 18.1 (2024-2025 baseline) falls below the college readiness benchmark and indicates a need for stronger academic preparation.

Critical Root Cause: Many of our students missed out on direct instruction during their late elementary school years, leaving them with gaps in areas such as basic computing.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Professional Learning Communities (PLCs) remain a key priority. All staff members are aware of the established meeting schedule, which is consistently followed throughout the school year. PLC meetings are well-organized and run efficiently, with department chairs providing effective leadership and structure.

Adult Learning Culture Areas for Growth

While PLCs are regularly scheduled and consistently attended throughout the school year, a key area for improvement is the use of data analysis. Strengthening this focus will enhance the ability to identify student learning gaps, directly support achievement, and guide the implementation of targeted interventions for struggling learners.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Student engagement continues to be an area of concern, particularly when students encounter material they find difficult to understand or irrelevant.	Student engagement discussions and strategies will be added to all PLC agendas.
Free and Reduced Lunch	Student engagement continues to be an area of concern, particularly when students encounter material they find difficult to understand or irrelevant.	Student engagement discussions and strategies will be added to all PLC agendas.
Racial/Ethnic Minorities	Student engagement continues to be an area of concern, particularly when students encounter material they find difficult to understand or irrelevant.	Student engagement discussions and strategies will be added to all PLC agendas.
Students with IEPs	Student engagement continues to be an area of concern, particularly when students encounter material they find difficult to understand or irrelevant.	Student engagement discussions and strategies will be added to all PLC agendas.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Teachers are not consistently using formative assessment data to inform instructional decisions. To address this, additional time during PLC meetings and Staff Development Days is needed for collaborative analysis of student performance data. This time will support intentional planning to meet the diverse learning needs of all students through targeted reteaching and/or enrichment opportunities.

Critical Root Cause: Lack of training on how to analyze data.

Connectedness

Connectedness Areas of Strength

Students are well-informed about behavior expectations and the consequences for not meeting them. Families are also regularly updated throughout the school year regarding school policies and procedures to ensure consistent communication and support.

Connectedness Areas for Growth

An area that will continue to be focused on for growth is having proactive conversations about behavior to help decrease the amount of suspensions and expulsions.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	EL students may struggle to fully understand behavior expectations, school policies, and disciplinary procedures due to language barriers.	Ensure all communication regarding behavior policies and procedures, as well as attendance expectations, are sent in English and Spanish.
Free and Reduced Lunch	Economic hardship often results in increased stress, anxiety, and trauma, which can manifest in behaviors leading to higher suspension and expulsion rates.	Have proactive conversations about behavior with students to help decrease the amount of suspensions and expulsions.
Racial/Ethnic Minorities	A disconnect between students’ cultural backgrounds and school expectations can increase behavioral challenges.	Encourage staff to learn more about student backgrounds. Provide resources and strategies to assist.
Students with IEPs	Students with IEP's may struggle to fully understand behavior expectations, school policies, and disciplinary procedures.	Ensure case managers having ongoing communications with families regarding behavior expectations.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Current behavior and attendance data show significant disparities and areas of concern impacting student success and equity. Black/African American students experience disproportionately high suspension and expulsion rates, contributing to missed instructional time and negative long-term outcomes. Additionally, chronic absenteeism remains high across the student body, with 29.8% of all students and 17.5% of students in the MDP subgroup chronically absent as of Spring 2025.

Critical Root Cause: Limited targeted, data-driven interventions and culturally responsive supports.

Priority Problem Statements

Problem Statement 1: Teachers are not consistently using formative assessment data to inform instructional decisions. To address this, additional time during PLC meetings and Staff Development Days is needed for collaborative analysis of student performance data. This time will support intentional planning to meet the diverse learning needs of all students through targeted reteaching and/or enrichment opportunities.

Critical Root Cause 1: Lack of training on how to analyze data.

Problem Statement 1 Areas: Adult Learning Culture

Problem Statement 2: Current behavior and attendance data show significant disparities and areas of concern impacting student success and equity. Black/African American students experience disproportionately high suspension and expulsion rates, contributing to missed instructional time and negative long-term outcomes. Additionally, chronic absenteeism remains high across the student body, with 29.8% of all students and 17.5% of students in the MDP subgroup chronically absent as of Spring 2025.

