

Clark County School District
Virgin Valley HS
2025-2026 School Improvement Plan



"Home of The Bulldogs"

District Approval Date: June 30, 2025 **Public Presentation Date:** June 30, 2025

Mission Statement

Mission: The mission of Virgin Valley High School is to enable students to achieve academic excellence through challenging instruction in a nurturing school community, to develop a lifelong love of learning, to attain enriching personal goals, and to become productive members of an ever-changing society.

Vision

Mission: The mission of Virgin Valley High School is to enable students to achieve academic excellence through challenging instruction in a nurturing school community, to develop a lifelong love of learning, to attain enriching personal goals, and to become productive members of an ever-changing 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/virgin_valley_high_school/2024

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Virgin Valley is offering an intervention course and daily tutoring to all students in all grade levels so they can learn necessary math skills.

Student Success Areas for Growth

We are implementing strategies to help motivate all students with performing to their abilities on the Math portion of the ACT test.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
<p>English</p>	<p>English language learners are not understanding the materials taught in their classes due to a language barrier.</p>	<p>English Language Learners: Virgin Valley HS will provide students multi-tiered supports and develop a more recursive approach to monitoring and response to intervention. Teachers will plan and monitor consistent opportunities to engage in grade level performance tasks across all four language domains with the appropriate rigor in their professional learning communities throughout the 2025-2026 school year.</p> <p>Teacher instruction to include scaffolds and differentiation of instruction based upon data.</p> <p>Teachers will provide students with opportunities to engage more deeply with grade-level text.</p> <p>Teachers will provide language supports and implement various instructional strategies, such as discourse tasks, to meet the needs of the ELL students.</p> <p>All teachers participate in CCSD’s Understanding Language Development (ULD) training to provide effective strategies on scaffolding, engagement strategies, discourse and differentiation for English Language Learners.</p> <p>The Focused Language Studies (FLS) curriculum will be used with newcomers to increase language development and content knowledge.</p> <p>In addition to the implementation of instructional strategies, scaffolds and differentiation of instruction, Virgin Valley’s strategist will provide equity and diversity training for all staff in order to implement culturally relevant opportunities and activities in the classroom. Teachers will be trained in culturally responsive teaching to improve instruction for all students.</p>

Student Group	Challenge	Solution
Foster/Homeless	N/A	N/A
Free and Reduced Lunch	N/A	N/A
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Data indicates that students from certain racial and ethnic groups are experiencing academic performance gaps. These disparities highlight the need for culturally responsive practices, targeted supports, and equitable access to high-quality instruction.	All student are provided access to teacher-tutors as Virgin Valley’s teachers make themselves available to help students from 1:05 - 1:45 every school day. In addition, all students have two face-2-face meetings with counselors each year.
Students with IEPs	Due to the need for individualized support, students may have gaps in foundational knowledge.	All student are provided access to teacher-tutors as Virgin Valley’s teachers make themselves available to help students from 1:05 - 1:45 every school day. In addition, all students have two face-2-face meetings with counselors each year.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Students showed signs of receding math skills. Their basic add, subtract, division, and multiplication skills were deficient. In addition their critical thinking skills in math problems were faltering. Fewer than 5 percent of English Learner students were proficient in math. Data Dive facilitated by the EL division

Critical Root Cause: Virgin Valley HS did not effectively use MAP and 8th grade distribution data to identify and differentiate the instruction of at-risk students. VV assured that all students were exposed to grade-level content, but did not provide students math interventions to improve their math skills and confidence.

Adult Learning Culture

Adult Learning Culture Areas of Strength

We have teachers who care about our students and their learning who provide multi-tiered instruction.

Adult Learning Culture Areas for Growth

Teachers are not posting their Learning Intentions and Success Criteria on the Board - this might be a result of not knowing how to articulate an effective objective.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	ELL students are not comprehending the language to use in classes.	<p>Implement time for PLC Data Analysis will focus on ELL students. PLC meetings will focus on implementing teaching strategies for English language learners.</p> <p>CCSD ELL Department facilitates a Data Dive to determine root causes and needs for English learners to all teachers and administrators.</p> <p>The leadership team and ELL coordinator will participate in Instructional Rounds to provide feedback and review data with teachers.</p> <p>All educators at Virgin Valley HS will complete Understanding Language Development (ULD) professional learning series, sessions 1-4 to increase the knowledge and skills of teachers at VVHS to deliver effective, grade-level instruction in Tier I designed to provide English learners' access to the content.</p>
Foster/Homeless		
Free and Reduced Lunch		

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Data indicates that students from certain racial and ethnic groups are experiencing academic performance gaps. These disparities highlight the need for culturally responsive practices, targeted supports, and equitable access to high-quality instruction.	Resources in home language, and services for families. Employ educational personnel who provide services for at-risk and EL students.
Students with IEPs	Due to the need for individualized support, students may have gaps in foundational knowledge.	Coordinate with resource teachers. Employ educational personnel who provide services for at-risk and EL students. Work with self-contained and resource room teachers to provide specific interventions and support grade level content.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Students are not engaged in meaningful academic discourse conversations. Most conversations are non-rigorous or social.

