

Nevada State High School

Summerlin

School Performance Plan: A Roadmap to Success

Enter school name 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 the goals at the end of the year.

Director of Site Administration: Melissa McCormick

School Website: earlycollegenv.com

Email: mmccormick@earlycollegenv.com

Phone: 702-953-2600

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on October 18, 2022

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Melissa McCormick	Principal(s) <i>(required)</i>
N/A (No other site administrators)	Other School Administrator(s) <i>(required)</i>
Claudia Smith	Teacher(s) <i>(required)</i>
Benjamin Marin	Paraprofessional(s) <i>(required)</i>
Dora Lai	Parent(s) <i>(required)</i>
Maya Lai	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 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 <https://earlycollegenv.com/nshs-reports/>.



School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> School met targets on Nevada School Performance Framework with an index score that would have resulted in a 5-star rating if star ratings were issued. Over 20% of students graduated last year with 60 credits or an Associate Degree. 65% of students ended the year with a green or yellow scorecard, the highest in NSHS history. 	<ul style="list-style-type: none"> The percent of students with a green scorecard in October 2022 was 38%, the lowest since 2019-2020 There was no data available for 2021-2022 for students completing CTE programs of study or credentials 403 out of 1,030 students have not yet fulfilled remedial math requirements. (40%)
<p>Problem Statement: Few students are participating in CTE pathways</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> NSHS added a CTE Coordinator during the 2021-2022 school year The CTE Program at NSHS is in the beginning stages Families lack awareness of CTE pathways and degree alignment Students are unsure about program requirements and options Students unsure of how to access supports 	

Student Success	
<p>School Goal: By the end of the 22-23 school year, NSHS will show evidence that 5% of students with a yellow/green scorecard designation have participated in a CTE pathway (internships, apprenticeships, AAS, certificates of achievement/CA, and skills certificates/SC).</p>	<p>Aligned to Nevada's STIP Goal:</p> <p>X STIP Goal 4</p>



Formative Measures:

- Monthly student scorecard data
- Course Authorization for Payment (CAP) forms
- CTE Participation Tracker

Improvement Strategy:

- Provide ongoing professional development for staff, focusing on understanding the CTE pathways
- Provide staff training on how to incorporate CTE into student academic planning
- Hiring Special Programs Coordinator to provide supports for specific identified students
- Provide students with opportunities in the community for CTE pathway options

Evidence Level: 4 – *Demonstrates a Rationale (What Works Clearinghouse, Dual Credit Programs)*

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Identify and select a qualified Special Program Coordinator candidate
- 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 increase their understanding of CTE pathway opportunities for students
- Have site staff collaborate with Special Programs and CTE coordinators to monitor students

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Hiring plan for Special Programs Coordinator
- Training plan for staff
- Updated Intro to College, Study Skills, and Transitions lessons to incorporate CTE
- Collaboration schedule
- CTE Resource Guide

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

Lead: *Who is responsible for implementing this strategy?*
Support Services Director



- Finding financial resources given limited budget (*Potential solution- leverage grant funds/opportunities through federal Perkins funds.*)
- Finding a qualified Special Programs Coordinator candidate (*Potential solution- update salary and benefits for open positions to attract high quality candidates.*)
- Completing the hiring and onboarding process in a short timeline (*Potential solution- Moving quickly when qualified candidates are identified in the process.*)
- Identifying CTE pathway partnerships in the community (*Potential solution- leverage CTE Coordinator to identify and build partnerships.*)

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- General Fund
- Title I (select schools)

Resource Equity Supports¹: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Access to TESOL/ELAD endorsed teacher
- Access to Special Programs and CTE coordinator
- 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

¹ “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)



- Textbook stipends

Foster/Homeless:

- NSHS lessons meeting multiple modalities
- Access to CTE Coordinator
- Tutoring on Campus
- 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
- Access to Special Programs and CTE coordinator
- 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
- Access to Special Programs and CTE coordinator
- 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 Groups:

- Tutoring on campus
- Access to Special Programs and CTE coordinator
- 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
- Access to Special Programs and CTE Coordinator
- 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

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> Continuous Improvement Points (CIP) embedded into all staff evaluations. Regularly scheduled professional development and collaboration days monthly during the school year and over the summer Staff ratings on professional development and collaboration day activities are consistently high Data is collected following each professional development and collaboration day. Lessons for Success / Tips for Success offered throughout the year based on HRM- and staff-identified needs Continuous Improvement is part of NSHS Core Values and staff evaluations 	<ul style="list-style-type: none"> Staff training opportunities throughout the year are not always attended by those most in need of support. Ensuring that professional development and collaboration day activities are engaging and provide hands-on opportunities and examples. Performance Incentives not consistently leveraged as a tool for continuous improvement and growth.
<p>Problem Statement: Staff are not consistently taking advantage of different training opportunities.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> Conflicts with staff schedules and training opportunities Staff wanting a variety of 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 	

Adult Learning Culture	
<p>School Goal: By the end of the 2022-2023 school year, 85% of NSHS staff will meet the “Exceeds Standard” on professional development (Continuous Improvement Points) logs.</p> <p>Formative Measures:</p>	<p>Aligned to Nevada’s STIP Goal:</p> <p style="text-align: center;">X STIP Goal 2</p>



- Mid-Year CIP Log check to ensure staff are on-track with completion of learning activities.
- November People Analyzers to identify areas for potential growth and continuous improvement.

