Clark County School District

Green Valley HS

2026-2027 Status Checks with Notes

Accreditation Status
Accredited

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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Inquiry Areas

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
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. **Position Responsible:** Administration **Resources Needed:** ACT and FocusEd Data **Evidence Level** Level 3: Promising: **Problem Statements/Critical Root Cause:** Student Success 1	**Oct:** In progress **October Lessons Learned** Fall Data Review: According to the iReady ELA data from the fall administration, 25% of students are projected to be proficient in ELA and 26% of students are projected to be proficient in Math. Progress toward our goal continues through intentional, cross-curricular supports designed to strengthen student achievement in ELA, math, and science. Students currently have access to after-school academic support in the library across all content areas, providing additional opportunities for targeted assistance. Science continues to reinforce both ELA and math skills through frequent use of Writing to Learn (WTL) strategies and the development and application of mathematical models. **October Next Steps/Need** As we move toward the spring assessment window, we will explore expanding these supports through targeted ACT preparation opportunities. Potential next steps include hosting special ACT-focused events in the library leading up to the exam and offering weekly one-hour after-school math tutoring sessions focused on ACT strategies and practice questions, dependent upon available funding. These additional supports would provide students with more intentional opportunities to build confidence and strengthen. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

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
Improvement Strategy 1: Teacher Supports including Tier I Instruction strategies and interventions using CCSD Teaching and Learning materials. **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	**Oct:** In progress **October Lessons Learned** Fall Data Review: According to the 2026-2027 pre-observation conferences, 100% of staff are participating in a PLC through in-person meetings, email communication and other collaborative methods and according to the 2026-2027 Cycle 1 Administrative Observations, 95% of staff observed had necessary differentiation implemented. While staff participation in PLCs is reported at 100%, feedback indicates that participation and consistency may vary across departments and grade/subject-level PLCs. Some departments have established strong structures for ensuring regular collaboration and documenting discussions, while others may lack consistent meeting routines or documentation. This highlights the need to look beyond reported participation and ensure PLC expectations are being implemented consistently and meaningfully across the school. **October Next Steps/Need** Moving forward, we will establish clearer expectations for PLC participation, including consistent meeting schedules and documentation of collaboration. Departments and grade/subject-level PLCs will be encouraged to maintain brief meeting notes that identify topics discussed, instructional strategies, student data reviewed, and next steps. Administration will also reinforce that PLC participation is an expectation for all staff and periodically review documentation to monitor consistency and effectiveness. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

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
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. **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	**Oct:** In progress **October Lessons Learned** Fall Data Review: According to the 2026-2027 Behavior Analysis, 125 of the 412 suspensions (30%) involved Black/African American students and the one student who was expelled during the school year (100%) was Black/African American. Because the total number of expulsions is extremely small, expulsion data alone does not provide enough information to identify meaningful trends or disparities by race. Feedback suggests that prevention and early intervention should remain a focus. Staff identified culturally responsive practices, de-escalation strategies, mentoring, and increased counselor involvement as potential ways to address student behavior before concerns escalate to higher levels of disciplinary action. **October Next Steps/Need** Moving forward, we will continue to monitor discipline data for patterns and disproportionality while strengthening preventative supports. Next steps include exploring culturally responsive and de-escalation training for staff, continuing to utilize mentoring programs for identified students, and considering opportunities to incorporate counselor contact into the progressive discipline process when appropriate. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

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	Reviews
Improvement Strategy 1: Develop and maintain an attendance criteria in accordance with Policy 6120 for CCSD schools. **Position Responsible:** Administration **Resources Needed:** Infinite Campus; CCSD Transportation **Evidence Level** Level 2: Moderate: Structured practices **Problem Statements/Critical Root Cause:** Connectedness 1	**Oct:** In progress **October Lessons Learned** Fall Data Review: According to the 2026-2027 Chronic Absenteeism data within CCSD's FocusEd, 15.8% of students are considered chronically absent. This is a decrease from 21.9% at this time during the 2025-2026 school year. Staff feedback indicates a need to better understand attendance patterns beyond the overall chronic absenteeism rate. In particular, examining attendance by grade level and class period may help identify specific areas of concern. Staff have observed frequent absences among freshmen during early class periods, suggesting that targeted communication and intervention may be beneficial. **October Next Steps/Need** Next steps will include reviewing attendance data by grade level and class period to identify trends and determine where additional support may be needed. Based on the findings, we will consider targeted parent communication emphasizing the importance of consistent and on-time attendance, particularly for students demonstrating patterns of absences during early class periods. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**