

Clark County School District

Palo Verde HS

2026-2027 School Improvement Plan

Accreditation Status

Accredited



District Approval Date: August 5, 2026

Mission Statement

The mission of Palo Verde High School is to prepare students to realize their academic, creative, emotional, physical, social, and career potentials as contributing members of a multicultural society in an international community of mutual respect.

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/palo_verde_high_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Data from the 2023-24, 2024-25, 2025-26 School year indicates that our students are performing above the district average on key achievement measures.

2023-24 CRT (ACT) Achievement Data

- ACT Math achievement rate was 32.2% (Above District Average)
- ACT ELA achievement rate was 66.7%. (Above District Average)

2024-25 CRT (ACT) Achievement Data

- ACT Math achievement rate was 41.9% (Above District Average)
- ACT ELA achievement rate was 72.0%. (Above District Average)

2025-26 CRT (ACT) Achievement Data

- ACT Math achievement rate was 41.2% (Above District Average)
- ACT ELA achievement rate was 75.0.%. (Above District Average)

2024-25 MAP Fall-to-Spring Data

- Additionally, Fall-to-Spring MAP data reflects a **6% increase** in student performance in both Math and Reading, placing overall achievement at the 61st percentile.

2024-25 Spring MAP Data - Projected ACT Proficiency

- ACT Math Projected Proficiency - 43%
- ACT Reading Projected Proficiency - 53%

2025-26 MAP Fall-to-Spring Data

- Additionally, Fall-to-Spring MAP data reflects a **1% increase** in Math and **7% increase** in Reading for students placing at or above the 61st achievement percentile.

2025-26 Spring MAP Data - Projected ACT Proficiency

- ACT Math Projected Proficiency - 43%
- ACT Reading Projected Proficiency - 46%

Student Success Areas for Growth

In the 2026-27 school year, strategic interventions are needed to address the achievement gaps that exist among key student groups including students from low socioeconomic backgrounds, EL learners, and students with IEPs.

2023-24 ACT Math Proficiency (2024-25 ACT Data not available as of May 2024)

- **Students with IEPs** - 0% met proficiency
- **EL Learners** - 8.5% met proficiency
- **Race/Ethnicity** - Black (0%); Hispanic (17.7%)

2023-24 ACT ELA Proficiency (2024-25 ACT Data not available as of May 2024)

- **Students with IEPs** - 0% met proficiency
- **EL Learners** - 21.2% met proficiency
- **Race/Ethnicity** - Black (35%); Hispanic (56.9%)

2026-26 ACT Math Proficiency

- **Students with IEPs** - 11.5% met proficiency
- **EL Learners** - 17.0% met proficiency
- **Race/Ethnicity** - Black (13.3%); Hispanic (28.3%)

2025-26 ACT ELA Proficiency

- **Students with IEPs** - 30.7% met proficiency
- **EL Learners** - 20.5% met proficiency
- **Race/Ethnicity** - Black (46.6%); Hispanic (64.9%)

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Due to language barriers and/or lack of discourse opportunities, ELs struggle with foundational literacy skills and/or have limited opportunities to practice and improve language skills.	Palo Verde High School ELL teacher/strategist will provide students with an extra ELA block using English 3D and Tier II and Tier III strategies within the classrooms.
Foster/Homeless	Due to frequent absences and other factors, some students are performing below grade level as a result of missed instruction.	Social worker/counselor runs individual and small group support sessions, scholarships for ACT testing, tutoring programs on campus, Fundamentals of ELA and Math, and lasses small class teacher:student ratios.
Free and Reduced Lunch	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.	Social worker/counselors run individual and small group support sessions, scholarships for ACT testing, tutoring programs on campus, fundamentals classes Fundamentals of ELA and Math for 9th and 11th grade, CERT, with small class sizes.
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.	Ensure that instructional materials meet Regulation 6150 requirements; social worker runs individual and small group support sessions, scholarships for ACT testing, tutoring programs on campus, Junior Studies course enrollment data will be analyzed for sub-group participation; Fundamentals of ELA and Math classes and classes small class teacher:student ratios.

