

School Performance Plan

School Name
Green Valley HS

Address (City, State, Zip Code, Telephone):
460 N Arroyo Grande Blvd
Henderson, NV 89014-3900, (702) 799-0950

Superintendent/Assistant Chief: Pat Skorkowsky / Jeff Horn

For Implementation During The Following Years: 2017-2018

The Following MUST Be Completed:

Title I Status: NA

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
Kent Roberts	Principal	Bernadette Hawkins	Assistant Principal
Tricia Deley	Assistant Principal	Petya Crones	Teacher
Helga Bernard	Teacher	Erica Wright	Teacher
Jacob Rivera	Teacher	Catherine Davis	Teacher
Scott Otter	Teacher	Kelli Grimm	Counselor

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
Stakeholder Survey Information	Time in ELL Program/Projected Time to Proficiency	Nevada School Performance Framework (NSPF)
NA	NA	NA
NA	NA	NA
NA	NA	NA
NA	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.

The analyzed data will be used in collaborative department meetings to determine strengths and weaknesses of the school population as a whole, as well as in all of the subgroups. The data will also be used to develop a plan that includes effective strategies to enable all students to increase their academic growth and achievement. In addition, the data will be a driving force in planning professional development that provides the staff with a plethora of instructional tools and strategies to assist all students in developing college-readiness and abilities to become life-long learners.

GVHS graduation rate continues to exceed the CCSD's graduation rate due to the percentage of students enrolled in credit retrieval courses, attendance incentives, mentoring programs, and extra-curricular activities. We are increasing the percent of students who are enrolled in our Advanced Placement and International Baccalaureate programs from 45% to 48% by the 2015/2016 school year, with an emphasis on minority groups.

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	94.00
<input type="checkbox"/> Black	83.05
<input type="checkbox"/> Hispanic	85.63
<input type="checkbox"/> Two or More Races	92.73
<input type="checkbox"/> Pacific Islander	86.67
<input type="checkbox"/> White	88.89
<input type="checkbox"/> FRL	82.57
<input type="checkbox"/> IEP	41.43
<input type="checkbox"/> ELL	-

NOTES:

Grad rate for Asian subgroup has increased 20% in the last five years. Grad rate for the Black subgroup has increased 32% in the last five years. Grad rate for Hispanic subgroup has increased 23% in the last five years. Grad rate for White subgroup has increased 15% in the last five years. Grad rate for FRL students has increased 22% in the last five years. Grad rate for Two or More Races and IEP have remained constant for the last five years.

HOPE 2 Intervention

Focus of Intervention:

Provide small Study Skills courses based on student's 8th & 9th grade attendance; behavior/discipline; CRT results; failed classes; recommendations from MS counselors; FRL & ethnicity.

Monitoring Plan:

Counselors, deans and Study Skills instructors will monitor behavior/discipline, attendance and grades. Parent involvement and evaluation of program will be done quarterly to make adjustments.

Evaluation Plan:

Attendance; discipline; grades; meeting graduation requirements, as well as higher education preparation.

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

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

All students, with an emphasis on the subgroups, will demonstrate academic growth and college readiness by exit.

Root Causes:

Students, especially those in subgroups, are not grasping the necessary analytical math, reading & science skills as measured. Students do not always take advantage of educational opportunities because they are not engaged in learning. Students do not focus on academics if they do not feel safe at school. Appropriate staffing numbers do not always accommodate the number of students who need more individual instruction in the co-op and lower level classrooms.

Measurable Objective 1:

Increase the percentage of 12th grade students graduating from 92% to 95% by June 2017.

Measurable Objective 2:

Increase graduation rate for at-risk 12th grade students from 91% to 95% by June 2017.

Measurable Objective 3:

Increase the percentage of students attending school from 94.90% to 95.5% by June 2017 as measured by NSPF.

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
1.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Professional faculty will attend trainings on the topic of using Write To Learn strategies in their classrooms on a daily basis. Research indicates that a focus on writing teaches students not only to be better writers but also helps them to comprehend course content.	No financial resources needed. Professional development from RPDP provided on WTL strategies at no cost.	Teacher created lesson plans, Teacher observation notes	will ensure action steps are implemented.	On Task

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
The school will host a series of events for students and their families to inform and encourage engagement in their children's educational opportunities, college and career options, extracurricular activities, and sports programs, as well as parent advisory and parent volunteer committees.	Administrators, Staff, Club Sponsors, Coaches, College & Career Personnel, Feeder Schools, and Community and Parent Volunteers will collaborate to host the various events throughout the year to encourage family engagement.	The following events will be tracked through surveys for attendance/parent feedback: Freshmen Orientation, Open House, Academic Night, College and Career Fair, Financial Aide Seminar, Fine Arts Assembly, Sports Physical Night, & Homecoming Community Parade and Carnival.	The events will be overseen by the school's administrators in collaboration with staff, parents, students, and community members.	On Task

Comments:
These events also provide staff and community members fund raising opportunities for their groups.

