



Nevada State High School
Sunrise
2021-2022 School Performance Plan:
A Roadmap to Success

Nevada State 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 Dr. Jesse Welsh for more information.

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School Designations: Title I CSI TSI ATSI Zoom Victory



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
Downtown	56	N/A	7.14	57.14	17.86	10.71	3.57	3.57	-	-	83.93
Downtown Henderson	100	N/A	3	13	2	73	1	8	-	0	14
Henderson	286	0.35	5.94	21.68	3.5	56.64	1.05	10.84	-	-	18.18
Meadowwood	68	1.47	10.29	11.76	N/A	60.29	2.94	13.24	0	0	-
Northwest	99	N/A	7.07	22.22	17.17	39.39	3.03	11.11	-	0	37.37
Southwest	135	N/A	13.33	20.74	27.41	25.93	7.41	5.19	-	-	44.44
Summerlin	189	N/A	7.94	26.98	13.76	41.27	0.53	9.52	0	-	40.74
Sunrise	97	1.03	1.03	54.64	20.62	12.37	1.03	9.28	0	-	55.67
District (SPCSA)	53,223	0.42	7.66	35.00	11.92	34.67	1.59	8.74	9.56	7.8	39.49
State	481,345	0.82	5.51	43.44	11.76	29.97	1.48	7.03	12.41	13.37	73.15

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	Downtown	14.2	N/A	N/A	42.8	N/A	N/A	N/A	N/A	N/A
	Summerlin	37.8	N/A	N/A	55.5	N/A	N/A	N/A	N/A	N/A



	Henderson	53.3	N/A	N/A	70.4	N/A	N/A	N/A	N/A	N/A
	District (SPCSA)	23.8	N/A	N/A	44.5	N/A	N/A	N/A	N/A	N/A
2019	Downtown	19	N/A	N/A	57.1	N/A	N/A	N/A	N/A	N/A
	Henderson	44.3	N/A	N/A	79	N/A	N/A	N/A	N/A	N/A
	Meadowwood	35.2	N/A	N/A	64.7	N/A	N/A	N/A	N/A	N/A
	Summerlin	33.2	N/A	N/A	71	N/A	N/A	N/A	N/A	N/A
	Sunrise	5.5	N/A	N/A	38.7	N/A	N/A	N/A	N/A	N/A
	District (SPCSA)	25.8	N/A	N/A	53.9	N/A	N/A	N/A	N/A	N/A
2020	School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
Downtown	N/A	100	94.7
Henderson	97.4	97.9	>95
Meadowwood	N/A	N/A	N/A
Summerlin	97.4	97.2	>95
Sunrise	N/A	N/A	>95
District (SPCSA)	65.28	70.03	77.79

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
Downtown	406	396	390
Henderson	417	412	398
Meadowwood	418	413	403
Summerlin	386	381	374
Sunrise	400	402	380
Southwest	405	399	388
District (SPCSA)	375	355	344



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
Dwight Reynolds	Principal(s) <i>(required)</i>
Dan Corsi	Other School Leader(s)/Administrator(s) <i>(required)</i>
Rachel Maatallah	Teacher(s) <i>(required)</i>
N/A	Paraprofessional(s) <i>(required)</i>
Maina Mwangi	Parent(s) <i>(required)</i>
Alex Mwangi	Student(s) <i>(required for secondary schools)</i>
N/A	Tribes/Tribal Orgs <i>(if present in community)</i>
N/A	Specialized Instructional Support Personnel <i>(if appropriate)</i>

School Community Outreach

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

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Spring Parent Survey	June 8 & 9, 2021	275 (network-wide)	<ul style="list-style-type: none"> Parents highly satisfied with the overall quality of the program, with a composite 4.6 out of 5 score. Less opportunities to engage with peers in 2020-2021 due to COVID-19 with a composite 4.1 out of 5 score. Less opportunities to offer parent training and support to help children transition to college in 2020-2021 due to COVID-19 with a composite 4.1 out of 5 score.



