Clark County School District

Sierra Vista HS

Classification: 4 Star School

Accreditation Status:
Accredited

2026-2027 School Improvement Plan

District Approval Date:
July 31, 2026

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Mission Statement

Provide rigorous, high-quality instruction and establish partnerships amongst our feeder alignment, families, and community from pre-kindergarten through graduation.

Vision

ONE VISTA Schools foster life-long learning and nurture our students in their academic, social, and emotional growth.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

Based on data for 2025-2026, Math and ELA scores increased over the previous years as measured by ACT average scores. MAP growth data showed strong growth in math at 54th percentile. MAP growth for ELA was strong for with all student growth at the 65th percentile. To support student success, teachers have weekly, scheduled, common PLC planning periods to ensure instruction is aligned with the standards. Math and English departments have had targeted PD in the use of Tier I instructional materials and standard/task alignment. Instructional walk data continues to show evidence of growth in this area. Continue to implement a school-wide reading and writing protocol across all content areas and add additional support in English conventions to support ELA growth.

Areas for Growth

While we are showing growth in many areas, there remains a critical need to strengthen academic outcomes in Science, Social Studies, and elective courses. Specifically, Science proficiency at 16.3% in 2024 is below the district rate of 19.3%, showing a decline from the prior year. To address these areas for growth, we will continue to leverage the established strength of data-informed instruction and the focus on foundational skills, including the consistent application of CCSD adopted Tier I instructional materials and rigorous monitoring of standard/task alignment across all content areas. Each PLC group will participate in focused walks as well as focus on a targeted small group within their classes to analyze achievement data and target interventions for those students. We will also deepen the consistent implementation of the school-wide reading and writing protocol, with the addition of English language conventions skills, to ensure its effective use in fostering mastery of essential skills across the curriculum. This comprehensive approach aligns with the Nevada Portrait of a Learner's emphasis on Mastery of Essential Skills.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Students struggle with academic language required for the ACT and need instructional support to prepare for the test. 25% of English Language Learners scored level 1 in ELA on the ACT compared with 11% of the overall population at our school.	All teachers will be aware of which of their students are EL and implement appropriate differentiated instructional strategies. Weighted funds employ educational personnel who provide services for at-risk and EL students.
Foster/Homeless	Student resource stability makes engagement with lessons, especially studying outside of school difficult. The foster/homeless students scored in level 3 and 4 at approximately the same rate as our overall population. However, 3% less students scored in the proficiency range of 3 or 4 in math.	All teachers will be aware of their students that are Foster/ Homeless status and consider accordingly the nature and volume of out-of-class work that is assigned. Weighted funds employ educational personnel who provide services for at-risk students.

Student Group	Challenge	Solution
Free/Reduced Lunch	There is no identifiable acheivement gap between FRL/Not FRL students.	N/A
Racial/Ethnic Minorities	Previous achievement gaps	All staff will be trained in cultural competency/ restorative practices through ongoing professional development including relevant literature, guest speakers, and staff committee collaboration.
Students with IEPs	Time for staff to review, develop and document supports.	All teachers will be aware of which of their students have IEPs and incorporate appropriate differentiated instructional strategies according to IEPs. All teachers will also communicate with their IEP students' Case Managers to ensure appropriate individualized support.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	The Sierra Vista mean ACT score showed slight decline from 17.6 in 2025 to 17.5 in 2026.	Not all students are consistently exposed to standards-aligned, rigorous tasks during daily lessons across all content areas. In addition, many students do not see value in non-graded (state) assessments and lack of buy in on state summative assessments reduces performance.
2 ★	Chronic absenteeism continues to be a problem, despite many efforts to engage students. In 2025-2026, 34.5% of our student body was chronically absent, leading to missed instruction and ultimately low performance.	With the introduction of grading reform, students learned how to "work" the system and realize that daily attendance is not as important as summative performance. In addition, 44.5% of our seniors are labeled as "chronically absent". Students do not see value in classes that they do not have to pass for graduation.
3 ★	AB 335: As evidenced by [assessment data], the problem is that ELs are performing below other identified student groups [in the school/in the state/ in the district].	AB 335: The low performance of ELs in language proficiency and content achievement is due to [Physical, Human, Organization Causes within the school's control].

