

Strategy Map/Improvement Plan

Name of School _____ Las Vegas High School _____

Executive Summary

DESCRIPTION OF THE SCHOOL

Las Vegas High School is the oldest comprehensive public high school within the Clark County School District. This suburban school, rich in history, became re-established in its current location in 1993 in a facility designed to serve 2,750 students. Its long-standing prominence in the community has allowed us to maintain a wealth of traditions that foster continuing relationships with our alumni. In keeping with our motto, "Once a Wildcat, Always a Wildcat," we honor anywhere from 12 to 30 "Golden Grads" in our yearly commencement ceremony and luncheon which allows current students to interact and learn from graduates of 50 years ago. Our tradition of holding our own on-site graduation ceremony also fosters a community spirit, along with our annual homecoming parade, which always includes an alumni float. Our annual Bone Game against Rancho High School pulls in over 4,000 spectators and alumni to share in the 60-year tradition. These traditions help build and maintain a strong sense of pride in our students, their families and community members resulting in families remaining in our community to ensure their students attend their alma mater.

In 2016, the principal of Las Vegas High School became the first secondary franchise principal in the Clark County School District. Due to the success of the practices that had been established at Las Vegas High School, our principal was assigned to also serve as the principal at one of our feeder middle schools. Students from this school came to us less prepared for high school, both behaviorally and academically. The intent of the franchise model is to form relationships with students and parents before they come to Las Vegas High School, and to instill in them the pride and expectations needed to ensure their success when they arrive. The franchise model also enables administration to ensure that instruction at the middle school level is preparing students for the level of academic rigor they will experience in high school.

Due largely in part to these community traditions our enrollment remains fairly steady at around 2,900, not only made up of students who are zoned for our school, but also due to the large number of parents and students who seek to attend our school through other avenues. We currently have 577 students who are enrolled through Residential Affidavits and 89 students who applied for and were granted zone variances from schools around the valley. One hundred and sixteen of our students qualify as homeless, representing 4% of our current population. We boast a student transiency rate that is less than half that of the State and District average.

Las Vegas High School supports a minority-majority student body of approximately 2,900 that is reflective of the surrounding community. The ethnic backgrounds of our student population consist of 71% Hispanic, 10% African-American, 10.7% Caucasian, 5% Asian-American and 3% labeling themselves as having two or more ethnic backgrounds. Less than one percent of our students label themselves as American Indian, Alaskan Native or Native Hawaiian. We have seen a steady increase in our number of Limited English Proficient students, which now stands at 696, representing 25% of our population. Our IEP population has increased slightly to 326 (11.3%) and our school is forecasted to receive two more special education programs for

the upcoming 2018-2019 school year. Twenty-six of our students have 504s. Our percentage of students who qualify for free and reduced lunch continues to steadily climb with a current enrollment of 63.5%. The projected FRL enrollment for the 2018-2019 school year stands at 64.19%, which will maintain our Tier II Title I status.

The traditions and community environment at our school also affect our staffing which remains relatively stable with a teacher turnover rate well below the District and surrounding area, at 9.49%. Several of our licensed and support staff employees are alumni of Las Vegas High School. We are currently nearly fully staffed with 131 licensed teachers, only three of which are long-term substitutes who were hired to fill vacancies that lacked qualified candidates. This year we welcomed four teachers who are brand new to the profession, 20 of our teachers have been teaching between one to four years; 45, four to ten years; 43, 11 to 20 years; and 24 of our teachers have more than 20 years' experience. We have 47 highly valued support-staff members, many who have also been on site for an extended period of time. Many of these staff members serve as valuable liaisons to our high number of Spanish-speaking parents. While the ethnic background of our staff is not yet reflective of our student population, we have made improvements in that area in the last few years, and currently stand at 58.78% Caucasian, 14.50% Hispanic, 2.29% African-American, 1.52% Asian, 1.52% multiracial, with 20.61% labeling themselves as "other." It is our continuing goal to recruit and retain the most effective teachers available and all but our teachers who are new to the field are highly qualified.

The neighborhood around Las Vegas High School has remained stable over the past three years. Housing consists of established single-family homes with several apartment complexes and one large mobile home park within our zone. Most of our students' parents are blue-collar workers within the construction or tourism industry. A large number of our students live in single-parent homes. Soliciting parental involvement remains a challenge due to parents' extensive work hours and language barriers and remains an ongoing goal for us.

SCHOOL'S PURPOSE

Las Vegas High School's current mission statement reads, "Las Vegas High School will develop the minds of the students so they can achieve their desired future goals." This mission statement was developed with the input of parents, students and staff at a community meeting in 2011. Las Vegas High School consistently supports this mission by ensuring that students have access to a wide variety of opportunities both in and out of the classroom. We continue to maintain and expand our CTE offerings of culinary, CADD, video productions, theatre tech, web design, animation, computer science, fashion and welding, and have recently added teacher in training. Our award-winning performing arts, visual arts and foreign language courses continue to offer students the opportunity to explore electives that enhance their college and career readiness.