Student Group	Challenge	Solution
Students with IEPs	Due to the need for individualized support, students may have gaps in foundational knowledge.	Each special education student is scheduled in a guidance period with their teacher of record for small group remediation and support, tutoring programs on campus, Fundamentals of ELA and Math classes and classes small class teacher:student ratios.
		At-Risk and EL Weighted Funding: Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for English language learners and students who are at-risk and educational personnel who provide services for at-risk students.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Significant achievement gaps persist among certain student groups at our school, particularly in English Language Arts (ELA), Mathematics, and Science. These underperforming groups, including students from low socioeconomic backgrounds, English language learners, and students with disabilities, are not meeting proficiency standards. This gap hinders their academic growth and future opportunities.

Critical Root Cause: The root cause lies in the need for more intentional implementation of differentiated, evidence-based instructional practices across content areas, targeted academic interventions and scaffolds for identified subgroups, and data-driven strategies to consistently monitor and respond to student progress.

Inquiry Area 1: Student Success

SMART Goal 1: By the end of the 2026-27 school year, Palo Verde High School will increase ACT Math proficiency 5 percentage points from 40.7% (2025-2026) to 45.7% and ACT ELA proficiency 3 percentage points from 73.5.0% (2025-2026) to 76.5%. Progress toward this goal will be monitored using Fall-to-Spring iReady growth data and CERT benchmark assessments as formative measures of student achievement and readiness. This growth will be achieved through a focused effort on improving outcomes for all student subgroups.

CCSD Strategic Plan Alignment:

Academic Excellence: Strong Readers, Writers, and Communicators

Academic Excellence: Confident Mathematical Thinkers and Problem Solvers

Academic Excellence: Inclusive Classrooms that Support Every Learner

Aligns with District Goal

Formative Measures: CERT Scores

Improvement Strategy 1 Details						Reviews		
Improvement Strategy 1: Ensure that instruction is aligned and measured by content areas standards with increased student engagement.						Status Check		EOY Reflection
						Oct	Feb	June
						In progress	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	ACT Preparation and Instruction: ACT Preparation and Instruction: Palo Verde High School will implement a comprehensive ACT preparation system designed to increase college and career readiness. An ACT Committee will be created to coordinate schoolwide initiatives including ACT Parent Nights, Parent and Community Communication, CERT practice testing days and ongoing classroom practice, Tutors Across America Bootcamps, including weekend, in-school, and mini social studies sessions. ACT aligned activities and practice opportunities for students in 9th - 11th grade will be integrated into Tier I instruction including ACT practice test and CERT ACT practice. To further enhance access and engagement, the school will maintain an ACT Resources Website and implement an ACT Incentives Program. Success will be measured by planning documentation and participation rates in the ACT prep initiatives.	ACT Committee and administration	Monthly; August - May					
2	Progress Monitoring with i-Ready and CERT: The school will use i-Ready and CERT assessments as formative measures, with students setting individual goals each cycle. Teachers and PLCs will monitor progress toward these goals, and data will be used to adjust instruction and interventions. Success will be measured by the percentage of students meeting or exceeding individual i-Ready and CERT growth targets.	Learning strategists and Classroom Teachers	Monthly ; September - May					
3	Professional Development and Instructional Support: Establish a dedicated Panther Way Professional Learning Series where Instructional Administrators and Learning Strategists deliver targeted professional development and instructional coaching focused on research-based instructional strategies including reading, writing, discourse, and research skills. Success will be measured by the number of instructional coaching cycles completed, the number of Panther Way PL sessions delivered, and teacher participation rates in the PL series..	Learning Strategists and administration	Bi-monthly; September - May					

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
4	Tier II and III Identification and Intervention: Use student performance data (i-Ready , CERT, ACT, and course grades) to identify students in need of Tier II and Tier III interventions. Identified students will be scheduled into appropriate support structures, including remediation courses, Fundamentals Math and ELA courses, and study skills courses. Progress will be measured by course enrollment and pass rates, and growth in student achievement on the CERT and MAP interim assessments.	Assistant Principal and Counselors	Weekly; August - May	

Position Responsible: Administration

Resources Needed: ACT Preparation Supports:

- Funding for Tutors Across America Bootcamps (weekend, in-school, mini sessions), ACT Parent Nights, and resources for ACT practice and incentives.