★ = Priority

Adult Learning Culture

Areas of Strength

Teachers have experience in the PLC process and standards alignment based on the work we have done over the past few years. Staff meet weekly, during common prep periods, to engage in the PLC process. Each core subject area has an instructional strategist to support the teaching and learning cycle. In addition, the administrative team has been structured to provide a high level of support and focus on instruction.

Areas for Growth

Teachers need continued support in data analysis and the analyze and respond portions of the teaching and learning cycle. For the 2026-2027 school year, PLCs will increase their focus and practice of data analysis to inform instruction by targeted evaluation and instruction for a selected small group of students in each teacher's class as well as participate in focus walks as a PLC group.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Gather and provide data to PLCs to support their work in differentiation.	During planning and instruction, and especially in regards to remediation and extension opportunities, all Professional Learning Communities will consider the unique needs of this student group and plan accordingly. Weighted funds employ educational personnel who provide services for at-risk and EL students.
Foster/Homeless	Gather and provide data to PLCs to support their work in differentiation.	During planning and instruction, and especially in regards to remediation and extension opportunities, all Professional Learning Communities will consider the unique needs of this student group and plan accordingly. Weighted funds employ educational personnel who provide services for at-risk and EL students.

Student Group	Challenge	Solution
Free and Reduced Lunch	N/A	N/A
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Gather and provide data to PLCs to support their work in differentiation	During planning and instruction, and especially in regards to remediation and extension opportunities, all Professional Learning Communities will consider the unique needs of this student group and plan accordingly. Weighted funds employ educational personnel who provide services for at-risk and EL students.
Students with IEPs	Gather and provide data to PLCs to support their work in differentiation	During planning and instruction, and especially in regards to remediation and extension opportunities, all Professional Learning Communities will consider the unique needs of this student group and plan accordingly.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	PLC groups continue to show varied levels of proficiency with engaging in the full teaching and learning cycle, specifically including analyzing and responding to data.	Teachers report a lack of time to analyze and respond to data while trying to keep up with the pacing guides and Tier I instructional materials timelines.
2 ★	The Sierra Vista mean ACT score showed slight decline from 17.6 in 2025 to 17.5 in 2026.	Not all students are consistently exposed to standards-aligned, rigorous tasks during daily lessons across all content areas. In addition, many students do not see value in non-graded (state) assessments and lack of buy in on state summative assessments reduces performance.

★ = Priority

Connectedness

Areas of Strength

The district wide survey revealed that students feel supported at school and feel like the school staff respects and values diversity.

Areas for Growth

The district wide survey revealed that students have poor sense of self-efficacy toward learning and are often disengaged with the learning process.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Family communication, time for counselors to meet with students to address needs	As counselors and other members of the Multidisciplinary Leadership Team provide SEL support to students, the unique needs of this student group will be considered and acted on accordingly. Weighted funds employ educational personnel who provide services for at-risk and EL students.
Foster/Homeless	Time for counselors/social worker to meet with students to address needs. Accurate identification of students with limited updates for foster students.	As counselors and other members of the Multidisciplinary Leadership Team provide SEL support to students, the unique needs of this student group will be considered and acted on accordingly. Weighted funds employ educational personnel who provide services for at-risk and EL students.
Free and Reduced Lunch	N/A	N/A
Migrant/Title1-C Eligible	N/A	N/A

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Identifying students with high chronic absenteeism and time to contact families.	As counselors and other members of the Multidisciplinary Leadership Team provide SEL support to students, the unique needs of this student group will be considered and acted on accordingly. Weighted funds employ educational personnel who provide services for at-risk and EL students.
Students with IEPs	Identifying students with high chronic absenteeism and communication to case managers, families.	As counselors and other members of the Multidisciplinary Leadership Team provide SEL support to students, the unique needs of this student group will be considered and acted on accordingly.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Chronic absenteeism continues to be a problem, despite many efforts to engage students. In 2025-2026, 34.5% of our student body was chronically absent, leading to missed instruction and ultimately low performance.	With the introduction of grading reform, students learned how to "work" the system and realize that daily attendance is not as important as summative performance. In addition, 44.5% of our seniors are labeled as "chronically absent". Students do not see value in classes that they do not have to pass for graduation.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Chronic absenteeism continues to be a problem, despite many efforts to engage students. In 2025-2026, 34.5% of our student body was chronically absent, leading to missed instruction and ultimately low performance.	With the introduction of grading reform, students learned how to "work" the system and realize that daily attendance is not as important as summative performance. In addition, 44.5% of our seniors are labeled as "chronically absent". Students do not see value in classes that they do not have to pass for graduation.
2 ★	PLC groups continue to show varied levels of proficiency with engaging in the full teaching and learning cycle, specifically including analyzing and responding to data.	Teachers report a lack of time to analyze and respond to data while trying to keep up with the pacing guides and Tier I instructional materials timelines.
3 ★	The Sierra Vista mean ACT score showed slight decline from 17.6 in 2025 to 17.5 in 2026.	Not all students are consistently exposed to standards-aligned, rigorous tasks during daily lessons across all content areas. In addition, many students do not see value in non-graded (state) assessments and lack of buy in on state summative assessments reduces performance.
4 ★	AB 335: As evidenced by [assessment data], the problem is that ELs are performing below other identified student groups [in the school/in the state/ in the district].	AB 335: The low performance of ELs in language proficiency and content achievement is due to [Physical, Human, Organization Causes within the school's control].

