

Clark County School District
Green Valley HS
2025-2026 Status Checks with Notes



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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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
<p>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.</p> <p>Position Responsible: Administration Resources Needed: ACT and FocusEd Data</p> <p>Evidence Level</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned The CIP team shared that the importance of addressing areas of challenge earlier in the year rather than waiting until test scores are received. Placing greater emphasis on these areas proactively can lead to stronger outcomes overall. The team also recognized the need to treat all testing opportunities as high-stakes assessments so that students understand their importance and approach state testing with greater seriousness. Additionally, establishing and maintaining effective classroom routines is critical for creating a productive learning environment. Finally, the team emphasized that ACT preparation should begin well before 11th grade, with a focus on building skills across all grade levels to ensure students are well-prepared by the time they take the exam.</p> <p>October Next Steps/Need Next steps include aligning academic and behavioral data to identify potential connections between the two and better understand their impact on student performance. The team also plans to provide additional support focused on developing test-taking skills to help students perform more confidently and effectively during assessments. In addition, collaboration with feeder middle schools will be prioritized to ensure greater alignment between middle and high school curricula. This will involve reviewing the skills taught prior to high school and offering feedback on any gaps or areas needing reinforcement</p>

to support a smoother academic transition for students.

Feb: In progress

February Lessons Learned

Winter Data Review

As of 2/27/26, GV has a total of 630 Juniors. 99% of those Juniors have completed their ACT exams. Prior to 2/27/26, two weekend bootcamps were offered through Tutors Across America and a total of 111 students participated. Two additional bootcamps were provided during the school day through Excel Academy. All Juniors were required to participate.

During the January review, the CIP team discussed that the implementation of Excel Academy did not meet expectations. Although students completed pre- and posttests, delays in access to test banks and the limited design of practice assessments reduced effectiveness and may have resulted in inflated scores. Additionally, increasing student engagement and investment in ACT performance remains a challenge. The team is considering reintroducing ACT incentives while also exploring additional strategies to improve student buy-in.

February Next Steps/Need

Next steps include identifying instructional gaps earlier through regular data reviews, reinforcing consistent classroom routines, and treating all assessments as high-stakes to improve student focus and performance. ACT preparation will be strengthened by embedding skill development across grade levels and increasing student investment through goal-setting and incentives. The use of Excel Academy will be reevaluated to ensure assessments are aligned, sufficiently rigorous, and ready for effective implementation.

June: Continue

June Lessons Learned

Spring Data Review

As of May 21, 2026, 65.9% of juniors were identified as proficient in ELA, while 24.2% demonstrated proficiency in math. On May 13, 2026, ACT, Inc. notified schools that an error occurred during the scoring process for assessments. As a result, student assessments will be re-scored. Composite scores are expected to either increase or remain unchanged; scores will not decrease.

During the May review, the CIP discussed the effectiveness of

Excel Academy and the Tutors Across America ACT Boot Camp. Overall feedback was positive, and improvements in student scores were observed. Both programs will continue to be utilized during the 2026-2027 school year, with minor adjustments made to scheduling logistics.

June Next Steps/Need

Next steps include analyzing the updated ACT data once corrected scores are received and determining whether instructional groupings should be adjusted. Scheduling will also be modified to one class period instead of two.

Additionally, students will likely complete supplemental online coursework following the pre-assessment to further support test preparation.

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
<p>Improvement Strategy 1: Teacher Supports including Tier I Instruction strategies and interventions using CCSD Teaching and Learning materials.</p> <p>Position Responsible: Administration</p> <p>Resources Needed: Tiered Fidelity Tier 1 and Tier 2 Strategies</p> <p>Evidence Level Level 2: Moderate: Structured PLC Time; Quality Tier 1 Instruction</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned The CI Team discussed the ongoing challenge of staff attendance at PLCs. Although PLCs are scheduled once a month, some staff members are unable to attend due to absences or because they participate in multiple PLCs. The team emphasized the importance of consistent participation to ensure meaningful collaboration and data-driven decision-making. Additionally, a discussion was held on the need to accurately identify students performing in low-achieving areas to enhance the effectiveness of data analysis and better target instructional support.</p> <p>October Next Steps/Need Moving forward, the team identified the need to increase staff awareness of the importance of PLCs and their role in improving student outcomes. Continued guidance will be provided to ensure PLCs remain focused on meaningful instructional goals and data-driven discussions. Additionally, refining the process for identifying students in low-achieving areas will be a key priority to better target interventions and support student growth effectively.</p> <p>Feb: In progress</p> <p>February Lessons Learned Winter Data Review: As of 2/27/26, 40% of classrooms visited had differentiation observed and 76% of classrooms observed had Teacher and Student Interact with Learning Intention.</p>

The CI Team acknowledged challenges with consistent participation and scheduling, as many PLC conversations are occurring informally and not always with full team involvement. Additional time and guidance will be provided to support more structured PLC meetings, promote shared best practices, and encourage collective responsibility.

February Next Steps/Need

Action steps include providing clearer expectations and support around the purpose and structure of PLCs, scheduling dedicated time to increase full staff participation, and creating opportunities for teams to share best practices.

June: Continue

June Lessons Learned

Spring Data Review:

As of 5/21/26, 40% of classrooms visited had differentiation observed and 73.2% of classrooms observed had Teacher and Student Interact with Learning Intention.

During the May meeting, the CI Team discussed continuing to focus on making improvements within their PLC that include team participation, data review and discussions about best practices.

June Next Steps/Need

Action steps include planning for the upcoming school year and including training during the beginning of the year that involves PLC support.