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
Teachers will meet with their respective departments at least once per month to conduct data analysis by grade level and/or subject area.	Learning Improvement Team; Math and English Instructors; ELL Strategists; Counselors; Mentoring Team; Research-based materials on effective teaching strategies; Textbooks; workbooks; CCSD websites; compiled resources from various professional development classes.	Data from common English and math pretests and common semester exams, as well as year end exams in Algebra I and Geometry, will be used to assess whether students are mastering targeted skills aligned with the Common Core Standards and demonstrating academic achievement and growth.	Sept 2016-June 2017. Supervising administrators for each department will conduct regular checks to ensure that data analysis is being done.	On Task

Comments:

1.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
Administrators will mentor at-risk students and perform bi-weekly checks on grades, attendance & proficiency status to ensure students remain on track for graduation. They will be placed in credit retrieval classes, including APEX, and other credit recovery programs.	The implementation of the mentor team and credit recovery is funded by the school district's Graduation Initiative Plan. A sum of \$33,500.00 is being utilized for tutors and prep buyouts for additional APEX classes.	Enrollment and attendance in credit retrieval classes, grades, class performance, and scores on common assessments and proficiency exams.	Timeline: Sept 2016-June 2017. Curriculum administrator and counselor chairperson will collaborate with the counseling department, tutors, mentors and APEX instructors.	On Task

Comments:

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

Based on the CNA, identify all that apply:	<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:

Increase the number of students completing Advanced Placement (AP) and Career and Technical Education (CTE) courses each year.

Root Causes:

Students do not always challenge themselves in advanced classes and/or CTE courses because they lack confidence. Students who strive to earn "A's" and "B's" avoid advanced classes in fear that they will lower their grade point average. Students, who are involved in numerous extracurricular activities, feel overwhelmed by higher level classes. Students who are involved in numerous Honors, AP and/or IB classes do not always have room in their schedule for CTE courses.

Measurable Objective 1:

Increase the percent of students passing Advanced Placement tests from 62% to 65% as measured by NSPF.

Measurable Objective 2:

Increase the percent of students who are enrolled in AP/IB courses with an emphasis on the minority groups from 45.06% to 48% by 2015 as measured by NSPF.

Measurable Objective 3:

Increase the number of students who are enrolled in CTE courses by 3% as measured by the NSPF.

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
2.1 Professional Development (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
AP instructors will attend the AP Summer Institute and other trainings provided by College Board. A cadre of staff attended the National CTE Conference in October, 2014 to begin the implementation of the Business and Marketing Program for 2016-2017.	Since the AP Summer Institute is held at Green Valley, there is no charge for the teachers. The CTE Instructional Unit covered the cost of the National CTE Conference.	Number of teachers who participated in various CTE and AP/IB trainings; number of new AP courses added to the curriculum; increase of students in CTE courses.	CTE, AP/IB coordinators, curriculum administrator, principal will ensure action steps occur. AP Institute June, 2014; National CTE Conference October, 2014.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
The school will host an AP/IB Academic Night for incoming freshmen, sophomores, and their parents. A newsletter, featuring the benefits of the AP/IB program, statistics, and student success stories will be distributed to parents. CTE instructors and current business students will recruit all year.	The curriculum administrator, the CTE and AP/IB coordinators and instructors will implement this plan throughout 2014-2015 school year. The cost of the newsletter, which is \$500.00, will be covered by the school's AP funds.	Attendance will be looked at after each event. Enrollment will be monitored throughout the 2014-2015 school year. AP/IB test scores will be used to determine students' success rate. Evidence of the 3% increase in enrollment and test scores will verify action step has occurred.	The curriculum administrator and the CTE, AP/IB coordinators will implement this plan throughout the 2014-2015 school year.	On Task

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
Students demonstrating AP potential will be encouraged to enroll in AP Human Geography as freshman. Females & minority students will be identified for enrollment in AP Environmental Science. CTE & AP/IB coordinators will identify and recruit students through various campaign methods.	Students who are on Free and Reduced Lunch will test at no cost. An Academic Night, student socials, recommendations from teachers, website & Parent Link are resources counselors will utilize.	Class rosters, teacher feedback, completion, and results of required test upon completion of AP class and third year in CTE program, and the number of students enrolled in CTE, AP/IB programs.	Curriculum administrator, CTE and AP/IB coordinators will work with staff and feeder middle schools to identify potential students.	On Task

Comments:

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

Comments:

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

Based on the CNA, identify all that apply:	<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:

District and school achievement gaps indicate a need for training in cultural responsiveness.

Measurable Objective 1:

By June 2018, all licensed staff will received training on Cultural Competency. This will be measured by records kept on-site (sign in sheets for training sessions).

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
3.1 Professional Development (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
Mandatory PD in Cultural Responsiveness to ensure achievement for all students on measures of performance including those that moves beyond academics. PD will increase capacity to build effective relationships between the school/community to reduce or eliminate gaps in achievement and opportunity.	Cultural Responsiveness Framework workshops (CCSD) facilitated by Equity and Diversity in partnership with National Academic Educational Partners and other community based organizations provided during the 2014-2015 school year.	Administrators will attend workshops as part of a cohort group assigned by the Instructional Unit. Participation will be verified through Pathlore transcripts and documented successful completion of online modules.	Responsible Department: CCSD Equity and Diversity department Timeline: Workshops schedule - Beginning October 27, 2014 throughout the 2014-2015 school year.	N/A

Comments:

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

				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)
General Budget	\$30,000	Purchase of Chromebooks and carts for use in classrooms.	Goal 1

APPENDIX A - Professional Development Plan

1.1

Professional faculty will attend trainings on the topic of using Write To Learn strategies in their classrooms on a daily basis. Research indicates that a focus on writing teaches students not only to be better writers but also helps them to comprehend course content.