MAP & CERT Goal-Setting:

- Resources to implement and monitor student goal-setting, including PLC time for analysis, training for consistent goal-setting practices, and tools for tracking student progress.

Professional Development & Coaching:

- Training for teachers and PLCs in data analysis, progress monitoring, lesson planning with clear success criteria, differentiation, and implementation of Tier I, Tier II, and Tier III supports.

Intervention Programs:

- Funding and resources for remediation courses, extended learning labs, tutoring, and summer learning opportunities to support Tier II and III students.
- Funding for additional staffing, prep buys, and budget for smaller class sizes to provide more targeted Tier I, II, and III support.

Evidence Level

Level 1: Strong: Build a committed staff through professional development, Multi-Tiered Systems of Support (MTSS), Amplify Science.

Level 2: Moderate: Analyze data in PLCs

Level 3: Promising: MAP Growth Assessments

Problem Statements/Critical Root Cause: Student Success 1

Adult Learning Culture

Adult Learning Culture Areas of Strength

During the 2025-26 school year the following data reflects the initiatives aligned to our SIP that aimed to strategically improve our Adult Learning Culture, including our PLC structure, professional learning, and instructional coaching opportunities.

PLCs

- Every teacher assigned PLC
- PLC lead assigned to each PLC and provided with PLC Lead professional learning
- PLCs met on designated day each week
- PLCs completed PLC collaborative form that aligned to Teaching and Learning framework
- PLCs created common assessments to analyze data to improve Tier I instruction and identify Tier II interventions needed
- Admin assigned to each PLC to help support and supervise

Professional Learning to Improve Tier I, II, and II Instructional Strategies

- The "Panther Way Professional Learning (PL) Series" created
- PL Sessions designed specifically to align to our SIP goals
- More than 15 targeted PL sessions provided
- More than 24 hours of PL presented
- PL sessions designed by administrators, instructional coaches, and teacher leaders

Instructional Coaching

- Four learning strategists funded in order to support Tier I Instructional goals
- Learning Strategists provided instructional coaching and leveraged data-driven decision making to help improve Tier I instructional initiatives
- Over 50 individual instructional coaching conversations facilitated by learning strategists with licensed personnel

Adult Learning Culture Areas for Growth

In the 2025-26, the Adult Learning Culture Areas of Growth include:

- Increasing the classrooms observed had instruction aligned to course standards, as measured by Focal Point.
- In 205-26, 82% of core classrooms that were observed had instruction that was aligned to course standards.
- Providing further training to PLC leads on data-driven PLC conversations

- Expanding PLC practices to include the analysis of student work and common assessment data
- Expanding our Panther Way (Tier I Instruction) PL offerings that are aligned to our SIP goals
- Building capacity with teacher-leaders as designers and facilitators in our Panther Way PL series
- Developing streamlined instructional coaching framework among instructional coaches and administrators

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English learners face academic challenges as they continue to develop proficiency in the English language.	PLC teams will specifically plan to address their ELL learners' needs in their weekly PLC meetings. ELL strategies and supports to teachers will also be provided by our ELL teacher.
Foster/Homeless	Due to frequent absences and other factors, some students are performing below grade level as a result of missed instruction.	PLC teams will create flexible common assessments, reassessment opportunities, and timelines to meet the unique needs of their Foster/Homeless students.
Free and Reduced Lunch	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.	PLC teams will create flexible common assessments, reassessment opportunities, and timelines to meet the unique needs of their FRL students.
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.	PLC teams will infuse culturally responsive viewpoints and resources into their unit plans and assessment opportunities.