ARP Stakeholder Feedback	August 2-6, 2021	136 (network-wide)	<ul style="list-style-type: none">• Desire to prioritize increased mental health services and educational technology.• Desire to reduce costs for extra courses and summer courses.
Academic Success Meetings	July & October 2021	936 (network-wide)	<ul style="list-style-type: none">• Questions regarding academic planning and degree planning for college.• Questions regarding FAFSA and college aid.



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"> College Transcripts NSHS Grades ACT Test Results College Placement Levels Tutoring Logs Student Scorecard Data Student Portfolios Weekly Student Situation Reports 	<ul style="list-style-type: none"> NSHS Curriculum Student Mental Health Workshops/Social Events Student Feedback Survey, "My Thoughts Count" Student Situation Reports Student Grades 	<ul style="list-style-type: none"> College Transcripts Classroom Observations NSHS Curriculum Review Student Grades Student Portfolios Student Academic and Degree Plans
Problem Statement	<ul style="list-style-type: none"> Students are not showing an increase in college readiness, based on NSHS scorecard items 		
Critical Root Causes	<ul style="list-style-type: none"> Previous school year was online Students struggling with transitions between online and in-person classes Students unsure of how to access supports 		

Part B

Student Success	
School Goal: At the end of the school year, 60% of NSHS students will have a yellow/green scorecards, demonstrating student college	Aligned to Nevada's STIP Goal: Goal 4: All students graduate future-ready and globally prepared for postsecondary success and



readiness.	<i>civic life.</i>
Improvement Strategy: <ul style="list-style-type: none">• Provide ongoing professional development for staff, focusing on student success• Provide opportunities for staff to review student data to discuss strategies for improvement• Provide tutoring opportunities at the campus by enlisting community volunteers Evidence Level 4 – Demonstrates a Rationale (What Works Clearinghouse, Dual Credit Programs)	
Intended Outcomes: <ul style="list-style-type: none">• Staff will develop strategies for student interventions during professional development• Special Programs coordinator will work with students weekly to provide assistance with college courses, develop action plans for success, and provide referrals for additional supports as needed• Campuses will share tutor availability with students and parents so that students can schedule times to meet to get additional assistance with math, reading, and writing	
Action Steps: (Insert during event 5) <ul style="list-style-type: none">• Identify qualified special program coordinator candidates to move through the hiring process• Identify students needing supports, and the areas of supports needed• Identify students qualifying as underserved• Provide an overview of supports to share with staff• Work with sites to develop a tutoring schedule• Have site staff collaborate with special programs coordinator to monitor students	
Resources Needed: (Insert during event 5) <ul style="list-style-type: none">• Ensure budget for special programs coordinator• Hiring plan• Tutoring plan• Collaboration schedule• Resource Guide	
Challenges to Tackle: (Insert during event 5) <ul style="list-style-type: none">• Finding financial resources given limited budget• Finding a qualified special programs coordinator candidate• Completing the hiring and onboarding process in a short timeline• Ensuring tutoring availability at all campuses	



- Ensuring positive working relationship between special programs coordinator and campuses

Improvement Strategy: Hire a special programs coordinator to provide support and interventions for students in the underserved category

Evidence Level 1-Strong (What Works Clearinghouse, Intervention)

Intended Outcomes:

- Campus will develop a system of academic supports and interventions
- Students in underserved populations will increase math and English proficiency scores

Action Steps: (Insert during event 5)

- Provide onboarding for special programs coordinator once hired
- Provide ongoing training for staff to provide targeted interventions
- Provide students with a variety of academic supports to include tutoring and interventions

Resources Needed: (Insert during event 5)

- Tutors
- System of tracking tutoring sessions
- Student data systems tracking program (TrackVia)
- Student Situation Reports

Challenges to Tackle: (Insert during event 5)

- *Lack of qualified candidates to hire for special programs coordinator*

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

English Learners:

- Access to TESOL/ELAD endorsed teacher
- Tutoring on campus
- NSHS lessons meeting multiple modalities
- Individualized and targeted interventions on campus
- On campus tutoring sessions
- Referral to college student success centers
- Free ACT Boot Camp
- Community resource referrals
- Textbook stipends