Goal 1 Additional PD Action Step (Optional)

2.1

AP instructors will attend the AP Summer Institute and other trainings provided by College Board. A cadre of staff attended the National CTE Conference in October, 2014 to begin the implementation of the Business and Marketing Program for 2016-2017.

Goal 2 Additional PD Action Step (Optional)

3.1

Mandatory PD in Cultural Responsiveness to ensure achievement for all students on measures of performance including those that moves beyond academics. PD will increase capacity to build effective relationships between the school/community to reduce or eliminate gaps in achievement and opportunity.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

The school will host a series of events for students and their families to inform and encourage engagement in their children's educational opportunities, college and career options, extracurricular activities, and sports programs, as well as parent advisory and parent volunteer committees.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

The school will host an AP/IB Academic Night for incoming freshmen, sophomores, and their parents. A newsletter, featuring the benefits of the AP/IB program, statistics, and student success stories will be distributed to parents. CTE instructors and current business students will recruit all year.

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:

All students, with an emphasis on the subgroups, will demonstrate academic growth and college readiness by exit.

Measurable Objective(s):

- Increase the percentage of 12th grade students graduating from 92% to 95% by June 2017.
- Increase graduation rate for at-risk 12th grade students from 91% to 95% by June 2017.
- Increase the percentage of students attending school from 94.90% to 95.5% by June 2017 as measured by NSPF.

Status
N/A

Comments:

1.1 Professional Development:

1.2 Family Engagement: These events also provide staff and community members fund raising opportunities for their groups.

1.3 Curriculum/Instruction/Assessment:

1.4 Other:

	Mid-Year	End-of-Year
1.1	Professional faculty will attend trainings on the topic of using Write To Learn strategies in their classrooms on a daily basis. Research indicates that a focus on writing teaches students not only to be better writers but also helps them to comprehend course content.	N/A
Progress		
Barriers		
Next Steps		
1.2	The school will host a series of events for students and their families to inform and encourage engagement in their children's educational opportunities, college and career options, extracurricular activities, and sports programs, as well as parent advisory and parent volunteer committees.	N/A
Progress		

Barriers		
Next Steps		
1.3	Teachers will meet with their respective departments at least once per month to conduct data analysis by grade level and/or subject area.	N/A
Progress		
Barriers		
Next Steps		
1.4	Administrators will mentor at-risk students and perform bi-weekly checks on grades, attendance & proficiency status to ensure students remain on track for graduation. They will be placed in credit retrieval classes, including APEX, and other credit recovery programs.	N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

Increase the number of students completing Advanced Placement (AP) and Career and Technical Education (CTE) courses each year.

Measurable Objective(s):

- Increase the percent of students passing Advanced Placement tests from 62% to 65% as measured by NSPF.
- Increase the percent of students who are enrolled in AP/IB courses with an emphasis on the minority groups from 45.06% to 48% by 2015 as measured by NSPF.
- Increase the number of students who are enrolled in CTE courses by 3% as measured by the NSPF.

Status
N/A

Comments:

2.1 Professional Development:

2.2 Family Engagement:

2.3 Curriculum/Instruction/Assessment:

2.4 Other:

	Mid-Year	End-of-Year
2.1	AP instructors will attend the AP Summer Institute and other trainings provided by College Board. A cadre of staff attended the National CTE Conference in October, 2014 to begin the implementation of the Business and Marketing Program for 2016-2017.	
Progress		
Barriers		
Next Steps		
2.2	The school will host an AP/IB Academic Night for incoming freshmen, sophomores, and their parents. A newsletter, featuring the benefits of the AP/IB program, statistics, and student success stories will be distributed to parents. CTE instructors and current business students will recruit all year.	
Progress		

Barriers		
Next Steps		
2.3	Students demonstrating AP potential will be encouraged to enroll in AP Human Geography as freshman. Females & minority students will be identified for enrollment in AP Environmental Science. CTE & AP/IB coordinators will identify and recruit students through various campaign methods.	N/A
Progress		
Barriers		
Next Steps		
2.4		N/A
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):

- By June 2018, all licensed staff will received training on Cultural Competency. This will be measured by records kept on-site (sign in sheets for training sessions).

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	Mandatory PD in Cultural Responsiveness to ensure achievement for all students on measures of performance including those that moves beyond academics. PD will increase capacity to build effective relationships between the school/community to reduce or eliminate gaps in achievement and opportunity.	
Progress		N/A
Barriers		
Next Steps		
3.2		
Progress		N/A

Barriers		
Next Steps		
3.3		N/A
Progress		
Barriers		
Next Steps		
3.4		N/A
Progress		
Barriers		
Next Steps		