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
English Language Learners	English language learners are not understanding the materials taught in their classes due to a language barrier. There is a 42% achievement gap between EL and non EL students based on students scoring above the 61st percentile on Fall MAP Growth assessments. Please note that there is only a 13.3% LEP population at VVHS.	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. Teacher instruction to include scaffolds and differentiation of instruction based upon data. Teachers will provide students with opportunities to engage more deeply with grade-level text. Teachers will provide language supports and implement various instructional strategies, such as discourse tasks, to meet the needs of the ELL students. 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. The Focused Language Studies (FLS) curriculum will be used with newcomers to increase language development and content knowledge. 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.

Student Group	Challenge	Solution
Foster/Homeless	There is currently no identifiable achievement gap between Foster/Homeless and not Foster/Homeless students. Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning.	The school counselor will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.
Free and Reduced Lunch	There is currently no identifiable achievement gap between Foster/Homeless and not Foster/Homeless students. Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning.	Licensed and support staff will provide opportunities for after-hours tutoring and/or Saturday study camps.
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.

Student Group	Challenge	Solution
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.

Problem Statement 2 (Prioritized): AB 335: As evidenced by assessment data, the problem is ELs are performing below other identified student groups.
Critical Root Cause: AB 335: The low performance of ELs in language proficiency and content achievement is due to lack of academic discourse and accountable talk utilized consistently in Tier 1 instruction.

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		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	In progress	

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.

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

Position Responsible: Administration

Resources Needed: Math teacher
Tier I instructional materials
MAP Tests
Master Schedule
Use Mental Health Therapist and Counselors

Evidence Level
Level 1: Strong: Achieve 3000

Problem Statements/Critical Root Cause: Student Success 1

Inquiry Area 1: Student Success

SMART Goal 2: Decrease student proficiency gap in Mathematics between the English Learners and English Proficient students from 27% in 2025 to 22% by 2026, as measured by state summative assessments.
Decrease student proficiency gap in English Language Arts between the English Learners and English Proficient students from 67.5% in 2025 to 62.5% by 2026, as measured by state summative assessments.
Increase the percentage of long-term EL students proficient from 5.5% in 2025 to 10.5% by 2026, as measured by WIDA.

Aligns with District Goal

Formative Measures: MAP projected proficiency data
Grades and/or classroom assessments

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	In progress	

Improvement Strategy 1: AB335: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Ensure all teachers and administrators complete CCSD's adopted Language Development Approach, Understanding Language Development (ULD).	School leadership team, learning strategist, teachers.	Completed by December 2025.
2	Monitor implementation of English learner support in Tier I by participating in instructional rounds utilizing the Tier I monitoring tool.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Two times during the 2025-2026 school year, September and January.
3	Based on the instructional rounds, identify professional learning, professional learning community, and coaching needs for the school.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Ongoing during the 2025-2026 school year.
4	Accountable talk professional learning will be presented at SDD to all teachers. Accountable talk will be revisited throughout the year, as needed.	Teachers, Administration	Ongoing during the 2025-2026 school year.

Position Responsible: Administration

Resources Needed: ULD professional learning series
Tier I Monitoring Tool

Evidence Level
Level 2: Moderate: MAP Growth Assessments
Level 4: Demonstrate Rationale: Summit K12

Problem Statements/Critical Root Cause: Student Success 2

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.	Implement time for PLC Data Analysis will focus on ELL students. PLC meetings will focus on implementing teaching strategies for English language learners. CCSD ELL Department facilitates a Data Dive to determine root causes and needs for English learners to all teachers and administrators. The leadership team and ELL coordinator will participate in Instructional Rounds to provide feedback and review data with teachers. 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.
Foster/Homeless		

Student Group	Challenge	Solution
Free and Reduced Lunch		
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.

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

Improvement Strategy 1: Provide professional learning on utilizing the new Tier I instructional materials and effective PLC data analysis.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Professional learning on PLC Data Analysis (Admin, August SDD; Admin, September SDD) Time for PLC Data Analysis provided during weekly PLCs Repeat process with teachers gathering data (Math and ELA PLCs, monthly September to May) PLC Data Analysis will focus on ELL students PLC meetings will focus on implementing teaching strategies for English language learners.	Administration	2025-26
2	Teachers gather data (Math and ELA PLC members, monthly September to May) Teachers compare data and collaborate in PLCs (Math and ELA PLCs, monthly September to May) Teachers create an action plan to reteach skills/set new goals (Math and ELA PLCs, monthly September to May) Teachers implement plan and gather new data (Math and ELA PLCs, monthly September to May)	Math and ELA teachers	2025-26

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

Reviews

Status Check		EOY Reflection
Oct	Feb	June
In progress	In progress	

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 chromic absenteeism with our SRO's involvement.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	The attendance has dropped and is a main focus.	Conduct one-on-one conversations with students who are chronically absent. Monitor student attendance weekly. Create a weekly attendance report from Infinite Campus. 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. Administration will monitor weekly attendance for each student with an attendance contract. Students will be rewarded for their attendance increasing every quarter. Counselors and administrators will meet with students and parents to discuss attendance as needed. Communication on the website and letters go home in English and Spanish to increase parent involvement. Training on new procedures and protocols Foster/Homeless: Students will be personally invited to join a club or organization in school. Racial/Ethnic Minorities: Students will be personally invited to join a club or organization in school. 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.

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
Students with IEPs	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.	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.

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.

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		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	In progress	

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

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Truancy home visits.	SRO	2025-2026
2	Meet with students and guardians.	Administration	2025-2026
3	Attendance reports on Monday, Wednesday, and Friday.	Attendance secretary	2025-2026

Position Responsible: Administration

Resources Needed: Weekly reports, home visits, meet with students.

Evidence Level

Problem Statements/Critical Root Cause: Connectedness 1

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

Problem Statement 4: AB 335: As evidenced by assessment data, the problem is ELs are performing below other identified student groups.

Critical Root Cause 4: AB 335: The low performance of ELs in language proficiency and content achievement is due to lack of academic discourse and accountable talk utilized consistently in Tier 1 instruction.

Problem Statement 4 Areas: Student Success

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

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