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **Accelerated/Advanced Coursework Enrollment**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **AP Completion**
- [x] **College and career readiness data**
- [x] **Course Offerings**
- [x] **Credit Sufficiency/Deficiency/Retrieval data**
- [x] **Criterion-Referenced Test in Mathematics**
- [x] **Criterion-Referenced Test in Science**
- [x] **CTE**
- [x] **Curriculum Based Measures**
- [x] **Grades**
- [x] **Graduation rates/GED/HiSET data**
- [x] **Local benchmark, common assessments, diagnostic assessments, or interim assessments data**
- [x] **MAP Growth Assessment**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **Nevada State Performance Framework (NSPF)**
- [x] **SAT, ACT, PSAT or ASPIRE**
- [x] **Student Climate Survey, Student Voice**
- [x] **Student failure and/or retention rates**
- [x] **WIDA ACCESS for ELLs**
- [x] **Other**

Adult Learning Culture

- [x] **Administrator evaluation**

- [x] **Class size averages by grade and subject**
- [x] **Equity data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Lesson Plans**
- [x] **Master schedule**
- [x] **Professional Development Agendas**
- [x] **Professional development needs assessment data**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **School department and/or faculty meeting discussions and data**
- [x] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**
- [x] **Study of best practices**
- [x] **Teacher evaluation**
- [x] **Teacher retention**
- [x] **Teacher/Student Ratio**
- [x] **Walk-through data**
- [x] **Other**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Community surveys and/or other feedback**
- [x] **Demographic data**
- [x] **Enrollment**
- [x] **Enrollment trends**
- [x] **Home Visits**
- [x] **Perception/survey data**

- [x] **School safety data**
- [x] **Social Emotional Learning Data**
- [x] **Violence and/or violence prevention records**
- [x] **Volunteer opportunities, attendance, and participation**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1 ☑ Aligns with District Goal

By the end of the 2026 school year, the ACT mean score will increase from 17.5 to 17.8. (Academic Excellence: Strong Readers, Writers, and Communicators)

Formative Measures: Map testing/I-Ready, practice ACT tests for 11th grade students, common summative assessments, PLC planning notes.

Improvement Strategy 1

All teachers will consistently design and implement daily instructional tasks and assessments that are fully aligned with state and district standards, promoting deeper learning and critical thinking for all students.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Professional development on unwrapping the standards, utilizing District pacing guides, utilizing learning progressions towards learning intentions, backward assessment plannings, creating rigorous aligned learning tasks with student outcomes, and facilitating rigorous tier I instruction aligned to the NVACS/NGSS.	Assistant Principal	Staff development days	✓
2	All teachers will engage with their supervisor in the observation cycle to gather feedback to use for ongoing planning and instruction, to include remediation and extension as needed.	Assistant Principal	throughout the year	✓
3	Administration will engage in weekly instructional walks to monitor use of tier I instructional materials, engagement with success criteria and standard/task alignment.	Assistant Principal	throughout the year	✓

Position Responsible: Angel Toner, Crystal Collins - Assistant Principals over Instruction

Resources Needed: Teachers will need dedicated time to plan for the use of rigorous tasks in daily instruction as well as the use of complex and rich texts.
Teachers will need access to high quality teaching resources that offer lessons aligned to NVACS as well as rigorous assessments also aligned to state standards.
Teachers will need dedicated time to analyze student assessment results to gather feedback that informs ongoing planning and instruction, and reflect on the teaching and learning cycle.
Teachers and administrative supervisors will need dedicated time to engage in the observation cycle, including pre-conferences, direct classroom observations, and post-conferences.
Teachers will engage in PD regarding the analyze step of the PLC processes to ensure focus on the teaching and learning cycle.
Learning strategists will support PLC groups in data analysis and reflection on the teaching and learning cycle.

