



Clark County School District
Green Valley High School
2021-2022 School Performance Plan:
A Roadmap to Success

Green Valley High School has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Gabrielle Crawford for more information.

Principal: Kent Roberts
School Website: greenvalleyhs.org
Email: roberka1@nv.ccsd.net
Phone: 702-799-0950

School Designations: Title I CSI TSI TSI/ATSI



School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	3,067	.7%	6.7%	34.4%	8.8%	39.3%	2.0%	8.2%	10.2%	6.5%	40.7%
District*	323,787	0.34%	6.06%	46.57%	14.72%	23.76%	1.62%	6.93%	12.73%	16.12%	75.54%
State*	496,938	0.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	12.68%	14.13%	65.8%

*Accountability Year 2019-2020. Source: nevadareportcard.nv.gov

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	32.46	N/A	N/A	52.53	N/A	N/A	47.71	28.5	36.36
	District	23.7%*	N/A	N/A	43.0%*	N/A	N/A	21%*	8.2%**	20.4%*
2019	School	37.4	N/A	N/A	65.6	N/A	N/A	26.2	9.0	9.1
	District	24.5%*	N/A	N/A	46.2%*	N/A	N/A	26.9%*	7%**	14.9%*
2020	School	29.3	N/A	N/A	67.9	N/A	N/A	N/A	4.2	5.7
	District	25.3%	N/A	N/A	49.2%	N/A	N/A	N/A	4.7%**	9.3%**

*Source: nevadareportcard.nv.gov

**Source: NDE Data File



4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	95.04	95.6	94.5
District*	85.2%	85.8%	83.2%

*Source: nevadareportcard.nv.gov

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	379	361	355
District*	379	368	361

*Source: datatool.nevadaschoolclimate.org; Results Across Topics; retrieved 6.22.2021

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Kent Roberts	Principal(s) (required)
Gabrielle Crawford	Other School Leader(s)/Administrator(s) (required)
Amanda Ruth	Teacher(s) (required)
Christy Reyes	Paraprofessional(s) (required)
Cynthia Castro	Parent(s) (required)
Cole Castro	Student(s) (required for secondary schools)
	Tribes/Tribal Orgs (if present in community)
	Specialized Instructional Support Personnel (if appropriate)
*Add rows as needed	



School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partners.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
SOT	20 September 2021	10	The budget plan was developed to preserve focus on student achievement partially in the core area of classes for the remainder of the academic school year
*Add rows as needed			



School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	<ul style="list-style-type: none"> Cohort (9th grade) Sufficiency 	<ul style="list-style-type: none"> GVHS Social-Emotional Form 	<ul style="list-style-type: none"> Albert IO data analysis. SEL curriculum IXL Student progress tracker
Problem Statement	Over the last three years, 9th-grade students have been credit deficient. To increase the percent of 9th-grade credit sufficient (at least 5 credits) from 82.7 % to 92.4 % by end of school year 2022 (increase by 9.7%), as measured by the Infinite Campus Green Valley High School will implement a block schedule.		
Critical Root Causes	Not all 9th-grade students are equally engaged in the curriculum, over a four-year sequence. The School's master schedule provided limited opportunities to obtain credit sufficiency by the end of their freshman year.		

Part B

Student Success	
School Goal: increase the percent of 9th graders credit sufficient (at least 5 credits) from 82.7 % to 92.4 % by end of the school year 2022 (increase by 9.7%), as measured by the Infinite Campus	Aligned to Nevada's STIP Goal: Increase participation/opportunities for college-level and CTE coursework.
Improvement Strategy: Social Emotional Learning Instructors (9th-grade level class) will meet regularly to discuss 9th-grade progress/F data.	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3	



Intended Outcomes: Increase 9th grade sufficient (at least 5 credits) by the end of the school year.

Action Steps:

- The Student Success Team and Gator Pride Team will call parents of 9th-grade students to discuss individual data and set goals to increase achievement.
- SEL teachers will meet with their students individually on a weekly basis to determine progress towards student academic goals, such as straight A's, honor roll, staying credit sufficient, etc.

Resources Needed:

- Social-Emotional Learning curriculum and PREP buys for SEL teachers to support ASF students.
- Infinite Campus data

Challenges to Tackle:

- Time in class to meet and review
- Gator Pride division of struggling 9th graders

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: All students Tier I supports and provide Tier II supports to groups of students as needed.

Foster/Homeless: All students Tier I supports and provide Tier II supports to groups of students as needed.

Free and Reduced Lunch: All students Tier I supports and provide Tier II supports to groups of students as needed.

Migrant: NA

Racial/Ethnic Minorities: All students Tier I supports and provide Tier II supports to groups of students as needed.

Students with IEPs: All students Tier I supports and provide Tier II supports to groups of students as needed.



Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	Classroom observation data Teacher evaluation data Student Learning Goals	<ul style="list-style-type: none"> ● District-wide survey data ● Staff Development survey data ● Best practices training opportunities led by staff and peers SD Department meetings ● Administrator observation data 	Administration encouragement of individuals training opportunities such as district provided professional development, attendance at local region/national conferences
Problem Statement	The staff has many highly effective teachers on campus. The staff tends to be very independent and self-reliant, which can lead to isolation, lack of collaboration, and peer dialog at times.		
Critical Root Causes	There is a high degree of competency exists within the staff. Independence is prioritized over interdependence. Teachers working individually has been normalized and collaboration while understood for its professional value does not exist at the desired level.		

Part B

Adult Learning Culture	
School Goal: Increase the opportunities for teacher collaboration via informal meetings called on an AD HOC basis and more formal opportunities such as staff development days.	STIP Connection: All students have access to effective educators (STIP#3)
Improvement Strategy: Emphasize via regular communication the need to meet with grade/subject cadres to identify problems relative to student achievement and develop solutions.	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3	



Intended Outcomes: Increased educator impact on student achievement through observation and student quarter grades.

Action Steps:

- Provide time for department/grade/subject cadres to meet formally (via DM) and informal meetings called as needed
- Grade/subject cadres identify common instructional deficiencies.
- Develop plans or strategies to address/identify the problems.
- School leaders support teachers groups through a system of feedback based on observation of the groups based on data collected from classroom observations and student performance indicators

Resources Needed:

- Time allocated for teachers to meet
- Time for admin and teachers to discuss class observation data via post-observation conferences

Challenges to Tackle:

- Teachers discomfort or willingness to be vulnerable amongst their peers
- Evolving conversation from teacher actions to student outcomes
- Sharing formative student outcomes with peers, and focusing on implementing instructional strategies to support.

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Strategies and practice for ELL will be highlighted and plans made for Tier II intervention.

Foster/Homeless: Strategies and practices for homeless and students in the foster system will be highlighted, and plans made for Tier II intervention.

Free and Reduced Lunch: Strategies and practices for students who receive free and reduced lunch will be highlighted, and plans made for Tier II intervention.

Migrant: NA

Racial/Ethnic Minorities: Strategies and practices for our campus racial and ethnic minorities will be highlighted, and plans made for Tier II intervention.

Students with IEPs: Strategies and practices for students with special education needs will be highlighted, and plans made for Tier II intervention.



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	Focus ED Google SE form (school generated) Chronic absenteeism Behavioral data District-wide survey results from students	District-wide survey results from staff Staff work attendance	Districtwide survey results from parents Participation in PAC meetings
Problem Statement	Based on a review of the GVHS Social-Emotional Form; results from students reflect that students tend to not feel connected to the school community.		
Critical Root Causes	Students have fewer social interactions with and on-campus (i.e. dances, assemblies, spirit weeks, etc.). Students have had less involvement in school clubs, activities, and sports. Students have experienced less time on campus over a period of time (last two years), resulting in less connection to the inner workings of the school experience.		

Part B

Connectedness	
School Goal: Increase the number of students feeling connected to the school by 30% as measured by the Google Social-Emotional wellness form	STIP Connection: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated. (STIP#6)
Improvement Strategy: Create more opportunities for students to connect to the adults and one another at the school.	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3	
Intended Outcomes: Students have an increase in reporting that they feel connected to the adults on campus, that they matter to the school community, and that they belong to the school community.	

**Action Steps:**

- Plan for and implement at least two high school dances throughout the year.
- Host First Friday event monthly
- Plan for and implement at least three spirit weeks throughout the school year.
- Increase communication and advertisement for students to feel welcomed to get involved in school clubs, activities, and athletics.
- Open the school campus for more events that include students, their parents, and staff (i.e. open house, orientations, Performing arts week, awards nights, etc.)

Resources Needed:

- Money from Student-Generated Funds
- Community resources
- Employee work hours
- Student groups to work events
- Teachers to work events

Challenges to Tackle:

- Money
- Fundraising
- Staff buy-in (time)

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: All students have equal access to Tier I and Tier II supports as needed.

Foster/Homeless: All students have equal access to Tier I and Tier II supports as needed.

Free and Reduced Lunch: All students have equal access to Tier I and Tier II supports as needed.

Migrant: NA

Racial/Ethnic Minorities: All students have equal access to Tier I and Tier II supports as needed.

Students with IEPs: All students have equal access to Tier I and Tier II supports as needed.



COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
General Budget	\$77,000	<ul style="list-style-type: none">• PREP buys for Social-Emotional Learning.	Goal 1
SGF	\$50,000	<ul style="list-style-type: none">• Support Structure: social events for students and staff, awards nights, performing arts week.	Goal 3