Student Group	Challenge	Solution
Students with IEPs	Due to the need for individualized support, students may have gaps in foundational knowledge.	PLC teams will collaborate on effective instructional strategies and accommodations for their IEP students.
		At-Risk and EL Weighted Funding: Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for English language learners and students who are at-risk and educational personnel who provide services for at-risk students.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Data indicates a need for greater consistency in the implementation of Tier I instructional practices across classrooms and expanded opportunities for professional learning focused on Tier II and Tier III supports. Strengthening these areas will allow PLCs to function as collaborative framework professional growth, data-driven decision-making, and continuous instructional improvement, ultimately enhancing outcomes for all students.

Critical Root Cause: The root cause lies in limited alignment of professional learning to Tier I instructional expectations, coupled with insufficient structures for sustained coaching and feedback that deepen teacher expertise in Tier II and Tier III supports. In addition, PLC processes have not been fully leveraged to prioritize the analysis of student learning data and the collective development of instructional strategies.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the 2026-2027 school year, 85% of teachers will purposefully plan learning task and activities that support overall mastery of standards and ensure students are actively engaged in the learning process as measured by Focal Point data. To strengthen student outcomes and continuous improvement, Tier I instruction will consistently incorporate student engagement, differentiation, scaffolding, questioning and discussion techniques, formative assessment, and clear learning intentions with success criteria.

CCSD Strategic Plan Alignment:

Academic Excellence: Inclusive Classrooms that Support Every Learner

Academic Excellence: Valued Educators

Aligns with District Goal

Formative Measures: Focalpoint Data Reports

FocusEd Data Reports

Lessons Plans

Common Assessments

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Strengthen Tier I instructional practices.					Status Check		EOY Reflection
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	Oct	Feb	June
1	Professional Development: All licensed staff will attend at least four professional development sessions focused on Tier I instruction, including standards alignment, assessment design, differentiation, and data analysis. Success will be measured by attendance logs and pre/post session surveys.	All licensed staff and administration	Monthly; September -May		In progress	No review	
2	PLC Practices & Evidence: PLCs will submit weekly lesson plans and quarterly common assessments that demonstrate use of the teaching and learning cycle (plan, implement, assess). Progress will be monitored through administrator and strategist review.	All licensed staff and administration	Weekly; August-May				
3	Focal Point Data Walks: Focal Point Data Walks: Conduct weekly data walks that will be concentrated on the Core Departments (Math, ELA, Science, Social Studies) in addition to continuing data walk for all classrooms. Trends will be analyzed and reported to PLCs to guide instructional adjustments. Our goal will be to conduct 422 or more data walks. Additionally, peer-to-peer observation opportunities will be offered to teachers who would like to observe colleagues within their PLCs and departments to support collaboration and the sharing of effective instructional practices	Administration and Learning Strategists	Weekly; August-May				
4	Feedback & Accountability: Supervisors will provide monthly ongoing feedback to PLC teams and individual teachers based on lesson plan reviews, assessment design, and Focal Point observation data to ensure alignment with standards and school goals.	Learning Strategists and Administration	Weekly; August-May				
5	Collaboration & Support: Provide structured PLC time, collaboration with strategists, and scheduling flexibility to maximize the impact of professional learning and to address subgroup instructional needs identified through data analysis.	Assistant Principal	August-September				
Position Responsible: Administration Resources Needed: Professional Development: - Funding for the development and facilitation of on-going Panther Way PL sessions aligned to standards, assessment design, and data analysis. PLC Practices & Evidence: - Strategist and administrator support to review weekly lesson plans and quarterly common assessments; technology platforms to							

collect and monitor submissions. Focal Point Data Walks: - Additional staffing and substitute coverage to include other licensed staff to participate in the data walks and a reliable data management system for trend analysis. Feedback & Accountability: - Funding for collaboration for administrators/strategists and licensed staff to develop and provide actionable feedback tied to Focal Point and PLC evidence. Collaboration & Support: - Structured PLC meeting time, scheduling flexibility, and ongoing strategist/teacher leader collaboration to sustain the teaching and learning cycle. Evidence Level Level 1: Strong: Build a committed staff and provide professional development Level 2: Moderate: Analyze data in PLCs Problem Statements/Critical Root Cause: Adult Learning Culture 1			
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Connectedness

Connectedness Areas of Strength

During the 2025-26, Chronic Absenteeism remained a major focus of our SIP. We saw a slight improvement in the chronic absenteeism year-over-year of our Freshman and Senior Classes class.

