Clark County School District

Sierra Vista HS

2026-2027 School Improvement Plan

Accreditation Status
Accredited

Classification: 4 Star School

District Approval Date: October 15, 2026

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.

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/sierra_vista_high_school/nspf/

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Comprehensive Needs Assessment

Student Success

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.

Student Success 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.

Student Success 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.

Student Group	Challenge	Solution
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.
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 1 (Prioritized): The Sierra Vista mean ACT score showed slight decline from 17.6 in 2025 to 17.5 in 2026.
Critical Root Cause: 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.

Problem Statement 2 (Prioritized): 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.
Critical Root Cause: 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.

Problem Statement 3 (Prioritized): 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].
Critical Root Cause: 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 1: Student Success

SMART Goal 1: 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)

Aligns with District Goal

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

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	No review	

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.

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/Critical Root Cause: Student Success 1, 2 - Adult Learning Culture 2 - Connectedness 1

Inquiry Area 1: Student Success

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)

Aligns with District Goal

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

Improvement Strategy 1 Details

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.

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/Critical Root Cause: Student Success 3

Reviews

Status Check		EOY Reflection
Oct	Feb	June
In progress	No review	

Adult Learning Culture

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.

Adult Learning Culture 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.

Adult Learning Culture 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.
Free and Reduced Lunch	N/A	N/A

Student Group	Challenge	Solution
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 1 (Prioritized): 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.
Critical Root Cause: 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.

Problem Statement 2 (Prioritized): The Sierra Vista mean ACT score showed slight decline from 17.6 in 2025 to 17.5 in 2026.
Critical Root Cause: 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 2: Adult Learning Culture

SMART Goal 1: 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)

Aligns with District Goal

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 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	No review	

Improvement Strategy 1: Improve our Professional Learning Communities culture that values data-driven planning and instruction to differentiate instruction for both remediation and extension.

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/Critical Root Cause: Student Success 1 - Adult Learning Culture 1, 2

Connectedness

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.

Connectedness 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.

Connectedness 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 1 (Prioritized): 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.
Critical Root Cause: 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.

Inquiry Area 3: Connectedness

SMART Goal 1: 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)

Aligns with District Goal

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 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	No review	

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.

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/Critical Root Cause: Student Success 2 - Connectedness 1

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	No review	

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.

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/Critical Root Cause: Student Success 2 - Connectedness 1

Priority Problem Statements

Problem Statement 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.

Critical Root Cause 1: 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.

Problem Statement 1 Areas: Student Success - Connectedness

Problem Statement 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.

Critical Root Cause 2: 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.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: The Sierra Vista mean ACT score showed slight decline from 17.6 in 2025 to 17.5 in 2026.

Critical Root Cause 3: 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.

Problem Statement 3 Areas: Student Success - Adult Learning Culture

Problem Statement 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].

Critical Root Cause 4: 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].

Problem Statement 4 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

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

Student Success

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

Adult Learning Culture

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

- Teacher/Student Ratio
- Walk-through data
- Other

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Demographic data
- Enrollment
- Enrollment trends
- Home Visits
- Perception/survey data
- School safety data
- Social Emotional Learning Data
- Violence and/or violence prevention records
- Volunteer opportunities, attendance, and participation

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		

School Continuous Improvement (CI) Team

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

Continuous Improvement Team

Team Role	Name	Position
Parent	Michelle Reichert	SOT Lead
Support Staff	Penina Wiely	CSM
Special Education Teacher	Marina Morales	Teacher
Instructional Strategist	Kristen Cuttita	Instructional Strategist
Teacher	Gianna Imbriani	Teacher
Assistant Principal	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
CI Team Lead	Sara Smith	Assistant Principal
Principal	Jessica Lovell	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