# Palo Verde High School 2016 - 2017

# Palo Verde High School

## Clark County School District

Mr. Darren Sweikert
333 S Pavilion Center Dr
Las Vegas, NV 89144-4001

# TABLE OF CONTENTS

# Overview

**Plan Name**

Palo Verde High School 2016 - 2017

**Plan Description**

2016 - 2017 School Improvement Plan

# Goals Summary

**The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.**

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|-----------|--------------|-----------|---------------|
| 1 | Palo Verde will have a formal structure whereby each student is well known by at least one adult who advocates and supports that student's educational experience. | Objectives: 1<br>Strategies: 1<br>Activities: 5 | Organizational | $0 |
| 2 | Teachers will participate in collaborative learning communities to improve instruction and meet the unique learning needs of students. | Objectives: 1<br>Strategies: 3<br>Activities: 7 | Organizational | $0 |
| 3 | Palo Verde will provide and coordinate programs to meet the unique learning needs of students. | Objectives: 1<br>Strategies: 2<br>Activities: 4 | Organizational | $63000 |
| 4 | Palo Verde High School will increase the number of school-based personnel trained in cultural competency. | Objectives: 1<br>Strategies: 1<br>Activities: 1 | Organizational | $0 |

# Goal 1: Palo Verde will have a formal structure whereby each student is well known by at least one adult who advocates and supports that student's educational experience.

| Status | Progress Notes | Created On | Created By |
|---|---|---|---|
| N/A | During the 2013 - 2014 school year, Palo Verde High School established a Mentoring Program centered around a mentoring period that allowed each student to develop a positive relationship with a faculty member.  In these mentoring periods, students and teachers developed a productive relationship whereby each student felt he/she had an adult advocate on the campus that they could turn to in times of crisis or simply if they needed advice.  During the mentoring periods, activities were developed by our counseling department to help prepare students for challenges that they might face in high school or as they plan for post-high school.  The following are examples of topics covered in the mentoring sessions.<br>1.  Careers and Career Paths<br>2.  Activities and Athletics - Getting Involved in Your High School<br>3.  Bullying / Cyber Bullying<br>4.  Current Events - Are they important?<br>5.  Goal Setting:  Long v. Short Term Goals<br>6.  101 Strategies for Coping With Stress | September 15, 2016 | David H Pearce |

**Measurable Objective 1:**

collaborate to provide each student a faculty contact on a regularly scheduled basis by 05/23/2014 as measured by attendance and the results of the AdvancEd student survey.

**Strategy 1:**

Mentoring Seminar - Students will be assigned a faculty mentor.  The students will meet semi-monthly with their mentor teacher for the first semester and monthly thereafter to discuss relevant topics and engage in related activities.  Attendance will be taken at every meeting, and any necessary material/activities will be provided by the counseling department.  Students will be surveyed during May to determine the effectiveness of these meetings.

Research Cited: AdvancEd stakeholder surveys and the self-assessment

| Activity - Learner Profile | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Identify students' learner profiles through multiple cognitive self-assessments. | Academic Support Program | 09/30/2013 | 10/28/2013 | $0 | No Funding Required | All mentoring teachers and counselors |

| Activity - Monitor Progress | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Monitor student educational progress and provide guidance by refering students to counselors for further assistance or assisting students with their educational goals. | Academic Support Program | 10/28/2013 | 05/30/2014 | $0 | No Funding Required | All mentor teachers and counselors |

| Activity - Goal Setting | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Help students set educational and extracurricular goals at Palo Verde High School and determine routes for success. | Academic Support Program | 09/20/2013 | 10/11/2013 | $0 | No Funding Required | All mentor teachers and counselors |

| Activity - Develop Strategies | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Assist students in developing strategies to advocate for individual needs and determine any roadblacks to their academic or personal success. | Behavioral Support Program | 11/08/2013 | 12/13/2013 | $0 | No Funding Required | All mentor teachers and counselors |

| Activity - Re-evaluate Goals and Progress | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| As mentor gains insight into students' needs, learning and thinking skills, and goals, students will build a relationship whereby the mentor and the students can re-evaluate goals and progress in order to adjust these goals for success. | Academic Support Program | 01/24/2014 | 03/14/2014 | $0 | No Funding Required | All mentor teachers and counselors |

# Goal 2: Teachers will participate in collaborative learning communities to improve instruction and meet the unique learning needs of students.

| Status | Progress Notes | Created On | Created By |
|---|---|---|---|
| N/A | In an effort to improve consistency within the subject areas regarding pacing, rigor, assessments, and the implementation of the Nevada Academic Content Standards, Palo Verde High School implemented several programs to achieve this goal.  Initially, teachers were organized into groups by subject area to engage in Structured Teacher Planning Time. Teachers, under the direction of subject area leaders, developed a common pacing, course expectations, major assessments, and where applicable, facilitated the implementation of the Common Core State Standards or Nevada Academic Content Standards.<br>During the 2014 – 2015 and the 2015 – 2016 school years, the Clark County School District assisted in this effort by funding Professional Learning communities.  These communities were set up for Algebra I, Geometry, Algebra II and in English.  With this funding, a PLC leader was hired and teachers were paid to meet beyond the regular school day on a weekly basis.  In addition to this, during the 2015 – 2016 school year, to assist with planning, common preps were developed for our Algebra I and English 9 teachers in an effort to better prepare those students for the new End of Course Exams.<br>To improve consistency throughout the disciplines, during each of the four staff development days, time was set aside for interdisciplinary meetings.  In these meetings, teachers could structure assignments and projects that were cross-curricular in nature and discuss common issues relating to rigor and pacing.   With the start of 2016 – 2017 school year, the Clark County School District eliminated the four staff development days in lieu of what is referred to as Site Based Collaboration Time.  On twenty-seven different days throughout the school year, teachers will work an additional sixty-four minutes in either whole school trainings or in their Professional Learning Communities. | September 15, 2016 | David H Pearce |

**Measurable Objective 1:**

collaborate to create consistency among subject areas regarding pacing, rigor, major assessments, and the application of Common Core State Standards by 06/06/2014 as measured by formal and informal observations, collection of artifacts, and agendas from formal team meetings.

