

Clark County School District

Palo Verde HS

2026-2027 Status Checks with Notes

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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Inquiry Areas

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

i-Ready Scores

ACT Scores

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Ensure that instruction is aligned and measured by content areas standards with increased student engagement. 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	Oct: In progress October Lessons Learned Implementation of schoolwide Tier I instructional, ACT preparation initiatives, and i-Ready and CERT progress monitoring continues to reinforce the importance of consistent instructional practices and student engagement. The Panther Way Professional Learning Series, PLC collaboration, ACT preparation opportunities, and student goal-setting practices are supporting our schoolwide improvement efforts. However, implementation remains inconsistent across classrooms and PLCs, particularly with ACT preparation participation, student goal-setting, and the integration of Tier I instructional strategies. Review of the 2025-2026 ACT data indicates continued strength in ELA performance, while Math proficiency and achievement gaps among student subgroups remain areas of

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

concern. The team recognizes that improving student outcomes will require greater consistency in data-driven instruction, intentional monitoring of student growth, and equitable access to targeted interventions.

October Next Steps/Need

Continue strengthening ACT preparation through coordinated schoolwide initiatives, including CERT assessments, ACT Bootcamps, classroom-based practice, and targeted family outreach. Standardize student goal-setting procedures using i-Ready and CERT data, with PLCs regularly reviewing student progress and identifying instructional adjustments. Following the winter assessment cycle, teachers, counselors, and administrators will review student performance to identify students requiring additional Tier II and Tier III supports and monitor intervention placements and effectiveness.

Continued implementation will require PLC accountability for student goal-setting and data analysis, intentional integration of ACT-aligned instruction, and ongoing support from administrators and learning strategists. Additional staffing flexibility, Tutors Across America partnerships, and family engagement will be important to expanding access to tier I instruction, ACT preparation, and targeted interventions.

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, 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. 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.	Oct: In progress October Lessons Learned Our implementation efforts reinforce that professional learning alone does not consistently translate into changes in classroom instruction without monitoring, collaboration, and feedback. Through the Panther Way Professional Learning Series, PLC practices, and Focal Point walkthroughs, we are establishing clearer expectations for standards-aligned instruction, learning tasks, and student engagement. Focal Point data show improvement in instructional alignment, with an 81.5% average across 411 walkthroughs during 2025-2026, representing a 13% increase from the previous year. However, performance remains below our 85% target, and departmental differences indicate a need for continued support. While PLCs submit lesson plans, consistent development and analysis of common assessments remain areas for growth. The PLC+ process offers opportunities to strengthen collaboration and data-driven instructional decisions. October Next Steps/Need

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

Continue the Panther Way Professional Learning Series, emphasizing standards alignment, rigorous learning tasks, student engagement, and formative assessments.

Administrators and learning strategists will support PLC leads in implementing PLC+ practices, including common assessments and instructional planning.

Increase Focal Point walkthroughs to three per administrator weekly and establish consistent communication of instructional trends and feedback to PLCs. Monitor professional learning participation toward 100% staff completion by May 2027.

Implementation requires PLC accountability, structured collaboration, and administrative follow-through. District support for staffing, substitute coverage, and strategist availability will help sustain professional learning and coaching.

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: 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. 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	Oct: In progress October Lessons Learned Our attendance improvement efforts reinforce that incentives and mentoring alone are insufficient to reduce chronic absenteeism. Effective interventions require consistent monitoring, early identification of at-risk students, coordinated Tier II and III supports, and meaningful family engagement. The Chronic Absenteeism Committee regularly reviews attendance trends and procedures to strengthen schoolwide responses. While support programs, incentives, and mentoring are underway, Tier II identification and follow-through remain inconsistent. Attendance concerns among freshmen and seniors highlight the need for targeted interventions, expanded extracurricular engagement, and stronger two-way family communication. October Next Steps/Need Strengthen weekly Infinite Campus attendance monitoring and consistent identification and referral of students requiring Tier II and III supports. The MTSS team will review TFI 3.0 results to identify one to three priorities for improving attendance interventions. Expand attendance incentives and engagement opportunities

Problem Statements/Critical Root Cause: Connectedness 1	targeting freshmen and seniors. Strengthen communication among teachers, counselors, administrators, and families to ensure timely interventions. Increase extracurricular participation to support student connectedness. Implementation requires consistent staff participation in mentoring, monitoring, and recognition. Additional funding, community partnerships, family engagement, and district staffing support will help sustain targeted interventions. Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need
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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. 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	Oct: In progress October Lessons Learned Review of exclusionary discipline data from 2023-2024 through 2025-2026 highlights persistent disproportionality, particularly among Black/African American students. Findings reinforce the need for consistent schoolwide behavioral expectations, progressive discipline procedures, and Tier I positive behavioral supports. Reducing disproportionality requires more than responding to individual incidents. Sustainable improvement depends on culturally responsive practices, restorative approaches, and early identification of students needing additional support. TFI 3.0 and ongoing discipline analysis will help identify implementation gaps and priorities. Collaboration among administrators, teachers, counselors, and MTSS members remains essential. October Next Steps/Need Continue monitoring exclusionary discipline trends, particularly among Hispanic and Black/African American students. Use TFI 3.0 findings to identify one to three priorities for strengthening Tier I supports and establish consistent

Level 1: Strong: PBIS

Problem Statements/Critical Root Cause: Connectedness 2

expectations for progressive discipline and restorative practices.

Provide targeted professional learning in culturally responsive classroom management and positive behavioral interventions. Strengthen schoolwide Tier I expectations and identification procedures for students requiring Tier II supports. Administrators and the MTSS team will review discipline data monthly to evaluate effectiveness and adjust interventions.

Implementation requires staff collaboration, consistent discipline procedures, administrative follow-through, and continued district support for professional learning and Tier II interventions.

Feb: No review

February Lessons Learned

February Next Steps/Need

June:

June Lessons Learned

June Next Steps/Need