Freshman Chronic Absenteeism (Federal Rules).

- 2024-25 - 18.8%
- 2025-26 - 19.2%

Senior Chronic Absenteeism (Federal Rules).

- 2024-25 - 44%
- 2025-26 - 43.7%

MTSS Team

- Our MTSS team was formed and work specifically on implementing multiple initiatives to address our SIP connectedness goals.
- One specific highlight of the work done by the MTSS team was the creation of a referral system that help find mentors, of classroom licensed personnel, to help support students identified on our chronic absenteeism list.

Connectedness Areas for Growth

Chronic Absenteeism

Chronic Absenteeism remains a significant challenge, with the overall rate across all cohorts at 28.9% (Federal Rules). Targeted interventions are needed to re-engaged students who may be or already are in danger of being off track for graduation. At the end of the 2025-26 school year, the chronic absenteeism rates were as follows: (Federal Rules).

- 9th - 19.2%
- 10th - 26.3%
- 11th -26.1%
- 12th - 43.7%

Disproportionality in Exclusionary Discipline Consequences

Additionally, the data related to the disproportionality of specific subgroups highlighted an area of growth. The 2025-26 data indicated the following exclusionary consequences disproportionalities:

- Suspension and Expulsion Rates both exceeded the percentage of overall enrollment for Hispanic Students by 10% or more in 2025-26.
- Suspension and Expulsion Rates both exceeded the percentage of overall enrollment for African-American Students by 10% or more in 2025-26.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English learners face academic challenges as they continue to develop proficiency in the English language.	ELL teacher will be assigned to advocate for LEP students and will coordinate any necessary services/ resources.
Foster/Homeless	Absenteeism, often linked to circumstances such as foster care placement or homelessness, results in students missing critical instructional time.	Social worker runs individual and small group support sessions; Counseling Team will readily submit Care Solace referrals if appropriate; Counseling Department will expand our At-Risk Service Center on campus.
Free and Reduced Lunch	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.	Social worker runs individual and small group support sessions; Counseling Team will readily submit Care Solace referrals if appropriate; Counseling Department will expand our At-Risk Service Center on campus.
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.	Discipline and attendance data will be analyzed for disproportionality in consequences assigned and if found, addressed by our grade-level teams.

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.	Funding for our Best Buddies chapter will increase.
		At-Risk and EL Weighted Funding: Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for English language learners and students who are at-risk and educational personnel who provide services for at-risk students.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Chronic absenteeism remains a significant challenge, with rates at or above 16% across all cohorts. Freshmen with absenteeism at 16.3% are at increased risk of falling off track for graduation early in their high school trajectory, while the senior cohort, with a rate of 40.7%, faces heightened risk of not meeting graduation requirements. Addressing absenteeism at these critical transition points is essential to keeping students on track and ensuring successful graduation outcomes.

Critical Root Cause: The critical root cause of chronic absenteeism among freshmen and seniors is the need for a more targeted Multi-Tiered Systems of Support (MTSS) framework that addresses the distinct factors influencing attendance in these cohorts. For freshmen, challenges include adjusting to high school expectations, developing consistent routines, and building a strong sense of belonging. For seniors, factors such as post-secondary planning stress, competing priorities outside of school, and decreased connection to school activities contribute to higher absenteeism rates. Strengthening MTSS structures with targeted strategies, timely supports, and meaningful engagement opportunities is essential to improving attendance and ensuring students remain on track for graduation.

Problem Statement 2 (Prioritized): Suspension and Expulsion Rates both exceeded the percentage of overall enrollment for Hispanic Students by 10% or more in 2025-2026. Suspension and Expulsion Rates both exceeded the percentage of overall enrollment for African-American Students by 10% or more in 2025-2026.