Evidence Level

Level 2: Moderate:
Analyze data in PLCs, Professional Learning Communities

Level 3: Promising:
Savvas MyPerspectives

Level 4: Demonstrate Rationale:
Big Ideas Math, HMH Geometry

Problem Statements: Student Success 1, 2 - Adult Learning Culture 2 - Connectedness 1

Status Checks

In progress

October **February** **June**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	The Sierra Vista mean ACT score showed slight decline from 17.6 in 2025 to 17.5 in 2026.	Not all students are consistently exposed to standards-aligned, rigorous tasks during daily lessons across all content areas. In addition, many students do not see value in non-graded (state) assessments and lack of buy in on state summative assessments reduces performance.
2	Chronic absenteeism continues to be a problem, despite many efforts to engage students. In 2025-2026, 34.5% of our student body was chronically absent, leading to missed instruction and ultimately low performance.	With the introduction of grading reform, students learned how to "work" the system and realize that daily attendance is not as important as summative performance. In addition, 44.5% of our seniors are labeled as "chronically absent". Students do not see value in classes that they do not have to pass for graduation.

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
2	The Sierra Vista mean ACT score showed slight decline from 17.6 in 2025 to 17.5 in 2026.	Not all students are consistently exposed to standards-aligned, rigorous tasks during daily lessons across all content areas. In addition, many students do not see value in non-graded (state) assessments and lack of buy in on state summative assessments reduces performance.

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Chronic absenteeism continues to be a problem, despite many efforts to engage students. In 2025-2026, 34.5% of our student body was chronically absent, leading to missed instruction and ultimately low performance.	With the introduction of grading reform, students learned how to "work" the system and realize that daily attendance is not as important as summative performance. In addition, 44.5% of our seniors are labeled as "chronically absent". Students do not see value in classes that they do not have to pass for graduation.

SMART Goal 2

Sierra Vista High School will reduce the achievement gap in Math between English Learner (EL) students and English-proficient students by increasing the percentage of EL students demonstrating proficiency on the ACT Math assessment from 0% in 2025-2026 to 5% in 2026-2027. (Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)

Formative Measures: Practice ACT tests for 11th-grade EL students, common summative assessments, PLC planning notes.

Improvement Strategy 1

Sierra Vista High School will strengthen Tier I mathematics instruction by implementing consistent, language-rich instructional practices that support English Learners (ELs) in accessing rigorous, grade-level mathematical content. Teachers will explicitly teach academic vocabulary, incorporate structured mathematical discourse, model problem-solving strategies, and provide scaffolds to support comprehension of complex mathematical concepts and word problems.

Through data-driven Professional Learning Communities (PLCs), teachers will regularly analyze formative and summative assessment results, disaggregated by newcomer, short-term, and long-term EL status, to identify learning gaps, adjust instructional practices, and implement targeted interventions. Student progress will be monitored quarterly using common assessments, ACT-aligned practice assessments, classroom performance, and evidence of instructional implementation to measure progress toward increasing EL Math proficiency from 0% to 5% by the end of the 2026-2027 school year.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Professional development on unwrapping the standards, utilizing District pacing guides, utilizing learning progressions towards learning intentions, backward assessment planning, creating rigorous aligned learning tasks with student outcomes, and facilitating rigorous Tier I instruction aligned to the standards.	Assistant Principal	throughout the year	
2	All teachers will engage with their supervisor in the observation cycle to gather feedback to use for ongoing planning and instruction, to include remediation and extension as needed	Assistant Principal	throughout the year	
3	Administration will engage in weekly instructional walks to monitor use of Tier I instructional materials, engagement with success criteria, and standard/task alignment.	Assistant Principal	throughout the year	

Problem Statements: Student Success 3

Status Checks

In progress

October **February** **June**

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
3	AB 335: As evidenced by [assessment data], the problem is that ELs are performing below other identified student groups [in the school/in the state/in the district].	AB 335: The low performance of ELs in language proficiency and content achievement is due to [Physical, Human, Organization Causes within the school's control].