Improvement Strategy:

- 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
- Include staff in leading training opportunities
- Train staff to become subject matter experts

Evidence Level: 4-Demonstrates a Rationale (What Works Clearinghouse, Using student achievement data to support instructional decision making):

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- A calendar of training topics and opportunities will be developed
- Staff training on how to use the CIP tracking system
- Staff will track student progress through the use of TrackVia and Infinite Campus
- Staff will understand and complete a log of completed trainings and collaborations
- Staff will become leads in a variety of trainings

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Professional development topic tracking system
- Presenters/subject experts to provide training
- Supports for staff who wish to become the next subject matter experts
- Calendar of options for a variety of training opportunities

Lead: *Who is responsible for implementing this strategy?*
Human Resources Manager



Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- Find times for professional development opportunities to maximize staff learning
- Identify opportunities for whole staff versus department or individual trainings
- Identify subject matter experts to provide trainings
- Identify staff who wish to become the next subject matter experts
- Identify areas of need for additional training

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Leverage Title IIa funds to support professional development activities

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

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
- Special programs coordinator will provide targeted or individualized trainings for staff as needed
- Staff will monitor student progress

Foster/Homeless:

- Staff will have an understanding of the challenges of foster/homeless students
- Special programs coordinator will provide targeted or individualized trainings for staff as needed
- 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
- Special programs coordinator will provide targeted or individualized trainings for staff as needed
- 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
- Special programs coordinator will provide targeted or individualized trainings for staff as needed
- Staff will monitor and track student progress
- Staff will provide targeted interventions and supports for students

Racial/Ethnic Groups:

- Staff will be able to identify students falling under different racial/ethnic minorities
- Special programs coordinator will provide targeted or individualized trainings for staff as needed
- 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
- Special programs coordinator will provide targeted or individualized trainings for staff as needed
- Staff will identify student accommodations
- Staff will collaborate with special education teacher to monitor and track student progress

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● Parent end of semester surveys consistently demonstrate high levels of satisfactions with NSHS. ● Campus Open Houses are offered frequently and are generally well-attended. ● Very high levels of participation/attendance in Parent Grade Pickup. 	<ul style="list-style-type: none"> ● Parents in Partnership (PiP) meeting attendance is limited. ● College workshop participation and attendance is limited.



- 100% participation in Academic Success Meetings
- High participation in and levels of satisfaction in “My Thoughts Count” surveys.”
- Students are highly active in school events as demonstrated by social activity participation and social points.
- Students are highly active in community events as demonstrated by volunteer activity and volunteer hours logged.
- 1005 participation in mid-semester Parent Performance Reviews.
- Community engagement in spring mock interviews, with over 100 individuals participating in the event.

Problem Statement: Communication to diverse families is low

Critical Root Causes of the Problem:

- Lack of student or family participation at some events
- Language barriers for families speaking languages other than English
- Inadequate communication to diverse families

Connectedness

School Goal: NSHS will increase written communication to Spanish speaking families.

Formative Measures:

- *Update after School Data Dive.*

Aligned to Nevada’s STIP Goal:

X STIP Goal 6



Improvement Strategy:

- Provide effective communication regarding family engagement events to Spanish speaking families
- Provide an open and inviting space where diverse families feel safe to participate
- Engage families in conversations focused on data and student success
- Provide families with resources for language translation

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

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Staff will review and schedule potential family engagement activities based on need
- Staff will communicate with families regarding engagement activities
- Staff will obtain regular feedback from parents and students after events

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Nevada State High School registration and key academic forms
- Nevada State High School registration and re-enrollment communications
- Spanish translator

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- Ensure consistent communication with families regarding engagement activities
- Most students do not attend campus on a regular basis
- Parent contact information is often out of date

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- General Fund- Performance Incentives

Lead: *Who is responsible for implementing this strategy?*

Support Services Director

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*



English Learners

- Provide materials in families' native language
- Provide links to online translation programs
- 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, fee waivers, or stipends
- 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 Groups:

- 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

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
Spring Parent Survey	June 7 & 8	<ul style="list-style-type: none">• Aggregate rating of 4.4. out of 5, signifying high overall satisfaction with the school and program.• Area for greatest improvement is PiP and trainings to support parents, scoring 4.15 out of 5.• Area of greatest strength is preparing students for their transition to college at 4.63 out of 5.