

# School Performance Plan

School Name  
Las Vegas HS

Address (City, State, Zip Code, Telephone):  
6500 E Sahara Ave  
Las Vegas, NV 89142-2800, (702) 799-0180

Superintendent/Assistant Chief: Pat Skorkowsky / Rebecca Kaatz

For Implementation During The Following Years: 2017-2018

**The Following MUST Be Completed:**

**Title I Status:** Served

**Designation:** NA

**Grade Level Served:** High School

**Classification:** 3 Star

**NCCAT-S:** Not Required

**\*1 and 2 Star Schools Only:** Please ensure that the following documents will be available upon request  Use of Core Instructional Materials  Scheduling  Model School Visits

**Members of Planning Team \* ALL Title I schools must have a parent on their planning team that is NOT a district employee.**

Name of Member	Position	Name of Member	Position
Jennifer Clark	Parent	David Pectol	Parent
Gregory York	Parent	Debbie Brockett	Principal
James Sammons	Teacher	Sean Klus	Teacher
Marc Cruz	Support Staff	Makenzie Floyd	Student

## COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### DATA REVIEWED & ANALYZED:

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Statewide Assessments	Time in ELL Program/Projected Time to Proficiency	Individualized Education Programs (IEP)
Formative Assessments Practice	ELL Program Policies and Procedures	Achievement Gap Data
Summative Assessments	Placement (Proficiency Levels)	Availability of Curriculum for IEP Students
SAT/ACT Assessments	NA	NA
Teacher/Administrator Observation Data	NA	NA
Other:	Other:	Other:
Other:	Other:	Other:

#### Summary Statement: Please provide a brief description for how the analyzed data will impact your Inquiry and Action Planning process.

As you review the trend data, it is found that the largest graduation gap is evident amongst the special education students and the general education population. However, students that are mainstreamed into the general curriculum demonstrates a decreases in the gap.

Formal and informal assessments within the classroom shows that their still is difficulty in addressing individual needs of the struggling learners as the large class sizes make it very difficult to address the individual needs of all students, but it is amplified for the ELL and Special Education students.

Observation data shows that many teachers are still designing lessons that are focused at the entire room and not to the individual growth of students.

## HIGH SCHOOL GRADUATION RATES

If you serve high school graduation seniors you must fill in the graduation rates for all subpopulations.

Subpopulation	Percentage of Students
<input checked="" type="checkbox"/> AM In/Ak Native	80.00
<input checked="" type="checkbox"/> Asian	91.49
<input checked="" type="checkbox"/> Black	80.00
<input checked="" type="checkbox"/> Hispanic	86.01
<input checked="" type="checkbox"/> Two or More Races	92.59
<input checked="" type="checkbox"/> Pacific Islander	100
<input checked="" type="checkbox"/> White	88.64
<input type="checkbox"/> FRL	
<input checked="" type="checkbox"/> IEP	34.67
<input checked="" type="checkbox"/> ELL	63.7

### NOTES:

## HOPE 2 Intervention

**Focus of Intervention:**

SEOAC recommends interventions be put into place to reduce the number of students being removed from school. To address this recommendation, Las Vegas High School will implement a STAR ON program.

**Monitoring Plan:**

The success of the STAR ON program will be measured each quarter using discipline data to determine if the number of students being removed from school due to discipline has decreased.

**Evaluation Plan:**

Discipline data will be pulled from Infinite Campus each quarter. The data will include suspension and expulsion rates over a two year period to show trends and to determine the success of STAR ON.

## COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

<b>Based on the CNA, identify all that apply:</b>	<input type="checkbox"/> General Education	<input type="checkbox"/> FRL	<input type="checkbox"/> ELL	<input type="checkbox"/> IEP	<input type="checkbox"/> Other
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**Priority Need/Goal 1:**

**Root Causes:**

<b>Monitoring Status</b>

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
<b>1.1 Professional Development (Required)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>1.2 Family Engagement (Required)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	

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Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	

Comments:

1.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:

Comments:

## COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

<b>Based on the CNA, identify all that apply:</b>	<input type="checkbox"/> General Education	<input type="checkbox"/> FRL	<input type="checkbox"/> ELL	<input type="checkbox"/> IEP	<input type="checkbox"/> Other
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**Priority Need/Goal 2:**

**Root Causes:**

<b>Monitoring Status</b>

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
<b>2.1 Professional Development (Required)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>2.2 Family Engagement (Required)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	

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Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	

Comments:

2.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	

Comments:



## COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

<b>Based on the CNA, identify all that apply:</b>	<input type="checkbox"/> General Education	<input type="checkbox"/> FRL	<input type="checkbox"/> ELL	<input type="checkbox"/> IEP	<input checked="" type="checkbox"/> Other
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**Priority Need/Goal 3:**

Increase the percentage of school-based personnel trained in cultural competency.

**Root Causes:**

There is a need for training in the area of cultural competency as evidenced by the District student achievement gap data.

**Measurable Objective 1:**

100% of staff will participate in a mandatory cultural competency professional development session during the 2015-2016 school year as measured by sign-in sheets.