Critical Root Cause 2: Limited targeted, data-driven interventions and culturally responsive supports.

Problem Statement 2 Areas: Connectedness

Problem Statement 3: Despite ongoing efforts to support college readiness, the current average ACT Composite Score of 18.1 (2024-2025 baseline) falls below the college readiness benchmark and indicates a need for stronger academic preparation.

Critical Root Cause 3: Many of our students missed out on direct instruction during their late elementary school years, leaving them with gaps in areas such as basic computing.

Problem Statement 3 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- CCR Participation data
- College and career readiness data
- Credit Sufficiency/Deficiency/Retrieval data
- Curriculum Based Measures
- Grades
- Graduation rates/GED/HiSET data
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- SAT, ACT, PSAT or ASPIRE
- Student Climate Survey, Student Voice
- Student failure and/or retention rates
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Alternate ACCESS (WAA)
- WIDA Screener

Adult Learning Culture

- Coaching Logs
- Communications data
- Equity data
- Lesson Plans
- Master schedule
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- School leadership data
- Staff surveys and/or other feedback
- Student Climate Survey
- Walk-through data
- Other

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback

- Perception/survey data
- School safety data
- Social Emotional Learning Data
- Volunteer opportunities, attendance, and participation

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: By the end of the 2025-2026 school year, the average ACT Composite Score will increase from 18.1 (2024-2025 baseline) to at least 18.6, through the implementation of targeted instructional strategies, ACT preparation programs, and academic interventions.

Aligns with District Goal

Formative Measures: FocusEd

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: 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.				Status Check		EOY Reflection
				Oct	Feb	June
				In progress	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Teachers will include ACT prep strategies in daily instruction across all subjects (except for Physical Education and Performing Arts).	Administration; Teachers; Counselors	August-May			
2	Activities will include ACT-style questions in warm-up activities, written summaries, and exit tickets.	Administration; Teachers; Counselors	August-May			
3	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.	Administration; Teachers; Counselors	August-May			
4	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.	Administration; Teachers; Counselors	August-May			
5	Teachers will work with their PLCs monthly to develop strategies to address common learning gaps.	Administration; Teachers; Counselors	August-May			
6	The administration will institute an incentive plan to increase student motivation in terms of their performance on the ACT.	Administration; Teachers; Counselors	August-May			
Position Responsible: Administration Resources Needed: ACT and FocusEd Data Evidence Level Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Despite ongoing efforts to support college readiness, the current average ACT Composite Score of 18.1 (2024-2025 baseline) falls below the college readiness benchmark and indicates a need for stronger academic preparation. Critical Root Cause: Many of our students missed out on direct instruction during their late elementary school years, leaving them with gaps in areas such as basic computing.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the 2025-2026 school year, 100% of licensed staff will actively participate in high-functioning Professional Learning Communities (PLCs), as evidenced by meeting agendas, collaborative lesson planning, data-driven instructional adjustments, and peer feedback. This will directly support improved teaching practices and student achievement. There will also be a minimum 2% increase from the 2024-2025 school year in the Necessary Differentiation is Observed (67% baseline) and the Teacher and Student Interact with Learning Intention (66% baseline) metrics as seen in FocusEd.

