

School Performance Plan

School Name
Green Valley HS

Address (City, State, Zip Code, Telephone):
460 N Arroyo Grande Blvd
Henderson, NV 89014-3900, 7027990950

Superintendent/Region Superintendent: Jesus Jara / Karla Loria

For Implementation During The Following Years: 2019-2020

The Following MUST Be Completed:

Title I Status:	NA
Designation:	NA
Grade Level Served:	High School
Classification:	4 Star
NCCAT-S:	Not Required

*1 and 2 Star Schools Only:	Please ensure that the following documents will be available upon request	<input type="checkbox"/> Use of Core Instructional Materials	<input type="checkbox"/> Scheduling	<input type="checkbox"/> 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	Raymond Ortiz	Assistant Principal
Angelique Callicoat	Teacher	John Agan	Teacher
Kaaveh Akbari	Teacher	Lisa Beam	Teacher
Erica Wright	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)
Statewide Assessments	NA	Achievement Gap Data
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 areas of need for both teachers and students. 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 becoming 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. Green Valley High School's graduation rate was 94.75% for the 2016/2017 school year. We have increased the percent of minority students who are enrolled in our Advanced Placement programs from 56.9% in the 2015/2016 school year to 58.7% in the 2016/2017 school year. Information gathered from teacher surveys indicated a need for more technology in the classrooms and technology training for teachers. The School Performance Plan team determined that additional support and instruction is needed for ELL students based on the AGP data. GVHS administration will focus on providing staff development opportunities to teachers, that will focus on implementing effective, research-based strategies to increase AGP scores for ELL 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	80%
<input type="checkbox"/> Asian	95.65%
<input type="checkbox"/> Black	92.98%
<input type="checkbox"/> Hispanic	94.58%
<input type="checkbox"/> Two or More Races	96.43%
<input type="checkbox"/> Pacific Islander	93.33%
<input type="checkbox"/> White	97.23%
<input type="checkbox"/> FRL	-
<input type="checkbox"/> IEP	85%
<input type="checkbox"/> ELL	93.94%

NOTES:

HOPE 2 Intervention

Focus of Intervention:

Provide small study skills courses based on students' 8th and 9th grade attendance; behavior/discipline; SBAC results; failed classes; recommendations from middle school counselors. This class also uses the SEL (Social Emotional Learning) curriculum to teach students to be competent with the following skills: self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

Monitoring Plan:

Counselors, deans, study skilss/SEL instructors will monitor behavior/discipline, attendance, and grades. Parent involvement and evaluation of program will be done quarterly to determine effectiveness and make adjustments as needed.

Evaluation Plan:

Attendance; 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
---	---	---	---	---	--------------------------------

Priority Need/Goal 1:

Improve student performance on standardized measures of academic performance such as the ACT exam (by .5 points).

Root Causes:

Students, especially those not currently considering college/university as a post-secondary option, lack the skills to perform at a level commensurate with their intellectual abilities on standardized tests such as the ACT.

Measurable Objective 1:

Overall test scores for the school will rise by .5 points over the 2018-2019 school year results.

Measurable Objective 2:

Students in the African-American, Hispanic and FRL subcategories will demonstrate a performance increase of .5 points or better.

Monitoring Status

In Progress

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: No	NCCAT-S Indicators:	
Teachers will meet with the PLC groups/cadres at least monthly discuss their implementation of ACT instructional strategies.	\$0	PLC agendas.	School year 2019-2020. Teachers and administration.	In Progress

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: Yes	NCCAT-S Indicators:	
Teachers will post lesson plans including ACT prep to the Google Classroom accounts. Parents will be notified of ACT bootcamps when provided by the school.	0\$	Administrators will review teacher Google Classroom accounts to ensure that ACT prep instruction is taking place.	Teachers and Administrators	In Progress

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Teachers will provide ACT style warm up questions on a regular basis during class time. Teachers will provide instruction to students (specifically to juniors who will be taking the ACT this year) designed to familiarize them with the form of the assessment as well as the content. Teachers will also discuss test taking strategies with the students prior to the administration of the exam. The school will schedule ACT Bootcamps with outside vendors for the purpose of helping students improve their ACT scores.	\$0	Data from classroom observations conducted by administrators. Schedule of ACT bootcamps provided on GVHS campus.	Teachers & Administrators	In Progress

Comments:

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

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 checked="" type="checkbox"/> ELL	<input type="checkbox"/> IEP	<input type="checkbox"/> Other
---	--	------------------------------	---	------------------------------	--------------------------------

Priority Need/Goal 2:

Professional development opportunities and English language learner courses will be implemented for the purpose of improving English Language Proficiency Acquisition scores for ELL students at Green Valley High School.

Root Causes:

Based on the English Language Proficiency Acquisition (WIDA) assessment, GVHS had 4.1% EL students meet proficiency during the 2015/2016 school year. Professional development in ELL strategies will provide teachers with the resources and strategies they need to get ELL students engaged during instruction. English Language Learner courses and computer software programs will also benefit ELL students.