Enrollment in our AP courses has increased as we continue to provide rigorous instruction for students that is in line with college-ready expectations. Las Vegas High School has recently established a partnership with the College of Southern Nevada to offer dual credit courses to 76 students in the area of algebra, precalculus and English 101, History 101 and History 102, allowing students to earn high school and college credit simultaneously. We anticipate that this program will continue to grow throughout the next few years. Our long-standing PAL program continues to provide students with the opportunity to participate in internships at businesses around the community in order to prepare them to enter professional environments or college settings. Our ROTC program continues to grow and now serves 212 cadets. This, along with our JAG program, offers students the opportunity to explore post-secondary options.

Las Vegas High School continues to support its mission statement by maintaining the following beliefs about student learning:

1. All students can achieve academic success in the courses that challenge their intellect when support is provided.
2. All students can reach mastery of the standards at different time and staff must accommodate their individual needs.
3. All students must be provided the opportunity to take a variety of courses that prepare them for their future aspirations.
4. All students must be provided access to a variety of clubs, sports, and activities to fully develop their interests and talents.
5. All students must treat the school, the staff, and their peers with respect.
6. All students benefit when staff collaborates and develops lessons that meet the differentiated needs of students.
7. All students need to have at least one adult on campus that connects with them on a personal and academic level.

These beliefs are embedded throughout the structures and policies of Las Vegas High School. Students are afforded a variety of tutoring opportunities before and after school, as well as on Saturdays in order to ensure they are credit efficient and on track to graduate. Students are allowed to re-do assignments or retake assessments to prove their mastery at any time during a semester. Our Academic Opportunity Period allows students to turn in assignments beyond their due date with no penalty. Las Vegas High School also provides a wide selection of clubs, sports and activities for students to choose from outside of the academic day.

Our daily Professional Learning Communities are scheduled into the teacher workday and provide a foundation for the level of collaboration that allows teachers to analyze data and instructional rigor to ensure that they are meeting the needs of all of their students. Careful attention is paid when creating the master schedule to ensure that content teachers have common preps so that they can work together on a daily basis during this PLC time.

Student attendance and progress is monitored by their assigned homeroom teachers who reach out to parents when truancy issues arise. Loss of credit meetings are held with parents of students who are in danger of failing due to excessive absences. Students at Las Vegas High School continue to be held to high positive and academic expectations. Our on-site Star-On program allows us to provide an alternative setting for students who exhibit continuous behavior concerns. Students are provided with a smaller academic setting with access to a school counselor on a daily basis. This program has been effective at helping us maintain relationships with students and students often show improved grades and behavior because of this temporary placement.

NOTABLE ACHIEVEMENTS

Las Vegas High School has worked diligently to ensure that students successfully graduate with their cohort and because of that work, we have seen a steady increase in our graduation rate from 78.94% in 2014 to 90.85% in 2017. This success is due to the implementation of a variety of intervention strategies to ensure that students attend school on a regular basis and remain credit sufficient.

Over the past three years, Las Vegas High School has doubled the number of students enrolled

in Advanced Placement courses from 297 in 2014 to 601 in 2017. With this increased AP enrollment, the number of students taking the AP exams has also doubled from 542 exams taken in 2014 to 1,127 students attempting the AP exams in 2017. This increased number of exams taken influenced the percentage of students attaining a 3 or above on the assessments, which shows a decrease from 37.7% in 2014 to 25.1% in 2017.

The new EOC assessments have indicated some areas of improvement as well. Overall levels of proficiency on the ELA II EOC increased from 41.67% in 2016 to 68.03% in 2017. This included an increase of 23% for our LEP students and almost 30% for our non-LEP students. Overall proficiency on the Math I EOC showed slight growth from 62.85% in 2016 to 67.22% in 2017. This included almost 10% growth in the level of proficiency for our LEP subgroup. The achievement gap between LEP and non-LEP students on the ELA I EOC has decreased by 5%, however the performance as a whole decreased dramatically. The achievement gap between these groups has also narrowed in the area of Math I EOC, decreasing from 14.03% in 2016 to 8.33% in 2017.

Las Vegas High School continues to structure its schedule to promote and support active Professional Learning Communities in line with the Rick DuFour model. Our master schedule allows for common preps among teachers of the same grade level and content on a daily basis for a total of 250 minutes per week. All teachers continue to work within their Professional Learning Communities to identify areas for growth and design their common Student Learning Goals around College and Career Readiness standards. Teachers create tasks and assessments that allow them to gauge student learning and adjust instruction to ensure they are meeting their student learning goals centered on meaningful, enduring standards.

Las Vegas High School has recently been established as a National Board for Professional Teaching Standards Professional Development School and is currently supporting a cadre of 14 teachers through the rigorous process of National Board certification. Through this process, this cadre collaborates with their cross-curricular peers to reflect on their instruction and student engagement to insure it meets the standards of the National Board for Professional Teachers. The cadre is then able to share their reflection and improved efficacy with peers outside the cadre to promote improved learning structures for all LVHS students.