Aligns with District Goal

Formative Measures: FocusEd

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Teacher Supports including Tier I Instruction strategies and interventions using CCSD Teaching and Learning materials.				Status Check		EOY Reflection
				Oct	Feb	June
				In progress	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Department chairs will provide Professional Learning monthly to teachers about the form/content of the test.	Administration; Department Chairs	August - May			
2	All teachers will use PLC time monthly to develop Tier I and Tier II strategies for students.	Administration; Department Chairs; Teachers	August - May			
3	Department Chairs and teachers will provide targeted instruction to students identified as "at-risk" during monthly PLC's	Administration; Department Chairs	August - May			
4	Administration will provide guidance and resources on differentiation and student engagement during monthly staff meetings.	Administration	August - May			
Position Responsible: Administration						
Resources Needed: Tiered Fidelity Tier 1 and Tier 2 Strategies						
Evidence Level Level 2: Moderate: Structured PLC Time; Quality Tier 1 Instruction						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: Teachers are not consistently using formative assessment data to inform instructional decisions. To address this, additional time during PLC meetings and Staff Development Days is needed for collaborative analysis of student performance data. This time will support intentional planning to meet the diverse learning needs of all students through targeted reteaching and/or enrichment opportunities. **Critical Root Cause:** Lack of training on how to analyze data.

Inquiry Area 3: Connectedness

SMART Goal 1: Reduce the suspension rate for Black/African American students from 27.9% to 17.9% during the 2025-2026 school year, as measured by school-wide behavior data.

Reduce the expulsion rate for Black/African American students from 52.2% to 42.2% during the 2025-2026 school year, as measured by school-wide behavior data.

Aligns with District Goal

Formative Measures: FocusEd

Improvement Strategy 1 Details					Reviews																										
Improvement Strategy 1: Strengthen Tier I Positive Behavioral Interventions and Supports (PBIS) by identifying necessary action steps based on the results of the Tiered Fidelity Inventory (TFI) 3.0. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Administer TFI 3.0 to obtain baseline data.</td><td>Administration</td><td>Fall (September 2025)</td></tr><tr><td>2</td><td>Based on the results of the TFI, prioritize one to three items for implementation focus.</td><td>Administration</td><td>Ongoing (September - December 2025)</td></tr><tr><td>3</td><td>Administer the TFI 3.0, focused on the prioritized implementation items to monitor progress.</td><td>Administration</td><td>Winter (January 2026)</td></tr><tr><td>4</td><td>Continue to work on strengthening Tier I PBIS implementation.</td><td>Administration</td><td>Ongoing (January - May 2026)</td></tr><tr><td>5</td><td>Administer the TFI 3.0, focused on the prioritized implementation items to monitor progress.</td><td>Administration</td><td>Spring (May) 2026</td></tr></table> Position Responsible: PBIS Leadership Team; Administration Resources Needed: PBIS Leadership Team (administrator, teacher, student(s), community partners) TFI 3.0 data Evidence Level Level 1: Strong: PBIS Problem Statements/Critical Root Cause: Connectedness 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Administer TFI 3.0 to obtain baseline data.	Administration	Fall (September 2025)	2	Based on the results of the TFI, prioritize one to three items for implementation focus.	Administration	Ongoing (September - December 2025)	3	Administer the TFI 3.0, focused on the prioritized implementation items to monitor progress.	Administration	Winter (January 2026)	4	Continue to work on strengthening Tier I PBIS implementation.	Administration	Ongoing (January - May 2026)	5	Administer the TFI 3.0, focused on the prioritized implementation items to monitor progress.	Administration	Spring (May) 2026	Status Check		EOY Reflection
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Oct	Feb	June																													
In progress	No review																														

SMART Goal 1 Problem Statements:

Connectedness

Problem Statement 1: Current behavior and attendance data show significant disparities and areas of concern impacting student success and equity. Black/African American students experience disproportionately high suspension and expulsion rates, contributing to missed instructional time and negative long-term outcomes. Additionally, chronic absenteeism remains high across the student body, with 29.8% of all students and 17.5% of students in the MDP subgroup chronically absent as of Spring 2025. **Critical Root Cause:** Limited targeted, data-driven interventions and culturally responsive supports.

Inquiry Area 3: Connectedness

SMART Goal 2: Reduce the percent of all students chronically absent from 29.8%/17.5% MDP (Spring 2025) to 25% / 15MDP% by (Spring 2026), as measured by CCSD FocusED.