Critical Root Cause: The critical root cause of the disproportionate suspension and expulsion rates for Hispanic and African-American students is the need for more consistent implementation of culturally responsive practices, restorative approaches, and preventative behavioral supports within the schoolwide MTSS framework. Contributing factors include the need to train more staff on the effective implementation restorative practices and implementation Tier I behavioral interventions to proactively address student needs.

Inquiry Area 3: Connectedness

SMART Goal 1: By the end of the 2026-2027 school year, Palo Verde High School will aim to decrease the 2025-2026 chronic absenteeism among the

freshmen (2025-2026 - 19.2%) and seniors cohorts (2025-2026 - 43.7%) by 5% as measured by Infinite Campus reporting, fostering a school environment that promotes regular attendance and engagement within the school community.

CCSD Strategic Plan Alignment:

Safe and Supportive Schools: Students Who Are Known, Valued, and Connected

Safe and Supportive Schools: Safe, Respectful, and Consistent School Environments

Aligns with District Goal

Formative Measures: Infinite Campus Attendance Reports

FocusEd Attendance Reports

Improvement Strategy 1 Details						Reviews		
Improvement Strategy 1: Provide a variety of SEL supports for chronically absent students to help them feel connected to the school community.						Status Check		EOY Reflection
						Oct	Feb	June
						In progress	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Baseline Data with TFI 3.0: Administer TFI 3.0 to establish baseline measures for Tier I, II, and III attendance interventions. Based on results, identify 1-3 priority items for implementation focus during the 2026-2027 school year.	MTSS Team Lead	August-May					
2	Structured Support Programs: Implement structured Tier I, II, III supports for freshmen and seniors to help promote lower chronic absenteeism. Measured by participation rates and attendance data improvement.	MTSS Team	August-May					
3	Attendance Monitoring & MTSS Tier II Identification: Attendance Monitoring & MTSS Tier II Identification: Establish Chronic Absenteeism Committee. Develop a system to monitor attendance weekly and identify students in need of Tier II supports. Develop and implement a framework for staff to engage in two-way communication with chronically absent students and their families identified that need Tier II supports. Students will be scheduled into appropriate Tier II and III interventions. Success measured by reduction in absenteeism among identified students.	MTSS Team and Attendance Team	September-May					
4	Attendance Incentives & Engagement: Create Tier I Attendance incentives that decrease chronic absenteeism and are aimed at identifying Tier II and III students . Measured by Infinite Campus attendance data and student participation surveys.	MTSS Team, Administration	August-May					

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
5	Extracurricular & Engagement Tracking: Expand and track student participation in extracurriculars, athletics, and clubs to strengthen positive student culture and climate.. Attendance in activities will be monitored to identify at-risk students. Measured by participation rates and subsequent improvement in student attendance.	Assistant Principal and Activities Office	August-May	

Position Responsible: Administration

Resources Needed: Baseline Data with TFI 3.0:

- Training and resources for staff to administer and analyze TFI 3.0 results; time for MTSS team to review and set focus priorities.

Structured Support Programs:

- Funding for Tier II and II supports and initiatives.

Attendance Monitoring & MTSS Supports:

- Dedicated personnel (administrators, OS IIS, success facilitators, social workers) to oversee weekly monitoring, identify Tier II students, and coordinate interventions.

Attendance Incentives & Engagement:

- Funding for specific initiatives that promote positive attendance and positive growth students' attendance rates.

Extracurricular & Engagement Tracking:

- Tools and staff support for tracking participation in clubs, sports, and activities; resources for community partnerships and parent engagement to expand opportunities.

Evidence Level

Level 3: Promising: Creating a positive school climate and culture

Problem Statements/Critical Root Cause: Connectedness 1

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Inquiry Area 3: Connectedness

SMART Goal 2: By the end of the 2026-2027 school year, Palo Verde High School will reduce suspension and expulsion disproportionality for Hispanic and African-American students so that their exclusionary discipline rates do not exceed their proportional enrollment by more than 10% as measured by Infinite Campus reporting. This will be achieved through consistent implementation of culturally responsive practices, schoolwide restorative approaches, and strengthened Tier I behavioral interventions within the MTSS framework, supported by ongoing professional learning for all staff.

