Clark County School District

Green Valley HS

2026-2027 School Improvement Plan

Accreditation Status
Accredited

Classification: 4 Star School

District Approval Date: October 22, 2026

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

Spring 2026 MAP data indicates that 27% of 9th- and 10th-grade students assessed in Math demonstrated proficiency, while 60% demonstrated proficiency in Reading. Compared to Spring 2025, Math proficiency declined by 9 percentage points (36% to 27%), while Reading proficiency increased by 18 percentage points (42% to 60%). These results indicate a need for continued focus on improving mathematics achievement while building upon the gains made in reading proficiency. ACT data for the 2025–2026 school year has not yet been finalized. Once finalized, ACT results will be reviewed alongside MAP data to provide a more comprehensive picture of student achievement and growth.

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.

Student Group	Challenge	Solution
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.
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. Data for the 2025-2026 school year has not been finalized.
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 1: Student Success

SMART Goal 1: By the end of the 2026-2027 school year, the percentage of students demonstrating proficiency on the ACT will increase from the projected 2025-2026 baselines of 68% to 73% in English Language Arts and 24.4% to 30% in Mathematics. This growth will be achieved through the continued implementation of targeted instructional strategies, ACT preparation programs, data-driven interventions, and focused academic support designed to strengthen students' literacy, mathematical reasoning, problem-solving, and analytical skills. (Academic Excellence: Innovative Learning, Academic Excellence: Strong Readers, Writers, and Communicators and

Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)

Aligns with District Goal

Formative Measures: FocusEd

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	No review	

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.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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
Level 3: Promising:

Problem Statements/Critical Root Cause: Student Success 1

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. Discussions should focus on common assessment results, ACT benchmark data, behavior trends and attendance patterns. Staff will be encouraged to collaborate with teachers outside of Green Valley High School to share best teaching practices.

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.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the 2026-2027 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 2025-2026 school year in the Necessary Differentiation is Observed (40% baseline) and the Teacher and Student Interact with Learning Intention (76% baseline) metrics as seen in FocusEd. (Safe and Supportive Schools: A Workplace Where Employees Thrive, Career-Connected Learning and Durable Skills: Employees Prepared to Lead What's Next, Academic Excellence: Inclusive Classrooms that Support Every Learner, Academic Excellence: Valued Educators).

Aligns with District Goal

Formative Measures: FocusEd

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	No review	

Improvement Strategy 1: Teacher Supports including Tier I Instruction strategies and interventions using CCSD Teaching and Learning materials.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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 Charis 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

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 prioritized for growth is increasing proactive behavioral support to help reduce suspensions and expulsions. To strengthen these efforts, a mentor program will be implemented for students identified as high risk for aggressive behaviors or conflicts. Administrators will meet with students on a weekly basis to build positive relationships, provide guidance and support, and proactively address concerns before they escalate.

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 25% of all students and 22.1% of students in the MDP subgroup chronically absent as of Spring 2026. Though numbers have improved, this will remain an area of focus.
Critical Root Cause: Limited targeted, data-driven interventions and culturally responsive supports.

Inquiry Area 3: Connectedness

SMART Goal 1: Reduce the suspension rate for Black/African American students from 36.2% to 26.2% during the 2026-2027 school year, as measured by school-wide behavior data.

Reduce the expulsion rate for Black/African American students from 42.3% to 32.3% during the 2026-2027 school year, as measured by school-wide behavior data.

(Safe and Supportive Schools: Students Who Are Known, Valued, and Connected and Safe and Supportive Schools: Safe, Respectful, and Consistent School Environments)

Aligns with District Goal

Formative Measures: FocusEd

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	No review	

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.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Administer TFI 3.0 to obtain baseline data.	Administration	Fall (September 2026)	
2	Based on the results of the TFI, prioritize one to three items for implementation focus.	Administration	Ongoing (September - December 2026)	
3	Administer the TFI 3.0, focused on the prioritized implementation items to monitor progress.	Administration	Winter (January 2027)	
4	Continue to work on strengthening Tier I PBIS implementation.	Administration	Ongoing (January - May 2027)	
5	Administer the TFI 3.0, focused on the prioritized implementation items to monitor progress.	Administration	Spring (May) 2027	

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

Inquiry Area 3: Connectedness

SMART Goal 2: Reduce the percent of all students chronically absent from 25.8%/22.1% MDP (Spring 2026) to 25% / 15% MDP by (Spring 2027), as measured by CCSD FocusED. (Career-Connected Learning and Durable Skills: Durable Skills for a Changing World, Career-Connected Learning and Durable Skills: Access Across Every Zip Code, Safe and Supportive Schools: Welcoming Schools, Safe and Supportive Schools: Students Who Are Known, Valued, and Connected and Safe and Supportive Schools: Safe, Respectful, and Consistent School Environments).

Aligns with District Goal

Formative Measures: FocusEd

Improvement Strategy 1 Details

Improvement Strategy 1: Develop and maintain an attendance criteria in accordance with Policy 6120 for CCSD schools.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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	

Position Responsible: Administration

Resources Needed: Infinite Campus; CCSD Transportation

Evidence Level
Level 2: Moderate: Structured practices

Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check		EOY Reflection
Oct	Feb	June
In progress	No review	

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 25% of all students and 22.1% of students in the MDP subgroup chronically absent as of Spring 2026. Though numbers have improved, this will remain an area of focus.

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. Data for the 2025-2026 school year has not been finalized.

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

- Accelerated/Advanced Coursework Enrollment
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- AP Completion
- ASVAB
- CCR Participation data
- College and career readiness data
- Course Offerings
- Credit Sufficiency/Deficiency/Retrieval data
- Curriculum Based Measures
- Grades
- Graduation rates/GED/HiSET data
- I-Ready
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- 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
- Teacher/Student Ratio
- Walk-through data

- Other

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Demographic data
- Dual credit College Prep
- Enrollment
- PBIS/MTSS data
- Perception/survey data
- School safety data
- Social Emotional Learning Data
- Volunteer opportunities, attendance, and participation

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	$14,976,556	Properly staff school to carry out overall mission	Goal 1, 2 & 3
At-Risk Weighted Allocation	$1,172,948	To reduce class sizes across school to ensure academic achievement opportunities for all students.	Goal 1, 2 & 3
EL Weighted Allocation	$624,268	To reduce class sizes across school to ensure academic achievement opportunities for all students.	Goal 1, 2 & 3
General Carry Forward	$1,332,298	To further enhance equitable academic opportunities for all students.	Goal 1, 2 & 3
At-Risk Weighted Carry Forward	$13,634	To provide additional curriculum supports for students with a demonstrated past of academic difficulties.	Goal 1, 2 & 3
EL Weighted Carry Forward	$4,319	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 2026	End of year reflection; Act 3 and Act 1 discussions
SOT Meeting	August 2026	2026-2027 School Improvement Plan Approval per AB 282
Newcomer Orientation	August 2026	
Open House	August 2026	New 2026-2027 Goal Review
SOT Meeting	September 2026	Review of 2026-2027 School Improvement Plan and budget
SOT Meeting	October 2006	Review of 2026-2027 School Improvement Plan and budget