Clark County School District

Sierra Vista HS

2026-2027 Status Checks with Notes

Accreditation Status
Accredited

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/

Table of Contents

Inquiry Areas 4
Inquiry Area 1: Student Success 4
Inquiry Area 2: Adult Learning Culture 8
Inquiry Area 3: Connectedness 10

Inquiry Areas

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
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. **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	**Oct:** In progress **October Lessons Learned** Consistent analysis of PLC data, ACT practice test results, and common formative and summative assessments is essential to identifying learning gaps, monitoring student progress, and informing instructional decisions. Greater alignment between classroom instruction, assessments, and ACT-tested skills, along with targeted interventions and explicit instruction in reading comprehension, complex text analysis, and critical thinking, will strengthen student readiness and achievement. **October Next Steps/Need** Strengthen data-driven PLC practices through consistent analysis of common formative and summative assessments and ACT practice test results to identify learning gaps, monitor student progress, and guide instructional adjustments. Increase the integration of ACT-aligned questions and tasks into classroom instruction and assessments to build student readiness. Provide targeted interventions, differentiated instruction, and additional opportunities for ACT skill development based on identified student needs. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

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	Reviews
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. **Problem Statements/Critical Root Cause:** Student Success 3	**Oct:** In progress **October Lessons Learned** Consistent analysis of EL student performance data, including formative and summative assessments, ACT practice tests, and language proficiency data, is essential to identifying mathematical skill gaps and language barriers impacting achievement. Greater emphasis on explicit instruction in academic vocabulary, mathematical reasoning, and problem-solving strategies, along with targeted language supports, is needed to improve EL students' access to rigorous grade-level math instruction and increase proficiency. **October Next Steps/Need** Strengthen PLC collaboration to regularly analyze EL student performance data, identify learning gaps, and implement targeted instructional interventions. Integrate explicit academic vocabulary instruction, language-rich mathematical tasks, and ACT-aligned practice opportunities into classroom instruction. Provide differentiated supports and small-group interventions while regularly monitoring student progress through formative assessments, common assessments, and ACT practice test results to evaluate instructional effectiveness and adjust strategies to improve EL student achievement. **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 2026-27 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
Improvement Strategy 1: Improve our Professional Learning Communities culture that values data-driven planning and instruction to differentiate instruction for both remediation and extension. **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	**Oct:** In progress **October Lessons Learned** Consistent PLC structures and focused analysis of common formative and summative assessment data are essential to identifying student learning gaps and informing instructional decisions. Continued emphasis is needed on moving beyond reviewing data to implementing targeted instructional adjustments, remediation, and extension opportunities. PLC teams must also consistently monitor student progress to determine the effectiveness of instructional strategies and ensure all learners are appropriately supported and challenged. **October Next Steps/Need** Strengthen PLC expectations and data-analysis protocols to ensure teams consistently review student mastery of essential standards using common formative and summative assessments. PLC teams will document instructional adjustments, identify students needing remediation or extension, and establish regular checkpoints to monitor student growth. Administration and instructional leaders will provide ongoing feedback, coaching, and professional learning to support consistent implementation and improve instructional outcomes. **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: 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
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. **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	**Oct:** In progress **October Lessons Learned** Consistent monitoring of attendance data and early identification of students exhibiting patterns of chronic absenteeism are essential to improving student attendance. Strengthening communication among teachers, counselors, administrators, students, and families is necessary to identify barriers to attendance and provide timely, individualized support. A more proactive and systematic approach to attendance interventions, coupled with positive student relationships and increased school connectedness, will help reduce chronic absenteeism. **October Next Steps/Need** Strengthen schoolwide attendance monitoring through regular analysis of attendance data to identify at-risk students and implement tiered interventions. Establish consistent procedures for student and family outreach, attendance conferences, and individualized attendance improvement plans. Collaborate with counselors, teachers, and student support teams to address barriers to attendance, increase student engagement, and recognize improved attendance. Monitor attendance trends and intervention effectiveness through regular data reviews, adjusting supports as needed to meet the schoolwide chronic absenteeism reduction goal. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Improvement Strategy 2 Details	Reviews
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. **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	**Oct:** In progress **October Lessons Learned** We learned that creating smaller, more intentional opportunities for student engagement strengthens participation and school connectedness. As a result, we transitioned from one large assembly to two assemblies and organized students by Dens to encourage active participation and build a stronger sense of belonging. Additionally, we incorporated Den competitions into staff development days and schoolwide activities to foster school spirit, strengthen relationships, and promote a more connected school community. We also developed a student survey to be completed during Den Days, providing students with an opportunity to share their perspectives, offer feedback, and help guide future activities and initiatives that support student engagement and belonging. **October Next Steps/Need** Continue to monitor progress within classrooms, Minga participation, and collect the data from the surveys given during Den Days to monitor and adjust what we are doing, **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**