CCSD Strategic Plan Alignment:

Safe and Supportive Schools: Students Who Are Known, Valued, and Connected

Safe and Supportive Schools: Safe, Respectful, and Consistent School Environments

Aligns with District Goal

Formative Measures: Infinite Campus Behavior Reports

FocusEd Behavior Reports

Improvement Strategy 1 Details						Reviews		
Improvement Strategy 1: Provide school-wide professional learning on Tier I positive behavior supports.						Status Check		EOY Reflection
						Oct	Feb	June
						In progress	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Baseline Data with TFI 3.0: Administer the TFI 3.0 by Fall 2026 to establish a baseline for Tier I, II, and III behavioral supports. Results will guide improvement planning. Based on TFI results, select 1-3 priority items for implementation, and review progress Monthly through MTSS team meetings.	MTSS Team	September-October					
2	Ongoing Monitoring: Re-administer the TFI 3.0 in Spring 2027, focusing on identified priority items, to measure growth and adjust strategies.	MTSS Team	October and February					
3	Tier I Expectations: Collaboratively develop schoolwide Tier I instructional and Social-Emotional Behavior (SEB) expectations.	MTSS team and All staff	August-May					
4	Professional Learning: Provide professional learning sessions for all staff on progressive discipline procedures and Tier I Positive Behavior Supports. Monitor impact through Focal Point data and discipline trend analysis.	Assistant Principal	August-May					

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
5	Tier II Supports: Identify students to provide Tier II MTSS interventions using multiple data measures and progress monthly to ensure timely support.	MTSS Team	September-May	

Position Responsible: Administration

Resources Needed: Baseline Data with TFI 3.0:

- Training and resources for staff to administer and analyze TFI 3.0 results; time for MTSS team to review and set focus priorities.

Ongoing Monitoring:

- Funding for behavior strategists, learning strategists, social worker ,and student success facilitator to monitor and implement strategies that align to our TFI 3.0 priority areas.

Tier I Expectations:

- Resources to develop and communicate clear schoolwide Tier I instructional and SEB expectations, including materials, signage, and student communication tools.

Professional Learning:

- Ongoing PD for all staff on progressive discipline, Tier I Positive Behavior Supports, and Social-Emotional Behavior (SEB) expectations; funding for substitutes or extra duty pay to ensure full participation.

Tier II Supports:

- Dedicated personnel (counselors, social workers, success facilitators) and funding to implement Tier II MTSS interventions, including progress monitoring tools and intervention tracking systems.

Evidence Level

Level 1: Strong: PBIS

Problem Statements/Critical Root Cause: Connectedness 2

Priority Problem Statements

Problem Statement 1: Significant achievement gaps persist among certain student groups at our school, particularly in English Language Arts (ELA), Mathematics, and Science. These underperforming groups, including students from low socioeconomic backgrounds, English language learners, and students with disabilities, are not meeting proficiency standards. This gap hinders their academic growth and future opportunities.

Critical Root Cause 1: The root cause lies in the need for more intentional implementation of differentiated, evidence-based instructional practices across content areas, targeted academic interventions and scaffolds for identified subgroups, and data-driven strategies to consistently monitor and respond to student progress.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Data indicates a need for greater consistency in the implementation of Tier I instructional practices across classrooms and expanded opportunities for professional learning focused on Tier II and Tier III supports. Strengthening these areas will allow PLCs to function as collaborative framework professional growth, data-driven decision-making, and continuous instructional improvement, ultimately enhancing outcomes for all students.

