

# School Performance Plan

School Name  
Las Vegas HS

Address (City, State, Zip Code, Telephone):  
6500 E Sahara Ave  
Las Vegas, NV 89142-2800, 7027990180

Superintendent/Assistant Chief: Jesus Jara / Rebecca Kaatz

For Implementation During The Following Years: 2018-2019

**The Following MUST Be Completed:**

**Title I Status:** Served

**Designation:** NA

**Grade Level Served:** High School

**Classification:** 3 Star

**NCCAT-S:** Initial

**\*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
Kerry Christopherson	Parent	Joceline Gonzalez	Parent
Vickie Leavitt	Parent	Erika Renteria	Parent
Debbie Brockett	Principal	Sean Klus	Teacher
Nancy Paredes	Assistant Principal	Amy Colasuono	Teacher
Joseph Schultz	Teacher	Jordan Shield	Student
Christopher Welch	Assistant Principal		

**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	Achievement Gap Data	Nevada Alternate Assessment (NAA)
Formative Assessments Practice	Time in ELL Program/Projected Time to Proficiency	Achievement Gap Data
Summative Assessments	ELL Program Policies and Procedures	Individualized Education Programs (IEP)
SAT/ACT Assessments	Family Engagement Data	Teacher/Administrator Observation Data
Teacher/Administrator Observation Data	Teacher/Administrator Observation Data	NA
Other: eLeot Walks for AdvancED	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 decrease in the gap.

Formal and informal assessments within the classroom shows that there is still 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 type="checkbox"/> AM In/Ak Native	
<input type="checkbox"/> Asian	
<input type="checkbox"/> Black	
<input type="checkbox"/> Hispanic	
<input type="checkbox"/> Two or More Races	
<input type="checkbox"/> Pacific Islander	
<input type="checkbox"/> White	
<input type="checkbox"/> FRL	
<input type="checkbox"/> IEP	
<input type="checkbox"/> ELL	

**NOTES:**

DataLab and NDE do not have current information to complete. Will update when available.

## HOPE 2 Intervention

**Focus of Intervention:**

**Monitoring Plan:**

**Evaluation Plan:**

## 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>	

Comments:

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

Comments:

2.4 Other <b>(Optional)</b>		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 type="checkbox"/> Other
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**Priority Need/Goal 3:**

**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>3.1 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>3.2 Family Engagement (Optional)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	

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Comments:

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

Comments:

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

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)
Title I	\$513,150.00	Title I funds are utilized to reduce class sizes in the areas of math and ELA. One counselor will be added to assist in the freshmen transition to high school. Funds will be utilized to augment our current technology to provide more access to 21st century learning for all students.	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.**

Our school carefully screens applicants to ensure only effective teachers are hired at Las Vegas High School. We seek out and place a large number of BYU student teachers and partner them with our most effective teachers to ensure alignment with our vision. Many of these student teachers remain and establish their careers at Las Vegas High School. Our low teacher turn-over rate allows us to be highly selective in our teacher hiring process. Teachers are carefully vetted through SearchSoft and interviews to insure they meet our rigorous criteria. Teachers who show a deficiency are supported through the evaluation process and supported by our strategists and Instructional Leaders.

### **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.**

Verbal and written communication is sent out in both Spanish and English to accommodate our high number of Spanish-speaking parents. Parents are invited to informational meetings on colleges, scholarships, Advanced Placement testing and other events around our sports and performing arts. Progress reports are sent home each quarter and many one-on-one parent meetings are held to discuss academics and attendance concerns. EOC results were sent home in English and Spanish when provided by the District. We recruit and retain qualified Spanish-speaking support staff to augment our ability to effectively communicate with parents.

### **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.).**

Our franchise status with one of our largest feeder middle schools allows us to establish relationships with students at the middle school level before they enter our campus. Many events such as homecoming, allow us to invite students from the middle school to promote their involvement and ease their transition to high school. Our high school students visit the middle school to assist with both academic and extra-curricular events. We hold our annual freshmen orientation barbecue in August, which allows students to tour the campus, meet teachers and mentors and develop relationships with peers.

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

Teachers work within their PLCs to develop and fine-tune common assessments to ensure they are standards-based and at the appropriate level of rigor to move students towards college and career readiness. Our schedule allows for this daily embedded collaboration, and our teachers utilize it effectively. Instructional Leaders for each department serve as liaisons between administration and teachers in order to insure expectations and concerns are clearly conveyed so that all teachers have input with regard to decision-making.

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

Title I monies are utilized to lower class sizes and fund teachers and strategists for teacher support for ELL strategies and mathematics. We coordinate with Project 150 to service our homeless population and provide meals for the holidays. SB-178 funds were utilized to support our increased graduation rate by funding APEX support for credit recovery and remediation for math and English language arts through the IXL program.

## 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

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):**

**Status**

**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:**

**Measurable Objective(s):**

**Status**

**Comments:**

**3.1 Professional Development:**

**3.2 Family Engagement:**

**3.3 Curriculum/Instruction/Assessment:**

**3.4 Other:**

	Mid-Year	End-of-Year
3.1		
Progress		
Barriers		
Next Steps		
3.2		
Progress		
Barriers		

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