



Clark County School District

Green Valley High School

School Performance Plan: A Roadmap to Success

Green Valley High School has established its School Performance Plan for the school year. This plan was developed by the school’s continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school’s goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update goals at the end of the year.

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School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on 7/25/2023.



School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating report at http://nevadareportcard.nv.gov/DI/nv/clark/green_valley_high_school/2023/nspf.

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)
Kelly Wagner, Tanner Hawkins, Melissa Cook	Teacher(s) (required)
Natalie Bluth	Paraprofessional(s) (required)
Amanda Ruth	Parent(s) (required)
Alisia Hawley	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 our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
DC Meetings	Spring 2023	Reviewed spring data with DC's. Reviewed action plan for a continuous improvement effort. Reviewed school goals and initial data with regard to staff training and redesign of PLC protocols
Staff meetings, DC meetings, Student Surveys	August 3rd and 5th 2023.	Students not fully aware of the importance of the ACT. Reviewed spring data with staff Reviewed action plan for a continuous improvement effort.



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	ACT, WIDAAGP, MAP, PSAT	Panorama Data	Approved instructional materials are aligned to standards.
	<i>Areas of Strength: PLC protocols are being revisited and augmented utilizing the PLC+ design; Administrators and DC's are able to train, support and guide teachers in the process of using data to drive instruction.</i>		
	<i>Areas for Growth: ACT Math</i>		
Problem Statement	The average Math score on the ACT dropped from 17.7% to 17.4% from the 21-22 to 22-23 school year.		
Critical Root Causes	Learning gaps from the Pandemic continue to be an issue, especially in the area of Math. A general lack of data-driven instruction (analysis of MAP, CERT, informal assessments, etc.); and lack of relevance for students and teachers drives apathy towards assessments. Focus on Tier I and Tier II instructional strategies.		

Part B

Student Success	
Students in the 11th grade will demonstrate an increase of 3+ (from 16 to 19) points on mock ACT exams administered in their mathematics classroom.	Aligned to Nevada's STIP Goal: 3
Improvement Strategy: All teachers will examine the skills and concepts students are expected to know and be able to do; utilize common	



formative and summative assessments and learning tasks aligned to the standard(s) at the appropriate level of rigor to inform instruction and monitor students' learning; utilize evidence-based, scientifically researched Tier I instructional materials; establish a classroom environment with structured systems, procedures and routines; and purposefully plan instructional design and delivery while implementing school wide ACT instructional strategies

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3

Intended Outcomes: Improve student performance on two main measures of academic performance.

Action Steps:

- Teachers will include ACT prep strategies in daily instruction across all subjects (except for Physical Education and Performing Arts). Activities will include ACT style questions in warm-up activities, written summaries and exit tickets.
- Curriculum AP and Counseling DC will offer three ACT boot camps (November, December, and February) for all juniors to help them perform at their very best.
- All teachers will use PLC time to develop Tier I and Tier II strategies monthly
- Admin will provide targeted training with regard to the use of MAP Class Breakdown, Learning Continuum and other key reports to identify students who are exhibiting learning deficiencies quarterly during SDD days.
- Teachers will work with their PLCs monthly to develop strategies to address common learning gaps.

Resources Needed:

- Professional development for teachers on incorporation of ACT strategies.
- Data from MAP growth assessments, summative assessments, and other schoolwide formative assessments (Provided by AARSI)

Challenges to Tackle:

- Some staff members may be reluctant to implement strategies learned during Professional Learning (PL) sessions; administration and strategists will model the use of PL strategies during staff meetings and monthly PLC's as documented by agenda items.
- Balancing pacing and students' readiness by improving Teacher Clarity strategies
- Lack of time for PLC; adjusted master schedule to allow for regular PLC to focus on Tier I instruction.

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. Use of Exact Path weekly to address identified deficiencies.

Foster/Homeless: All students Tier I supports and provide Tier II supports to groups of students as needed. Use of Exact Path weekly to address identified deficiencies.

Free and Reduced Lunch: All students Tier I supports and provide Tier II supports to groups of students as needed. Use of Exact Path weekly to address identified deficiencies.

Migrant: NA

Racial/Ethnic Minorities: All students Tier I supports and provide Tier II supports to groups of students as needed. Use of Exact Path weekly to address identified deficiencies.

Students with IEPs: All students Tier I supports and provide Tier II supports to groups of students as needed. Use of Exact Path weekly to address identified deficiencies.

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	<i>ACT, WIDAAGP, MAP, PSAT</i>	Admin redelivering the Teaching and Learning Cycle to focus on teaching and learning establishing high-quality, standards-based Tier I instruction	Training on refined procedures and protocols implemented to refocus PLCs on creating and monitoring Tier 1 instruction in line with the PLC+ format
	<i>Areas of Strength: PLC protocols are being revisited and augmented utilizing the PLC+ design; Instructional Coaches are able to train, support and guide teachers in the process of using data to drive instruction to identify areas that need reteaching.</i>		



	<i>Areas for Growth: Teachers need guidance</i> Teaching and Learning Cycle to focus on teaching and learning establishing high-quality, standards-based Tier I instruction..
Problem Statement	Teachers are not consistently utilizing formative data to make instructional decisions. Teachers need to engage in Analyze part within the Teaching and Learning Cycle through PLCs by analyzing student performance data to plan to respond to all students' learning needs through reteaching and/or extending learning opportunities.
Critical Root Causes	Many teachers do not see a direct correlation between their content and the ACT due to the fact that their content isn't explicitly tested on the ACT.