Critical Root Cause 2: The root cause lies in limited alignment of professional learning to Tier I instructional expectations, coupled with insufficient structures for sustained coaching and feedback that deepen teacher expertise in Tier II and Tier III supports. In addition, PLC processes have not been fully leveraged to prioritize the analysis of student learning data and the collective development of instructional strategies.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Chronic absenteeism remains a significant challenge, with rates at or above 16% across all cohorts. Freshmen with absenteeism at 16.3% are at increased risk of falling off track for graduation early in their high school trajectory, while the senior cohort, with a rate of 40.7%, faces heightened risk of not meeting graduation requirements. Addressing absenteeism at these critical transition points is essential to keeping students on track and ensuring successful graduation outcomes.

Critical Root Cause 3: The critical root cause of chronic absenteeism among freshmen and seniors is the need for a more targeted Multi-Tiered Systems of Support (MTSS) framework that addresses the distinct factors influencing attendance in these cohorts. For freshmen, challenges include adjusting to high school expectations, developing consistent routines, and building a strong sense of belonging. For seniors, factors such as post-secondary planning stress, competing priorities outside of school, and decreased connection to school activities contribute to higher absenteeism rates. Strengthening MTSS structures with targeted strategies, timely supports, and meaningful engagement opportunities is essential to improving attendance and ensuring students remain on track for graduation.

Problem Statement 3 Areas: Connectedness

Problem Statement 4: Suspension and Expulsion Rates both exceeded the percentage of overall enrollment for Hispanic Students by 10% or more in 2025-2026. Suspension and Expulsion Rates both exceeded the percentage of overall enrollment for African-American Students by 10% or more in 2025-2026.

Critical Root Cause 4: The critical root cause of the disproportionate suspension and expulsion rates for Hispanic and African-American students is the need for more consistent implementation of culturally responsive practices, restorative approaches, and preventative behavioral supports within the schoolwide MTSS framework. Contributing factors include the need to train more staff on the effective implementation restorative practices and implementation Tier I behavioral interventions to proactively address student needs.

Problem Statement 4 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Course Offerings
- Credit Sufficiency/Deficiency/Retrieval data
- Criterion-Referenced Test in Mathematics
- Criterion-Referenced Test in Science
- MAP Growth Assessment
- Nevada Alternate Assessment (NAA)
- Nevada State Performance Framework (NSPF)
- SAT, ACT, PSAT or ASPIRE
- Tier I Instructional Materials Assessments
- Other
 - i-Ready

Adult Learning Culture

- Administrator evaluation
- Budgets/entitlements and expenditures data
- Coaching Logs
- Lesson Plans
- Master schedule
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- Teacher evaluation
- Teacher retention
- Walk-through data

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Completion rates and/or graduation rates data
- Demographic data
- Enrollment
- Enrollment trends
- Perception/survey data
- Social Emotional Learning Data
- Other

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$17,000,000	Staffing, General Supplies, Support Staff, Extra-Duty Pay, Activity Pay	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Allocation	\$920,000	Staffing, General Supplies	Student Success, Adult Learning Culture, Connectedness
EL Weighted Allocation	\$709,000	Staffing	Student Success, Adult Learning Culture
General Carry Forward	\$130,000	Staffing, Prep Sells, Teacher Extra-Duty Pay	Student Success, Adult Learning Culture
At-Risk Weighted Carry Forward	\$0	Supplies/Other Services	Student Success, Adult Learning Culture, Connectedness
EL Weighted Carry Forward	\$6,000	Supplies//Other Services	Student Success, Adult Learning Culture, Connectedness

Continuous Improvement Team

Team Role	Name	Position
Principal	Lisa Schumacher	Principal
CI Team Lead	Daniel Liles	Assistant Principal
CI Team	Christina Ballard	Teacher
CI Team	Kelly Glass	Teacher
CI Team	Deanna Knight	Behavior Strategist
CI Team	Sara Melvin	Teacher
CI Team	Elaina Nelson	Counselor
CI Team	Thomas Michaud	Assistant Principal
CI Team	John Read	Parent
CI Team	Amy Reed	Teacher
CI Team	Alanna Robinson	Teacher
CI Team	Thomasina Rose	Learning Strategist
CI Team	Katherine Simieou	Assistant Principal
CI Team	Dedra Steinline	Teacher
CI Team	Caroline Vacante	Learning Strategist