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

☑ **Aligns with District Goal**

By the end of the 2026-27 school year, all teachers at Sierra Vista High School will consistently analyze focused student data within PLC teams and use that data to inform and adjust instruction, ensuring targeted remediation and extension opportunities for all learners. (Academic Excellence: Inclusive Classrooms that Support Every Learner)

Formative Measures: This will be measured by evidence of data-driven instructional adjustments in lesson plans, common formative and summative assessment results, and classroom observations/walkthroughs.

Improvement Strategy 1

Improve our Professional Learning Communities culture that values data-driven planning and instruction to differentiate instruction for both remediation and extension.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	PLCs will meet at regularly scheduled times to focus on the teaching and learning cycle to include unwrapping standards, aligning tasks and assessments, planning for effective instruction, common summative assessments and data reviews.	Assistant Principals	Continuous throughout the school year. Monitoring at weekly instructional meetings	
2	Differentiated PD will be provided by learning strategists and supported by administration within departments to continue to support data-driven instruction to differentiate for both remediation and extension.	Assistant Principals	Continuous throughout the school year. Monitoring at weekly instructional meetings	
3	PLCs will focus on a targeted small group of students to analyze achievement data and deliver targeted instruction.	Assistant Principals	Continuous throughout the school year. Monitoring at weekly instructional meetings	

Position Responsible: Angel Toner, Crystal Collins - Assistant Principals over instruction

Resources Needed: Time dedicated for PLCs to meet on a weekly basis.
Time dedicated for professional development, planning and teacher attendance.

Evidence Level

Level 1: Strong:

Level 2: Moderate:
Analyze data in PLCs

Level 3: Promising:
Professional Learning Communities, Build a committed staff and provide professional development

Problem Statements: Student Success 1 - Adult Learning Culture 1, 2

Status Checks

In progress

October	February	June

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	The Sierra Vista mean ACT score showed slight decline from 17.6 in 2025 to 17.5 in 2026.	Not all students are consistently exposed to standards-aligned, rigorous tasks during daily lessons across all content areas. In addition, many students do not see value in non-graded (state) assessments and lack of buy in on state summative assessments reduces performance.

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	PLC groups continue to show varied levels of proficiency with engaging in the full teaching and learning cycle, specifically including analyzing and responding to data.	Teachers report a lack of time to analyze and respond to data while trying to keep up with the pacing guides and Tier I instructional materials timelines.
2	The Sierra Vista mean ACT score showed slight decline from 17.6 in 2025 to 17.5 in 2026.	Not all students are consistently exposed to standards-aligned, rigorous tasks during daily lessons across all content areas. In addition, many students do not see value in non-graded (state) assessments and lack of buy in on state summative assessments reduces performance.

Inquiry Area 3

Connectedness

SMART Goal 1

☑ **Aligns with District Goal**

Decrease Chronic Absenteeism by 10% from a rate of 34.5% to a rate of 31% based on NSPF calculations. (Safe and Supportive Schools: Students Who Are Known, Valued, and Connected)

Formative Measures: Data will be tracked quarterly. The rate of positive student attendance rewards should increase, while the rate of chronic absenteeism decreases.

Improvement Strategy 1

Incentivize student attendance by making activities and rewards available to students who regularly attend school. Communicate progress to students and parents regularly through Infinite Campus, email and Minga.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Early communication to parents and students about the importance of regular attendance and attendance note procedures and attendance incentives.	Assistant Principal	First month of school	
2	Review Minga data and update student lists to ensure positive rewards are distributed and celebrated.	Assistant Principal	First month of school	
3	Continued staff focus on student discourse and class engagement supported by administrative weekly walkthroughs.	Principal	Ongoing	

Position Responsible: Principal

Resources Needed: Budget funding for Minga app and student rewards
Time for teacher learning and implementation
Better attendance reports from IC to identify student level trends

Evidence Level

Level 1: Strong:
Positive School Culture, Minga

Problem Statements: Student Success 2 - Connectedness 1

Status Checks

In progress

October **February** **June**

Improvement Strategy 2

Sierra Vista has implemented a den system (similar to Ron Clark House System) to incentivize students for participation in school activities. This system will be expanded to include "Den Meetings" where students will meet with a dedicated Den group once monthly to participate in team building activities to increase sense of connectedness on campus.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Assign students and teachers to a specific Den and roster in Infinite Campus.	Assistant Principal	Ongoing	
2	Lesson planning for den meetings to provide teachers with high quality lessons for monthly sessions.	Assistant Principal	Ongoing	

Position Responsible: Principal

Resources Needed: Dedicated time for lesson planning.
Communication to teachers, students and families about the new program.