Critical Root Cause: Students do not have the academic vocabulary to engage in academic discourse . Students need to be trained on how to have academic conversations and need to be provided in-class opportunities. To hold rigorous and fluent academic discourse.

Connectedness

Connectedness Areas of Strength

We have a small campus in which our students are known by many teachers, community members, and coaches.

Connectedness Areas for Growth

We need to find a way to convince students who are unwilling and not wanting to come to school to change their attitude about school with the attendance rates of last school year. We will implement VVHS attendance policy to help assist with chronic absenteeism with our SRO's involvement.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
<p>English Learners</p>	<p>The attendance has dropped and is a main focus.</p>	<p>Conduct one-on-one conversations with students who are chronically absent.</p> <p>Monitor student attendance weekly.</p> <p>Create a weekly attendance report from Infinite Campus.</p> <p>Administration will review the list and meet with qualifying students and create a plan for the student to attend school regularly and then sign an attendance contract.</p> <p>Administration will monitor weekly attendance for each student with an attendance contract.</p> <p>Students will be rewarded for their attendance increasing every quarter.</p> <p>Counselors and administrators will meet with students and parents to discuss attendance as needed.</p> <p>Communication on the website and letters go home in English and Spanish to increase parent involvement.</p> <p>Training on new procedures and protocols</p> <p>Foster/Homeless: Students will be personally invited to join a club or organization in school.</p> <p>Racial/Ethnic Minorities: Students will be personally invited to join a club or organization in school.</p> <p>Students with IEPs: Students with IEPs are provided with special dances and activities by Student Council and other school organizations. The Best Buddies club has initiated many co-curricular events for students to participate and meet students.</p>

Student Group	Challenge	Solution
Foster/Homeless	Students who are homeless.	Students are provided food, warm space, and access to counselor to help create an environment that is welcoming. Offer online courses to students. Make sure we are aware of students with transportation issues.
Free and Reduced Lunch	Students who do not have enough to eat.	Students are provided food, warm space, and access to counselors to help create an environment that is welcoming. Offer online courses to students. Make sure we are aware of students with transportation issues.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Data indicates that students from certain racial and ethnic groups are experiencing academic performance gaps. These disparities highlight the need for culturally responsive practices, targeted supports, and equitable access to high-quality instruction.	Assure that there is an interpreter present during parent conferences to make sure everyone understands. Also to make sure that information about absenteeism is sent home in spanish.

Student Group	Challenge	Solution
<p>Students with IEPs</p>	<p>Students receiving special education services may experience academic challenges related to their identified learning needs, which require individualized supports and interventions to ensure access to grade-level content.</p>	<p>Making sure that Special Educators are part of the team that reviews students' attendance. SPED provides a teacher to give special focus on those students who are chronically absent. Attendance is reviewed in IEP meetings.</p>

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Parents would like more communication from the school regarding attendance.

Critical Root Cause: Virgin Valley has not fully developed positive relationships with the school community. Virgin Valley needs to be more efficient in providing information to the community using ParentLink messages.

Priority Problem Statements

Problem Statement 1: Students showed signs of receding math skills. Their basic add, subtract, division, and multiplication skills were deficient. In addition their critical thinking skills in math problems were faltering. Fewer than 5 percent of English Learner students were proficient in math. Data Dive facilitated by the EL division

Critical Root Cause 1: Virgin Valley HS did not effectively use MAP and 8th grade distribution data to identify and differentiate the instruction of at-risk students. VV assured that all students were exposed to grade-level content, but did not provide students math interventions to improve their math skills and confidence.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Students are not engaged in meaningful academic discourse conversations. Most conversations are non-rigorous or social.

Critical Root Cause 2: Students do not have the academic vocabulary to engage in academic discourse . Students need to be trained on how to have academic conversations and need to be provided in-class opportunities. To hold rigorous and fluent academic discourse.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Parents would like more communication from the school regarding attendance.