Foster/Homeless:

- Tutoring on campus
- NSHS lessons meeting multiple modalities
- Individualized and targeted interventions on campus
- On campus study sessions
- Referral to college student success centers
- Access to textbooks
- Bus passes to travel to NSHS and college campuses
- Free ACT Boot Camp
- Community resource referrals
- Textbook stipends

Free and Reduced Lunch:

- Tutoring on campus
- NSHS lessons meeting multiple modalities
- Individualized and targeted interventions on campus
- On campus study sessions
- Referral to college student success centers
- Access to textbooks
- Bus passes to travel to NSHS and college campuses
- Free ACT Boot Camp
- Community resource referrals
- Textbook stipends

Migrant:

- Tutoring on campus
- NSHS lessons meeting multiple modalities
- Individualized and targeted interventions on campus
- On campus study sessions
- Referral to college student success centers
- Access to textbooks
- Bus passes to travel to NSHS and college campuses
- Free ACT Boot Camp



- Community resource referrals
- Textbook stipends

Racial/Ethnic Minorities:

- Tutoring on campus
- NSHS lessons meeting multiple modalities
- Individualized and targeted interventions on campus
- On campus study sessions
- Referral to college student success centers
- Access to textbooks
- Bus passes to travel to NSHS and college campuses
- Free ACT Boot Camp
- Community resource referrals
- Textbook stipends

Students with IEPs:

- Access to special education teacher or direct services
- Tutoring on campus
- NSHS lessons meeting multiple modalities
- Individualized and targeted interventions on campus
- On campus study sessions
- Referral to college student success centers
- Access to textbooks
- Bus passes to travel to NSHS and college campuses
- Free ACT Boot Camp
- Community resource referrals
- Textbook stipends



Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	<ul style="list-style-type: none"> Classroom observations Teacher mentor training and collaborations School improvement plans Student Scorecards ACT scores Math and English proficiency scores Student grades College transcripts Student feedback, "My Thoughts Count" Survey 	<ul style="list-style-type: none"> Budget review Staff evaluations Staff professional development surveys Collaboration feedback Curriculum review School performance plans School performance framework and accountability reports 	<ul style="list-style-type: none"> Quarterly and annual goal setting sessions Performance Incentives Professional development opportunities Weekly L10 department/site meetings Continuous improvement point tracking
Problem Statement	<ul style="list-style-type: none"> Staff are not consistently engaging in regular trainings throughout the school year. 		
Critical Root Causes	<ul style="list-style-type: none"> Conflicts with staff schedules and training opportunities New staff not having experience with dual credit Staff not fully understanding NSHS dual enrollment model and expectations Staff not proficient in NSHS core processes 		



Part B

Adult Learning Culture	
<p>School Goal: 95% of NSHS staff will engage in regular trainings throughout the school year, focusing on students’ success in a real college environment.</p>	<p>STIP Connection: <i>Goal 2: All students have access to effective educators.</i></p>
<p>Improvement Strategy:</p> <ul style="list-style-type: none"> • Provide staff with supports to make data-driven instructional decisions • Provide staff training on how to develop and maintain data systems • Provide staff with various training opportunities throughout the school year <p>Evidence Level 4-Demonstrates a Rationale (What Works Clearinghouse, Using student achievement data to support instructional decision making):</p>	
<p>Intended Outcomes:</p> <ul style="list-style-type: none"> • Staff will become knowledgeable of NSHS support curriculum • Staff will track student progress towards college readiness • Staff will attend a variety of trainings throughout the school year 	
<p>Action Steps: (Insert during event 5)</p> <ul style="list-style-type: none"> • <i>A calendar of training topics will be developed</i> • <i>Staff will track student progress through the use of TrackVia and Infinite Campus</i> • <i>Staff will understand and complete a log of completed trainings and collaborations</i> 	
<p>Resources Needed: (Insert during event 5)</p> <ul style="list-style-type: none"> • <i>Professional development topic tracking system</i> • <i>Presenters/subject experts to provide training</i> • <i>Calendar of options for a variety of training opportunities</i> 	
<p>Challenges to Tackle: (Insert during event 5)</p> <ul style="list-style-type: none"> • <i>Find times for professional development opportunities to maximize staff learning</i> 	