**Monitoring Status**

N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position  Responsible	Monitoring Status
<b>3.1 Professional Development (Required)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	
All staff will participate in a professional development session provided by the District's Equity and Diversity Department.	Training materials from E&DD	Sign-in sheets, Teacher observation data (NEPF)	The principal is responsible for ensuring this action step takes place during one of the four districtwide staff development days.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>3.2 Family Engagement (Optional)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	

				N/A
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Comments:

3.3 Curriculum/Instruction/Assessment (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

3.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

## COMPONENT III: Budget Plan

**COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS:** Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I , Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Hope2	68,000	Support the StarOn program to reduce the number of students removed from campus.	Goals 1, 2 and 3
Title I	343,345.34	Provide extra support to students by reducing class sizes to ensure individualized assistance can be provided to students on a more regular basis.	Goals 1, 2 and 3
SB178	572,400	Improve student access to technology through the purchase of Chromebooks. IXL program will be utilized in math and ELA in order to increase student student achievement in those areas. This program will allow for differentiated instruction at students' current levels. Monies will also go for professional development from IXL in order to ensure teacher efficacy with the implementation of the program and analysis of data. Prep buy-outs in reduce class sizes, and CTTs are also paid for with these monies.	Goals 1, 2 and 3

## COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

**1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.**

We have a partnership with BYU Idaho, where we bring 10-15 student teachers onto our campus each semester and have been able to hire many of them into positions. We also recruit alumni graduates to come back and teach at LVHS. We are able to maintain our highly-qualified teachers due to our strong professional learning community, where they have daily time built into their schedules to support, guide and provide best practices with one another.

**2. Describe the school's strategies to increase family engagement in accordance with Section 1118 of NCLB (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.**

We hold monthly engagement activities for all parents based around college and career readiness. We also use a weekly online newsletter that is emailed to all families and is translated to our dominate second language, Spanish.

**3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).**

There is an annual 9th grade registration night that all parents and students transitioning to high school attends to register for classes. This allows the staff to engage the parents in the development of their child's academic plan and provides them an opportunity to explore the different clubs, sports, electives and activities students can get involved in while at Las Vegas High School. When students begin their ninth grade year, the majority of all their classes are in one area of the school to allow them easier and more comfortable transitions.

**4. Identify the measures that include teachers in decisions regarding the use of academic assessments.**

We have a daily collaboration period built into our bell schedule that allows teachers time to collaborate. It is during this time that they develop the aligned assessments, analyze data from assessments, and discuss best practices to ensure mastery of material on each assessments.

**5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts**

All federal, state, and local services are coordinated and integrated into the school improvement efforts.

## APPENDIX A - Professional Development Plan

### 1.1

#### Goal 1 Additional PD Action Step (Optional)

### 2.1

#### Goal 2 Additional PD Action Step (Optional)

### 3.1

All staff will participate in a professional development session provided by the District's Equity and Diversity Department.

#### Goal 3 Additional PD Action Step (Optional)

## APPENDIX B - Family Engagement Plan

1.2

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Goal 3 Additional Family Engagement Action Step (Optional)

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 1

**Priority Need/Goal 1:**

**Measurable Objective(s):**

<b>Status</b>
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**Comments:**

**1.1 Professional Development:**

**1.2 Family Engagement:**

**1.3 Curriculum/Instruction/Assessment:**

**1.4 Other:**

	Mid-Year	End-of-Year
1.1		
Progress		
Barriers		
Next Steps		
1.2		
Progress		
Barriers		

Next Steps		
1.3		
Progress		
Barriers		
Next Steps		
1.4		
Progress		
Barriers		
Next Steps		



## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 2

**Priority Need/Goal 2:**

**Measurable Objective(s):**

**Status**

**Comments:**

**2.1 Professional Development:**

**2.2 Family Engagement:**

**2.3 Curriculum/Instruction/Assessment:**

**2.4 Other:**

	Mid-Year	End-of-Year
2.1		
Progress		
Barriers		
Next Steps		
2.2		
Progress		
Barriers		

Next Steps		
2.3		
Progress		
Barriers		
Next Steps		
2.4		
Progress		
Barriers		
Next Steps		

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 3

**Priority Need/Goal 3:**

Increase the percentage of school-based personnel trained in cultural competency.

**Measurable Objective(s):**

- 100% of staff will participate in a mandatory cultural competency professional development session during the 2015-2016 school year as measured by sign-in sheets.

Status
N/A

**Comments:**

**3.1 Professional Development:**

**3.2 Family Engagement:**

**3.3 Curriculum/Instruction/Assessment:**

**3.4 Other:**

	Mid-Year	End-of-Year
3.1	All staff will participate in a professional development session provided by the District's Equity and Diversity Department.	
Progress		
Barriers		
Next Steps		
3.2		
Progress		

Barriers		
Next Steps		
3.3		
Progress		
Barriers		
Next Steps		
3.4		
Progress		
Barriers		
Next Steps		