Critical Root Cause 3: Virgin Valley has not fully developed positive relationships with the school community. Virgin Valley needs to be more efficient in providing information to the community using ParentLink messages.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs

Adult Learning Culture

- Lesson Plans
- Teacher evaluation
- Walk-through data

Connectedness

- Perception/survey data
- Other
 - student/staff survey results

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: VV's goal is to increase the percentage of students scoring at or above the 40th percentile in Math from 57% (fall) to 59% (winter) to 61% (spring) by 2026, as measured by the MAP Growth Assessment.

Aligns with District Goal

Improvement Strategy 1 Details				Reviews																		
<p>Improvement Strategy 1: Virgin Valley High School math teachers will use Tier I instructional materials to support mastery of the standards. Instruction will be differentiated to best assist students in understanding skills and concepts through the use of varied grouping strategies and individual supports. Tier II and Tier III supports will be implemented as needed.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Action #</th> <th style="width: 50%;">Actions for Implementation</th> <th style="width: 20%;">Person(s) Responsible</th> <th style="width: 20%;">Timeline</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td>VV Admin held conversations with Math Department to determine the best strategies to effectively improve math instruction for all students VV will use the result of year-long MAP testing to monitor growth and understanding</td> <td>Administration</td> <td>2025-26</td> </tr> <tr> <td style="text-align: center;">2</td> <td>All math teachers will use Tier I instructional materials to support understanding and growth</td> <td>Math dept. chair</td> <td>2025-26</td> </tr> <tr> <td style="text-align: center;">3</td> <td>VV will employ a full time Math teacher focused on interventions for Tier III instruction as needed</td> <td>Math learning strategist</td> <td>2025-26</td> </tr> </tbody> </table> <p>Position Responsible: Administration Resources Needed: Math teacher Tier I instructional materials MAP Tests Master Schedule Use Mental Health Therapist and Counselors</p> <p>Evidence Level Level 1: Strong: Achieve 3000</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	VV Admin held conversations with Math Department to determine the best strategies to effectively improve math instruction for all students VV will use the result of year-long MAP testing to monitor growth and understanding	Administration	2025-26	2	All math teachers will use Tier I instructional materials to support understanding and growth	Math dept. chair	2025-26	3	VV will employ a full time Math teacher focused on interventions for Tier III instruction as needed	Math learning strategist	2025-26	Status Check		EOY Reflection
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SMART Goal 1 Problem Statements:

Student Success

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Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the 2025-2026 school year, all ELA and math teachers will participate in professional learning on utilizing the new Tier I instructional materials and effective PLC data analysis as measured by professional learning attendance and PLC meeting notes.

Aligns with District Goal

Improvement Strategy 1 Details				Reviews											
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Resources Needed: Funding: Money designated for the payment of substitutes
PLC materials

Evidence Level

Level 2: Moderate: PLCs

Problem Statements/Critical Root Cause: Adult Learning Culture 1

SMART Goal 1 Problem Statements:

Adult Learning Culture
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Inquiry Area 3: Connectedness

SMART Goal 1: Reduce the percent of all students chronically absent from 32.1% in 2024-2025 to 20% in 2025-26, as measured by FocusED and the NSPF.

Aligns with District Goal

Improvement Strategy 1 Details				Reviews																		
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SMART Goal 1 Problem Statements:

Connectedness
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Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$6,656,622.09	Staffing, Supplies	Student Success. Adult Learning Culture, Connectedness
At-Risk Weighted Allocation	\$153,413.84	Staffing	Student Success. Adult Learning Culture, Connectedness
EL Weighted Allocation	\$261,520.44	Staffing	Student Success. Adult Learning Culture, Connectedness
General Carry Forward	\$1,212,854.09	Staffing	Student Success. Adult Learning Culture, Connectedness
At-Risk Weighted Carry Forward	\$179,077.10	Staffing	Student Success. Adult Learning Culture, Connectedness
EL Weighted Carry Forward	\$25,592.89	Staffing, Supplies	Student Success. Adult Learning Culture, Connectedness
Title IA	\$		

School Continuous Improvement Team

Team Role	Name	Position
Required	Whitney Jensen	Counselor
Required	Alonso Roque Osuna	Student
Required	Kenna Toone	Parent
Required	Justin Ludvigson	Parent
Required	Jamie Wakefield	Parent
Required	Jess Whipple	Parent
Required	Aleta Ruth	Paraprofessional
Required	Angela Leavitt	Counselor
Required	Joey Bowler	Teacher
Required	Lori Barnum	Teacher
CI Team Lead	Laila Ahmad-Remishevskiy	Assistant Principal
Principal	Stephen Waite	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
Plan4Learning Training	May 15, 2025	School Improvement Plan