Aligns with District Goal

Formative Measures: FocusEd

Improvement Strategy 1 Details				Reviews																		
Improvement Strategy 1: Develop and maintain an attendance criteria in accordance with Policy 6120 for CCSD schools. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Use of Infinite Campus Reporting</td><td>Administration</td><td>August-May</td></tr><tr><td>2</td><td>Continue to track and monitor students</td><td>Administration and Teachers</td><td>August-May</td></tr><tr><td>3</td><td>Utilize Truancy Officer to visit homes when needed.</td><td>Truancy Officer</td><td>August-May</td></tr></table> Position Responsible: Administration Resources Needed: Infinite Campus; CCSD Transportation Evidence Level Level 2: Moderate: Structured practices Problem Statements/Critical Root Cause: Connectedness 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Use of Infinite Campus Reporting	Administration	August-May	2	Continue to track and monitor students	Administration and Teachers	August-May	3	Utilize Truancy Officer to visit homes when needed.	Truancy Officer	August-May	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline															
				1	Use of Infinite Campus Reporting	Administration	August-May															
				2	Continue to track and monitor students	Administration and Teachers	August-May															
3	Utilize Truancy Officer to visit homes when needed.	Truancy Officer	August-May																			
Oct	Feb	June																				
No review	No review																					

SMART Goal 2 Problem Statements:

Connectedness
Problem Statement 1: Current behavior and attendance data show significant disparities and areas of concern impacting student success and equity. Black/African American students experience disproportionately high suspension and expulsion rates, contributing to missed instructional time and negative long-term outcomes. Additionally, chronic absenteeism remains high across the student body, with 29.8% of all students and 17.5% of students in the MDP subgroup chronically absent as of Spring 2025. Critical Root Cause: Limited targeted, data-driven interventions and culturally responsive supports.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

Although we have a relatively small (compared to other HS in CCSD) number of Title 1 students, we do have a counselor who is assigned to support those students in whatever ways necessary. We also have a school social worker who supports the needs of these students as well.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

Staff input gathered via department meetings and via informal conversations. Parents and community members are welcome to attend monthly PAC and SOT meetings where they can give input into these processes.

2.2: Regular monitoring and revision

This plan is reviewed periodically to determine if revisions need to be made.

2.3: Available to parents and community in an understandable format and language

Our School Improvement Plan is available for anyone to review by navigating to our school's web page.

2.4: Opportunities for all children to meet State standards

We do not receive Title 1 funds.

2.5: Increased learning time and well-rounded education

We do not receive Title 1 funds.

2.6: Address needs of all students, particularly at-risk

We do not receive Title 1 funds.

3.1: Annually evaluate the schoolwide plan

Data regarding our SMART goals is reviewed at the end of the year. Revisions are made to the plan based a review of our data.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

Posted on our website.

4.2: Offer flexible number of parent involvement meetings

PAC meetings are held at 9AM once per month. SOT meetings are held at 3PM once per month.

5.1: Determine which students will be served by following local policy

N/A

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$13,414,900	Properly staff school to carry out overall mission	Goal 1, 2 & 3
At-Risk Weighted Allocation	\$1,260,185	To reduce class sizes across school to ensure academic achievement opportunities for all students.	Goal 1, 2 & 3
EL Weighted Allocation	\$508,878	To reduce class sizes across school to ensure academic achievement opportunities for all students.	Goal 1, 2 & 3
General Carry Forward	\$105,727	To further enhance equitable academic opportunities for all students.	Goal 1, 2 & 3
At-Risk Weighted Carry Forward	\$118,681	To provide additional curriculum supports for students with a demonstrated past of academic difficulties.	Goal 1, 2 & 3
EL Weighted Carry Forward	\$15,507	To reduce class sizes across school to ensure academic achievement opportunities for all students.	Goal 1, 2 & 3

School Continuous Improvement Team

Team Role	Name	Position
Student	Alisia Hawley	Student
Parent	Amanda Ruth	Community Member
Teacher	Harmony Neal	Staff
Teacher	Melissa Cook	Staff
Teacher	Tanner Hawkins	Staff
Teacher	Kelly Wagner	Staff
CI Team Lead	Christine Dzarnoski	Assistant Principal
Required	Kent Roberts	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
SOT Meeting	May 2025	End of year reflection
Newcomer Orientation	August 2025	
Open House	August 2025	