Measurable Objective 1:

ELL students will be placed in an English Language Learner study skills class, which will focus on assisting them to learn the English language using a Reading Horizons program, as measured by student success on the computer based Reading Horizons program.

Measurable Objective 2:

Staff development opportunities which focus on providing quality instruction to ELL students will be implemented throughout the school year, as measured by documentation of successful implementation of strategies, noted during classroom observations.

Measurable Objective 3:

ELL students will participate in after school, small group and individualized tutoring 2-3 days per week, as measured by student sign in logs.

Monitoring Status

In Progress

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: Yes	NCCAT-S Indicators:	

School district personnel from the ELL department and GVHS staff will provide monthly training to teachers, focusing on the Language Development Approach with daily lesson planning and instruction. They will also give feedback on lesson plans with appropriate structures and scaffolds.	CCSD ELL department and GVHS teachers will provide staff development to staff.	Teachers are required to attend ELL trainings provided at GVHS, per CCSD.	August 2018 - August 2019 CCSD ELL Department Facilitators, GVHS teacher leaders - The events will be overseen by the school's administration	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: Yes	NCCAT-S Indicators:	
The school administration and teachers reach out to families to encourage ELL students to utilize the free tutoring services provided before and after school.	English Language Learner Division Title III Supplemental Services School Plan - After School Tutoring - \$3,663	Student sign in sheets	August 2017 - May 2018 - Events will be overseen by school administration.	In Progress

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Implement academic interventions relevant to ELL students. GVHS utilizes an ELL study skills course where EL students work on a Reading Horizon's program and get assistance with their work from other academic classes.	English Language Learner Division Title III Supplemental Services School Plan - Teacher Prep Buy (ELL study skills) - \$6,037.17 Reading Horizons Program - \$1,640.00	Data from Reading Horizons program and WIDA scores with show academic achievement and growth.	August 2017 - May 2018	In Progress

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 checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input checked="" type="checkbox"/> Other
---	---	---	---	---	---

Priority Need/Goal 3:

All teachers at GVHS will meet at least once per month, with their departments or subject/grade level cadres to analyze data for the purpose of improving instructional practice and student achievement.

Root Causes:

The collection of analysis and use of educational data are central to the improvement of student outcomes. The use of data in educational decision making is expected to span all layers of the education system - from the federal to the state, district, school, and classroom levels. Teachers need to be more versed in data-informed decision making and collaborating with colleagues to create lesson plans that focus on increasing student achievement.

Measurable Objective 1:

Demonstrate a behavior that allows teachers time to meet on a regular basis to analyze student data for the purpose of improving student achievement by 2/3/16, as measured by successful implementation of a professional development schedule which includes time for data analysis.

Measurable Objective 2:

Teachers will discuss individual data with students and their parents to determine appropriate goals as measured by assessment data.

Measurable Objective 3:

Teachers will use student achievement data to plan for and improve future instruction and student achievement as measured by lesson plans.

Monitoring Status

In Progress

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: Yes	NCCAT-S Indicators:	

Teachers will give a pre and post assessment that aligns with their student learning goal.	No funding, monthly department meetings	Data analysis notes, monthly meeting notes	August 2019- May 2020- Licensed Teachers and Administrators.	N/A
--	---	--	--	-----

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
3.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Teachers will hold conferences with students to discuss individual data and set goals to increase achievement.	No Funding Data analysis - student achievement results	Assessment scores, progress monitoring data	August 2019 - May 2020	In Progress

Comments:

3.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Teachers will collaborate with their departments to analyze student achievement data.	Monthly department meetings	Data analysis, department meeting notes	August 2019 - May 2020 - Licensed Teachers	In Progress

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)
Title III	\$2,814	After school tutoring for ELL students	Goal 1
Title III	\$8,148.24	Prep buy to provide instruction to newcomers in ELL.	Goal 2

Plan for improving the school climate

Goal:

To increase the percentage of students who agree with the following statement: "This school does a good job preventing bullying" from 71.9% to 77% by December 2019 as measured by the district wide survey.

Action Plan: How will this plan improve the school climate?

Students will receive instruction twice per month on how to manage their emotions, avoid conflicts, plan for success in academics and relationships as well as making responsible decisions.

Monitoring Plan: How will you track the implementation of this plan?

Prior to the school year beginning the school will provide professional training on the successful implementation of Social & Emotional Learning. A modified bell schedule will be used twice per month in order to ensure that all students receive instruction in these skills. Near the midpoint of the school year an internal survey will be sent to all students to ascertain the effectiveness of the curriculum and how it could be best adapted to promote maximum efficacy of the program with our students.

Evaluation Plan: What data will you use to determine if the climate of the school has been improved through the implementation of this plan?

Data obtained from the district wide survey will be used to guide any mid-course corrections of the program.