IMPROVEMENT PRACTICES

The focus of our improvement for school practices over the next three years centers on increasing student achievement. The emphasis of this improvement would be on ensuring that teachers have the skills and abilities to effectively assess what students know before, during and after instruction. Our teacher surveys and inventories indicated a need and desire for professional development to improve teacher efficacy with regard to the analysis and use of data to drive and differentiate instruction. Although teachers are currently utilizing PLC time to analyze instruction to ensure rigor, eleot walks showed that most students were engaged in tasks at one level with minimal differentiation. Ongoing, quality professional development is necessary to train teachers how to provide differentiated tasks that include real-world connections. In order to increase proficiency on rigorous assessments such as the ACT, EOCs and Advanced Placement exams, it is essential that teachers be effectively trained on how to develop tasks that align with that level of rigor.

The results of eleot walks also indicated a large discrepancy with regard to the integration of technology during instruction. Engagement observations indicated students were utilizing technology a manner that was similar to an electronic text or worksheet, inputting responses

and answering questions from a provided source. As a school, we will ensure that teachers are utilizing digital tools in a more real-world capacity to solve problems and work collaboratively with their peers, both locally and globally.

One area of concern that had mixed results in both teacher and student surveys was a perception that students are not treating each other and adults with respect. Although further inquiry needs to be done to truly assess any lapses in a respectful environment, this is an area that a school as diverse and as large as ours can always work to improve. This could mean establishing a school-wide initiative that ensures that the theme of respect becomes and remains pervasive throughout our school culture and climate.

Parent involvement is an area that we continually seek to improve. Although we have a supportive showing at sporting events and performances, we have a lower level of participation when we seek input regarding our practices, or assistance with attendance and academics. As an entire staff, we need to develop more effective strategies to help parents truly feel like partners in their child's education.

School Improvement Goals: (Aligned to findings from Diagnostics/SQF)

Goals:
1. Increase the percentage of school-based personnel trained in cultural competency.
2. Increase the use of data to design instruction aligned with the level of rigor of the ACT, AP and EOC exams.
3. Implement differentiated instruction in classrooms to increase number of EL students reaching English language proficiency (Bridging and Reaching).

Action Plan: (Strategies aligned to findings from SQF/Standards)

Goal 1: Increase the percentage of school-based personnel trained in cultural competency.
Measurable Objective: 100% of the school-based staff will be trained by the end of the 2018-2019 school year.
Strategies: Provide high-quality, ongoing professional development in the area of cultural competency.

Evidence of Success (How will you know you're making progress?):

- Eleot walks will show an increased number of students engaged in activities and learning that are challenging but attainable.
- Eleot walks will show an increased number of students engaged in differentiated learning opportunities and/or activities that meet their needs.
- Eleot walks will show an an increase in learners demonstrating respect for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics.

Evaluation Process (How will you know your goal has been reached?):

- Decrease in the number of behavior referrals
- Staff surveys will show an increase in response to training in cultural competency training.
- Student survey will show an increase in positive relationships with peers and staff.

Goal 2: Increase the use of data to design instruction aligned with the level of rigor of the ACT, AP and EOC exams.

Measurable Objective(s):

- 1) By the end of the 2018-2019 school year, 73.0 % of students will be proficient in EOC ELA I.
- 2) By the end of the 2018-2019 school year, 73.1 % of students will be proficient in EOC ELA II.
- 3) By the end of the 2018-2019 school year, 78.1 % of students will be proficient in EOC Math I.
- 4) By the end of the 2018-2019 school year, 43.4 % of students will be proficient in EOC Math II.
- 5) By the end of the 2018-2019 school year, 92.0 % of students will graduate from LVHS with each subgroup increasing their graduation rate by 2-6 %.
- 6) By the end of the 2018-2019 school year, LVHS juniors will increase their composite ACT scores from 15.8 to 18.3.

Strategies:

Provide high-quality, ongoing professional development in the analysis and use of data to develop differentiated rigorous instruction with real-world connections aligned to the level of rigor of the ACT and EOC assessments.

Evidence of Success (How will you know you're making progress?):

- Eleot walks will show an increased number of students engaged in activities and learning that are challenging but attainable
- Eleot walks will show an an increase in learners engaged in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking.
- Analysis of quarter and semester exams will show alignment with the rigor of the ACT and EOC assessments.

Evaluation Process (How will you know your goal has been reached?):

- Increased student proficiency on common assessments, ACT, EOC, Advanced Placement and End of Course assessments, overall and within subgroups.

Goal 3: Increase the use of differentiated instruction in classrooms to increase number of EL students reaching English language proficiency (Bridging and Reaching).

Measurable Objective:

By the end of the 2018-2019 school year, 51.0 % of EL students will reach English language proficiency (Bridging and Reaching).

Strategies:

Provide high-quality, ongoing professional development in highly effective ELL strategies.

Evidence of Success (*How will you know you're making progress?*):

- Eleot walks will show an increased number of students engaged in activities and learning that are challenging but attainable
- Eleot walks will show an an increase in learners engaged in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking.
- Analysis of quarter and semester exams will show alignment with the rigor of the ACT and EOC assessments.

Evaluation Process (*How will you know your goal has been reached?*):

- Increased student proficiency on common assessments, ACT, EOC, Advanced Placement and End of Course assessments, overall and within subgroups.