- *Identify subject matter experts to provide trainings*
- *Identify areas of need for additional training*

Improvement Strategy:

- Provide staff training on how to use student data to identify areas for improvement
- Develop strategies to provide interventions for student identified areas of improvement
- Implement regular collaborations to discuss data

Evidence Level 4-Demonstrates a Rationale (What Works Clearinghouse: Provide supports that foster a data-driven culture within the school)

Intended Outcomes:

- *Staff will develop strategies and systems to monitor student progress and identify areas of student need*
- *Staff will become proficient in tracking student data as a result of knowledge gained during professional development and collaboration*

Action Steps: (Insert during event 5)

- *Identify an adequate number of subject matter experts for central support office to schedule continuous training opportunities throughout the school year, in order to provide more in-depth and focused follow up training.*

Resources Needed: (Insert during event 5)

- School master calendar
- List of subject matter experts
- Professional development and collaboration staff feedback surveys
- Core process quiz results

Challenges to Tackle: (Insert during event 5)

- *Scheduling needed trainings around staff schedules and campus hours to fit within staff contracted time*
- *Identifying areas of need for additional training*

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

English Learners:

- *ELAD/TESOL teacher will assist staff with identifying English Learner proficiency levels*
- *ELAD/TESOL teacher will assist staff with identifying areas of need to provide targeted interventions*
- *Staff will complete training on language acquisition levels and supports for English Learners*
- *Staff will monitor student progress*



Foster/Homeless:

- Staff will have an understanding of the challenges of foster/homeless students
- Staff will track student data and provide targeted interventions and supports to students
- Staff will provide resources to students and families

Free and Reduced Lunch:

- Staff will have an understanding of challenges and resources for students who fall under the category of free and reduced lunch
- Staff will monitor and track student progress
- Staff will provide targeted interventions and supports for students

Migrant:

- Staff will have an understanding of challenges and resources for students who fall under the category of migrant
- Staff will monitor and track student progress
- Staff will provide targeted interventions and supports for students

Racial/Ethnic Minorities:

- Staff will be able to identify students falling under different racial/ethnic minorities
- Staff will identify areas of need and provide targeted interventions and supports for students
- Staff will monitor and track student progress

Students with IEPs:

- Staff will gain a general understanding of special education
- Staff will identify student accommodations
- Staff will collaborate with special education teacher to monitor and track student progress



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<ul style="list-style-type: none"> • Social point/volunteer logs • Social event attendance • Participation in NSHS college/career workshops and events • Student survey, "My Thoughts Count" feedback • Semester Parent Performance Review (PPR) 	<ul style="list-style-type: none"> • Staff input and feedback during summer collaboration • Staff event attendance feedback • Community presenter feedback • Review of student document submissions 	<ul style="list-style-type: none"> • Academic success meeting attendance • Parent grade pickup attendance • Family engagement activity participation • Parents in Partnership (PiP) meeting attendance • Parent end of semester surveys • College workshop participation and attendance • Campus open houses
Problem Statement	<ul style="list-style-type: none"> • The level of parent participation in parent engagement activities is low. 		
Critical Root Causes	<ul style="list-style-type: none"> • Lack of student or family participation at some events • Students and families wanting to participate virtually for some events • Inadequate communication to families 		