APPENDIX A - Professional Development Plan

1.1

Teachers will meet with the PLC groups/cadres at least monthly discuss their implementation of ACT instructional strategies.

Goal 1 Additional PD Action Step (Optional)

2.1

School district personnel from the ELL department and GVHS staff will provide monthly training to teachers, focusing on the Language Development Approach with daily lesson planning and instruction. They will also give feedback on lesson plans with appropriate structures and scaffolds.

Goal 2 Additional PD Action Step (Optional)

3.1

Teachers will give a pre and post assessment that aligns with their student learning goal.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Teachers will post lesson plans including ACT prep to the Google Classroom accounts. Parents will be notified of ACT bootcamps when provided by the school.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

The school administration and teachers reach out to families to encourage ELL students to utilize the free tutoring services provided before and after school.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Teachers will hold conferences with students to discuss individual data and set goals to increase achievement.

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:

Improve student performance on standardized measures of academic performance such as the ACT exam (by .5 points).

Measurable Objective(s):

- Overall test scores for the school will rise by .5 points over the 2018-2019 school year results.
- Students in the African-American, Hispanic and FRL subcategories will demonstrate a performance increase of .5 points or better.

Status
In Progress

In Progress

Comments:

1.1 Professional Development:

1.2 Family Engagement:

1.3 Curriculum/Instruction/Assessment:

1.4 Other:

	Mid-Year	End-of-Year
1.1	Teachers will meet with the PLC groups/cadres at least monthly discuss their implementation of ACT instructional strategies.	N/A
Progress		
Barriers		
Next Steps		
1.2	Teachers will post lesson plans including ACT prep to the Google Classroom accounts. Parents will be notified of ACT bootcamps when provided by the school.	N/A
Progress		

Barriers		
Next Steps		
1.3	Teachers will provide ACT style warm up questions on a regular basis during class time. Teachers will provide instruction to students (specifically to juniors who will be taking the ACT this year) designed to familiarize them with the form of the assessment as well as the content. Teachers will also discuss test taking strategies with the students prior to the administration of the exam. The school will schedule ACT Bootcamps with outside vendors for the purpose of helping students improve their ACT scores.	N/A
Progress		
Barriers		
Next Steps		
1.4		N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

Professional development opportunities and English language learner courses will be implemented for the purpose of improving English Language Proficiency Acquisition scores for ELL students at Green Valley High School.

Measurable Objective(s):

- ELL students will be placed in an English Language Learner study skills class, which will focus on assisting them to learn the English language using a Reading Horizons program, as measured by student success on the computer based Reading Horizons program.
- Staff development opportunities which focus on providing quality instruction to ELL students will be implemented throughout the school year, as measured by documentation of successful implementation of strategies, noted during classroom observations.
- ELL students will participate in after school, small group and individualized tutoring 2-3 days per week, as measured by student sign in logs.

Status
In Progress

Comments:

2.1 Professional Development:

2.2 Family Engagement:

2.3 Curriculum/Instruction/Assessment:

2.4 Other:

	Mid-Year	End-of-Year
2.1	School district personnel from the ELL department and GVHS staff will provide monthly training to teachers, focusing on the Language Development Approach with daily lesson planning and instruction. They will also give feedback on lesson plans with appropriate structures and scaffolds.	N/A
Progress		
Barriers		
Next Steps		
2.2	The school administration and teachers reach out to families to encourage ELL students to utilize the free tutoring services provided before and after school.	N/A

Progress		
Barriers		
Next Steps		
2.3	Implement academic interventions relevant to ELL students. GVHS utilizes an ELL study skills course where EL students work on a Reading Horizon's program and get assistance with their work from other academic classes.	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:

All teachers at GVHS will meet at least once per month, with their departments or subject/grade level cadres to analyze data for the purpose of improving instructional practice and student achievement.

Measurable Objective(s):

- Demonstrate a behavior that allows teachers time to meet on a regular basis to analyze student data for the purpose of improving student achievement by 2/3/16, as measured by successful implementation of a professional development schedule which includes time for data analysis.
- Teachers will discuss individual data with students and their parents to determine appropriate goals as measured by assessment data.
- Teachers will use student achievement data to plan for and improve future instruction and student achievement as measured by lesson plans.

Status

In Progress

Comments:

3.1 Professional Development:

3.2 Family Engagement:

3.3 Curriculum/Instruction/Assessment:

3.4 Other:

	Mid-Year	End-of-Year
3.1	Teachers will give a pre and post assessment that aligns with their student learning goal.	N/A
Progress		
Barriers		
Next Steps		
3.2	Teachers will hold conferences with students to discuss individual data and set goals to increase achievement.	N/A

Progress		
Barriers		
Next Steps		
3.3	Teachers will collaborate with their departments to analyze student achievement data.	N/A
Progress		
Barriers		
Next Steps		
3.4		N/A
Progress		
Barriers		
Next Steps		