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
<p>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.</p> <p>Position Responsible: PBIS Leadership Team; Administration</p> <p>Resources Needed: PBIS Leadership Team (administrator, teacher, student(s), community partners) TFI 3.0 data</p> <p>Evidence Level Level 1: Strong: PBIS</p> <p>Problem Statements/Critical Root Cause: Connectedness 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned The CI Team discussed the behavioral challenges experienced at the beginning of the year and the steps taken to address them. Consequences are issued based on specific behaviors that violate school policies and the CCSD Code of Conduct, without consideration of race, gender, grade level, or any other demographic factor. The team also examined the recent increase in suspensions, noting that this trend may be connected to adjustments made to the tardy policy. Additionally, concerns were raised regarding the rise in student absences, highlighting the need for continued monitoring and support to promote positive behavior and consistent attendance.</p> <p>October Next Steps/Need Moving forward, the team identified the need to increase student awareness of school policies and emphasize the importance of regular attendance. To support this goal, the team discussed implementing grade checks for 9th-grade students or developing a system that promotes improved attendance through positive reinforcement. Integrating these efforts with the PBIS framework would help encourage responsible behavior and consistent engagement, fostering a stronger connection between academic success and attendance.</p> <p>Feb: In progress</p> <p>February Lessons Learned</p>

Winter Data Review:

Suspensions -

Now: 23.2% of 1,438 students suspended up until 2/27/26 were Black/African American.

Winter 2025: 25.7% of 1,015 students that were suspended during the first semester were Black/African American.

Expulsions-

Now: 12.7% of 16 students that were expelled up until 2/27/26 were Black/African American.

Winter 2025: 14.3% of 14 students that were expelled during the first semester were Black/African American.

Behavior concerns continue to be an area of focus; however, data indicates a decrease in suspensions and expulsions among Black students. The team emphasized the need for greater consistency in enforcing the dress code across all classrooms, with a suggestion to implement random dress code checks by administration. Additionally, the team discussed the launch of a "Fight Club" program for high-risk students, providing a structured setting to discuss conflict resolution and develop strategies for managing challenging situations.

February Next Steps/Need

Next steps include continuing to monitor behavioral data to ensure trends in suspensions and expulsions remain equitable, while reinforcing consistent dress code expectations across all classrooms. Administration will look at implementing random dress code checks to support consistency, and the "Fight Club" program will be launched for high-risk students to build conflict resolution skills. Staff will receive ongoing guidance and collaboration opportunities to maintain consistent behavior management practices and promote a positive, safe school environment.

June: Continue

June Lessons Learned

Spring Data Review:

Suspensions -

Now: 36.2% of 2,711 students suspended up until 5/22/26 were Black/African American.

Spring 2025: 26.5% of 1,012 students that were suspended during the school year were Black/African American.

Expulsions-

Now: 42.3% of 26 students that were expelled up until 5/22/26 were Black/African American.

Spring 2025: 52.2% of 23 students that were expelled during the first semester were Black/African American.

Proactive approaches will be a focus for the upcoming school year. This will include building stronger connections with students, implementing a mentor program with administration for students identified as having aggressive behavior or fighting incidents during the 2025-2026 school year and an increased focus on consistency with school-wide policies.

June Next Steps/Need

Next steps include preparation for the 2026-2027 school year. An audit of our incoming 9th graders will be completed by administration, mentor groups will be determined and organization of the "Fight Club" program will take place. When staff return in August, they will receive training and guidance to assist with maintaining consistent behavior management practices and promotion of a positive, safe school environment.

Inquiry Area 3: Connectedness

SMART Goal 2: Reduce the percent of all students chronically absent from 27.3%/17.5% MDP (Spring 2025) to 25% / 15% MDP by (Spring 2026), as measured by CCSD FocusED.

Aligns with District Goal

Formative Measures: FocusEd

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: Develop and maintain an attendance criteria in accordance with Policy 6120 for CCSD schools.</p> <p>Position Responsible: Administration</p> <p>Resources Needed: Infinite Campus; CCSD Transportation</p> <p>Evidence Level Level 2: Moderate: Structured practices</p> <p>Problem Statements/Critical Root Cause: Connectedness 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned In Progress</p> <p>October Next Steps/Need In Progress</p> <p>Feb: In progress</p> <p>February Lessons Learned Winter Data Review - 27.5% (Federal Rules)/ 24.6% (MDP) as measured by CCSD FocusED.</p> <p>February Next Steps/Need Running IC Reports on a continual basis to monitor students. COSA Meetings with students placed on probation in January to discuss attendance and grades. Issuing bus passes to those that are eligible and that are struggling to get to school. Building positive relationships with students and families. Possible attendance recognition Communication with families about the importance of attending school regularly Counseling support when needed Referring students to school assigned Social Worker when needed.</p> <p>June: Continue</p> <p>June Lessons Learned Spring Data Review - 25.8% (Federal Rules)/ 22.1% (MDP) as measured by CCSD FocusED.</p> <p>June Next Steps/Need</p>

Next steps include continuation of the February "next steps/ need" as they were successful steps taken to decrease the chronic absenteeism rate for the 2025-2026 school year.

Running IC Reports on a continual basis to monitor students.
COSA Meetings with students placed on probation in January to discuss attendance and grades.

Issuing bus passes to those that are eligible and that are struggling to get to school.

Building positive relationships with students and families.

Possible attendance recognition

Communication with families about the importance of attending school regularly

Counseling support when needed

Referring students to school assigned Social Worker when needed.