Part B

Connectedness	
<p>School Goal: NSHS will demonstrate a level of 95% participation in parent engagement activities.</p>	<p>STIP Connection: <i>Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</i></p>
<p>Improvement Strategy:</p> <ul style="list-style-type: none"> ● Provide effective communication regarding family engagement events ● Provide an open and inviting space where diverse families feel safe to participate ● Engage families in conversations focused on data and student success 	
<p>Evidence Level 3-Promising (What Works Clearinghouse: Toolkit of Resources for Engaging Families and Community at Partners in Education):</p>	
<p>Intended Outcomes:</p> <ul style="list-style-type: none"> ● <i>Staff will complete 3 forms of communication to families regarding upcoming engagement events</i> ● <i>Staff will engage in meaningful conversations with families regarding student progress</i> 	
<p>Action Steps: (Insert during event 5)</p> <ul style="list-style-type: none"> ● Staff will review and schedule potential family engagement activities based on need ● <i>Staff will communicate with families regarding engagement activities</i> ● <i>Staff will obtain regular feedback from parents and students</i> 	
<p>Resources Needed: (Insert during event 5)</p> <ul style="list-style-type: none"> ● <i>Academic and social event calendars</i> ● <i>Family contact database</i> ● <i>Family engagement activity presenters</i> 	
<p>Challenges to Tackle: (Insert during event 5)</p> <ul style="list-style-type: none"> ● <i>Ensure consistent communication with families regarding engagement activities</i> ● <i>Most students do not attend campus on a regular basis</i> ● <i>Parent information is often out of date</i> 	
<p>Improvement Strategy:</p>	



- Increasing parent participation in school events

Evidence Level 3-Promising (What Works Clearinghouse: Toolkit of Resources for Engaging Families and Community at Partners in Education):

Intended Outcomes:

- *Increased opportunities for families to interact at the school site*

Action Steps: (Insert during event 5)

- *Identify areas of opportunity for parent participation*
- *Communicate with families*
- *Identify strengths and establish roles to increase involvement*

Resources Needed: (Insert during event 5)

- Calendar of possible engagement events and volunteer needs
- Communication plan
- Database of parent contact information

Challenges to Tackle: (Insert during event 5)

- *Ensuring staff coverage at events*
- *Ensuring a variety of events to meet the needs of most families*
- *Staff understanding of cultural differences*

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

English Learners:

- *Provide materials in family's native language*
- *Provide access to community resources*
- *Have bilingual staff present to answer questions*

Foster/Homeless:

- Meet with families regularly to check on their status and to provide resources
- Provide tutorials on completing FAFSA
- Provide opportunities for families to attend college and career and financial literacy workshops
- Provide assistance with college application completion

Free and Reduced Lunch:



- Meet with families regularly to provide resources
- Provide tutorials on completing FAFSA
- Provide opportunities for families to attend college and career and financial literacy workshops
- Provide assistance with college application completion

Migrant:

- Meet with families regularly to provide resources
- Provide tutorials on completing FAFSA
- Provide opportunities for families to attend college and career and financial literacy workshops
- Provide assistance with college application completion

Racial/Ethnic Minorities:

- Meet with families regularly to provide resources
- Provide tutorials on completing FAFSA
- Provide opportunities for families to attend college and career and financial literacy workshops
- Provide assistance with college application completion

Students with IEPs:

- Provide regular communication regarding student progress towards IEP goals
- Provide opportunities for families to attend college and career and financial literacy workshops
- Provide tutorials on completing FAFSA
- Provide assistance with college application completion



COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source (Network-wide)	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
Title I	\$94,234	<ul style="list-style-type: none">• Tutoring support for students• ACT preparation classes for students• Offset textbook/instructional materials costs for students	
Title IIA	\$22,285	<ul style="list-style-type: none">• Ongoing professional development and coaching for EACs and DSAs	
Title IV	\$1,689	<ul style="list-style-type: none">• Tutoring support for students• Offset tuition costs for students	
GEER	\$15,334	<ul style="list-style-type: none">• Tutoring support for students• Technology devices and WiFi for students	
ESSER II	\$348,137	<ul style="list-style-type: none">• Offset facility and facility rental costs due to COVID-19	
ARP ESSER	\$571,349 (requested)	<ul style="list-style-type: none">• Additional Counseling and Mental Health Support• Offset tuition costs for students (summer & extra courses)• Vouchers for fall ACT for students• Textbook/instructional materials for students	
SPED B	\$35,818	<ul style="list-style-type: none">• Direct services and support for students with IEPs	
GEER Mental Health	\$50,000 (requested)	<ul style="list-style-type: none">• Additional Counseling and Mental Health Support	