Part B

Adult Learning Culture	
<p>School Goal: In order to increase the mean composite score from 18.4 to 19.2 by 2024 as measured by the ACT, all teachers will engage in effective Professional Learning Communities to plan instruction and analyze specific student performance data and determine how to respond to instruction.</p>	<p>STIP Connection: All students have access to effective educators (STIP#3)</p>
<p>Improvement Strategy: Teachers will receive PL with regard to the 2023-2024 pacing guides for each content area, as well as continued training on the analysis and use of data to drive instructional decisions, particularly with regard to MAP and CERT data.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3</p>	
<p>Intended Outcomes: Increased teacher efficacy with regard to the use of pacing guides and key data pieces to drive intentional Tier 1 instruction.</p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● Department chairs will provide Professional Learning monthly to teachers about the form/content of the test. ● All teachers will use PLC time monthly to develop Tier I and Tier II strategies for students. ● Teachers will incorporate ACT strategies in their weekly lessons ● DC's and teachers will provide targeted instruction to students identified as "at-risk" during monthly PLC's 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● Tutors to provide Tier II interventions to students identified as at-risk. 	



- Data from MAP growth assessments, summative assessments, and other schoolwide formative assessments (Provided by AARSI).

Challenges to Tackle:

- Insufficient funding and resources; allocate Strategic Budget to provide funding for “studies” class for at risk students.
- SOLUTIONS: PL provided by on site staff who have been specifically trained in ACT prep strategies. One of these staff members has already volunteered to extend the PD she provided last year for this purpose.

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. Use of Exact Path weekly to address identified deficiencies.

Foster/Homeless: Strategies and practices for homeless and students in the foster system will be highlighted, and plans made for Tier II intervention. Use of Exact Path weekly to address identified deficiencies.

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. Use of Exact Path weekly to address identified deficiencies.

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. Master Schedule provides Life Strategy class by HQ teacher to deliver Tier II instruction for struggling students. Use of Exact Path weekly to address identified deficiencies.

Students with IEPs: Strategies and practices for students with special education needs will be highlighted, and plans made for Tier II intervention. Use of Exact Path weekly to address identified deficiencies. Master Schedule provides “studies” class by HQ Special Education teacher to deliver Tier II instruction for struggling students. Use of Exact Path weekly to address identified deficiencies

Inquiry Area 3 - Connectedness

Part A

Connectedness



	Student	Staff	Family & Community Engagement
Data Reviewed	<i>District Survey, Focus ED</i>	Administrators, registrar, counselor, and Social Worker track unsuccessful transfers and conduct outreach to find students who may have enrolled in other locations. On-site attendance officer is utilized to track down chronically absent students.	On-site attendance officer is utilized to track down chronically absent students. Social Worker hired to serve as a community liaison and share community resources with families.
	<i>Areas of Strength: In the District survey 81.59 % of students reported that teachers care about them.</i>		
	<i>Areas for Growth: In 2023 46.9% of students said they sometimes stayed home due to feeling overwhelmed and anxious.</i>		
Problem Statement	61% of students surveyed on the District survey report that teachers understand their problems.		
Critical Root Causes	Teachers need to understand the connection between feeling valued by the teacher and their performance on academic measures.		

Part B

Connectedness	
<p>School Goal: In 2022 41% of students said they sometimes stayed home due to feeling overwhelmed and anxious. In 2023 46.9% of students said they sometimes stayed home due to feeling overwhelmed and anxious. Reduce the number of students that said they stayed home due to feeling overwhelmed and anxious by 10% as measured by the FOCUS ED district Wide survey.</p>	<p>STIP Connection: All students and adults work and learn together in a safe environment where identities and relationships are valued and celebrated.</p>
<p>Improvement Strategy: Teachers will develop strategies to improve students' feelings of engagement with the assistance of the new Social Worker and SEL counselor on a weekly basis. Daily SEL messages will go out via GVTV.</p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3</p>	
<p>Intended Outcomes: Reduce the % of students that feel lessons as presented lack engagement.</p>	

**Action Steps:**

- Teachers and staff will analyze Panorama as well as District School Climate data quarterly to determine areas for improvement quarterly.
- Daily announcements will showcase students of the month as well as other highlighting other students
- Utilize additional school personnel to conduct weekly home visits to students exhibiting high rates of absenteeism.
- SEL Counselor will Implement HOPE SQUAD and small groups for SEL Lessons monthly.
- Daily mandatory Freshman Studies class. AVID and SEL curriculum. Focus on Tier I and Tier II strategies.

Resources Needed:

- Strategic Budget utilized to hire more Attendance Officers and a Social worker
- Master Schedule

Challenges to Tackle:

- Staff buy in on the importance of making students feel welcome when they return from a long absence. Administration and SEL team (Social worker, counselor, and SEL teachers) will provide PL during quartely SDD to give strategies to teachers that include but are not limited to ReThink Ed wellness lessons, SEL Lessons, etc.
- Parents buy into the importance of regularly attending school. Attendance AP and SEL team (Social worker, counselor, and SEL teachers) will provide guidance and communication through ReThink Ed lessons, Hazel Health assistance via parent links, and parent meetings weekly
- Student Absenteeism; Form attendance committee to monitor absenteeism, send notification home biweekly (Parent Link) to inform families of the number of absences students have. Reinstitute Attendance Incentives.

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)
Strategic Budget	\$12,739,708.17	Salaries, supplies, technology, professional development	All
Title III Budget	\$9702.00	ELL student supports, PREP buy, FLS curriculum. Staff training on the use of WIDA Can-Do descriptors when designing instruction.	Tier I alignment. Inquiry Area 1 & 2 Goals