Evidence Level

Level 1: Strong:

Problem Statements: Student Success 2 - Connectedness 1

Status Checks

In progress

October **February** **June**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
2	Chronic absenteeism continues to be a problem, despite many efforts to engage students. In 2025-2026, 34.5% of our student body was chronically absent, leading to missed instruction and ultimately low performance.	With the introduction of grading reform, students learned how to "work" the system and realize that daily attendance is not as important as summative performance. In addition, 44.5% of our seniors are labeled as "chronically absent". Students do not see value in classes that they do not have to pass for graduation.

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Chronic absenteeism continues to be a problem, despite many efforts to engage students. In 2025-2026, 34.5% of our student body was chronically absent, leading to missed instruction and ultimately low performance.	With the introduction of grading reform, students learned how to "work" the system and realize that daily attendance is not as important as summative performance. In addition, 44.5% of our seniors are labeled as "chronically absent". Students do not see value in classes that they do not have to pass for graduation.

Plan Notes

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	$18,786,552.89	Staffing, Supplies, Software, Professional Development	All
At-Risk Weighted Allocation	$1,712,467.31	Staffing for student support including reduced class sizes, support courses, attendance officer, behavior supports	All
EL Weighted Allocation	$1,087,584.29	Staffing for student support	All
General Carry Forward	$1,348.835	Staffing, Supplies, Software, Professional Development	All
At-Risk Weighted Carry Forward	$181,041.83	Staffing for student support including reduced class sizes, support courses, attendance officer, behavior supports	All
EL Weighted Carry Forward	$1,027.14	Staffing for student support	All
Title IA	$N/A		

Teams

Teams

School Continuous Improvement (CI) Team

Meeting Logs

Date	Location	Sign In Sheet	Notes
October 6, 2026 @ 3:00 PM	PCR	doc01816120261012150950.pdf	SOT 10_6_26.pdf

Members

First Name	Last Name	Position	Committee Role
Michelle	Reichert	Parent	Parent
Kara	Nieland	Parent	Parent
Zarinah	Muhammad	Parent	Parent
Joshua	Parker	Parent	Parent
Jeff	Wells	Parent	Parent
Trisha	Mason	Parent	Parent
Stephanie	Wright	AP	AP
Lila	Unknown	Student	Student Representative
Piper	Watson	Student	Student Representative
Penina	Wiley	CSM	Support Staff Representative
Julie	Horner	Support Staff	Support Staff Representative
Dylan	Hinkle	Teacher	Licensed Representative
Shane	Gibson	Teacher	Licensed Representative
Pierre	Gaitan	Teacher	Licensed Representative
Jeremy	Fischer	Teacher	Licensed Representative
Jessica	Lovell	Principal	Lead

Continuous Improvement Team

Members

First Name	Last Name	Position	Committee Role
Michelle	Reichert	SOT Lead	Parent

First Name	Last Name	Position	Committee Role
Penina	Wiely	CSM	Support Staff
Marina	Morales	Teacher	Special Education Teacher
Kristen	Cuttita	Instructional Strategist	Instructional Strategist
Gianna	Imbriani	Teacher	Teacher
Delisha	White	Assistant Principal	Assistant Principal
Julia	Ventura	Assistant Principal	Assistant Principal
Jaimee	Galloway	Assistant Principal	Assistant Principal
Oscar	Padilla	Assistant Principal	Assistant Principal
Angel	Toner	Assistant Principal	Assistant Principal
Crystal	Collins	Assistant Principal	Assistant Principal
Derryck	Rickards	Assistant Principal	Assistant Principal
Sara	Smith	Assistant Principal	CI Team Lead
Jessica	Lovell	Principal	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
Admin meeting	7/22/2026	Awareness
SOT Meeting	10/6/2026	Review of School Improvement plan; added EL goal; discussed ways to support