**Strategy 1:**

Collaboration - Teachers will commit to training, collaborative planning periods to aid in the implementation of common expectations, and assessments, while applying

Common Core State Standards.

Research Cited: AdvancEd surveys, AdvancEd self assessment, student performance evaluation worksheet

| Activity - STPT | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|

| Teachers will meet every two weeks in common subject areas to focus on common pacing, assessments and expectations.  Each group will provide an agenda which describes their meetings and attach relevant documentation. | Academic Support Program | 05/24/2013 | 06/06/2014 | $0 | No Funding Required | All teachers and supervising administrators |

| Activity - Differentiated Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Planning periods will address individual needs of students.  This will include IEP, ELL students and differentiated instruction for various learning styles.  Teachers will identify upcoming content areas with which students will struggle and implement strategies to address deficiencies. | Academic Support Program | 09/27/2013 | 06/06/2014 | $0 | No Funding Required | All teachers |

| Activity - Data Analysis | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will analyze the data from common assessments for weaknesses and determine corrective action necessary to ensure students success with each standard | Academic Support Program | 11/08/2013 | 06/06/2014 | $0 | No Funding Required | All teachers and supervising administrators |

**Strategy 2:**

Interdisciplinary Teams - Palo Verde High School will provide dedicated collaborative planning periods to correlate Common Cores State Standards among and between subject areas

Research Cited: AdvancED self-assessment and stakeholder surveys

| Activity - Correlate Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| At least four times per year, during staff development programs, teachers will meet in interdisciplinary teams to review content, standards, expectations and assessment tools to correlate instruction, to the extent possible, among and between grade levels to reinforce Common Core Standards. | Academic Support Program | 05/24/2013 | 06/06/2014 | $0 | No Funding Required | All teachers and supervising administrators |

| Activity - Common Assessments | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Interdisciplinary common assessments tools will be designed to measure the effectiveness of interdisciplinary approaches, among and between grade levels, to Common Core Standards. | Academic Support Program | 09/27/2013 | 06/06/2014 | $0 | No Funding Required | All teachers and administrating supervisors |

**Strategy 3:**

Vertical and Horizontal Alignment - Collaborative planning and reflection of interdisciplinary teams will analyze the effectiveness of interdisciplinary planning and instructional approaches targeting both vertical and horizontal assessment of Common Core Standards.

Research Cited: AdvancEd self-assessment and stakeholder surveys

| Activity - Data Analysis | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Student data from subject area common assessments that are analyzed during subject area STPT, along with data from the interdisciplinary common assessment tools will be used to inform interdisciplinary teams about the effectiveness of interdisciplinary approaches, among and between grade levels, to the Common Core Standards. | Academic Support Program | 01/24/2014 | 06/06/2014 | $0 | No Funding Required | All teachers and supervising administrators |

| Activity - Assessment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Planning periods will qualitatively and quantitatively assess the validity of all designed interdisciplinary curriculum components, as implemented, in order to evaluate and amend, as necessary, interdisciplinary approaches to instruction designed to reinforce Common Core Standards. | Academic Support Program | 01/24/2014 | 06/06/2014 | $0 | No Funding Required | All teachers and supervising administrators |

# Goal 3: Palo Verde will provide and coordinate programs to meet the unique learning needs of students.

| Status | Progress Notes | Created On | Created By |
|---|---|---|---|
| N/A | Palo Verde High School has developed new programs and expanded existing programs to meet the unique needs of the student body. These programs include Career and Technical Education Course Sequences, expanded Advanced Placement Courses, the implementation of the International Baccalaureate Program and additional programs to assist credit deficient and non-proficient students. The following are specific examples of programs developed to assist our students as they prepare for their post-secondary careers.<br>1. Career and Technical Education Course Sequences<br>a.  Accounting and Finance<br>b. Animation<br>c. Computer Science<br>d. Foods and Nutrition<br>e. Engineering: Project Lead The Way<br>f. Forensic Science<br>g. Furniture and Cabinetmaking<br>h. Marketing<br>i. Photography<br>j. Theater Technology<br>k. Video Production<br>l. Web Design and Development<br>2.  Palo Verde High School expanded the Advanced Placement course offerings by adding AP Music Theory and AP Statistics.  During the 2015 – 2016 school year, AP Exams were administered in 21 different subject areas.<br>3. During the 2014 – 2015 school year, Palo Verde High School was given the final approval to begin offering courses through the International Baccalaureate's Diploma Program.  The first cohort of IB students began their coursework in August of 2015.  This year is the second and final year for our first IB class.  Already, there are plans to expand the IB course offerings to include IB Chemistry, Physics, and IB French.<br>4. Palo Verde High School has been very successful in addressing the challenges faced by our credit deficient and non-proficient students.  This fact is evidenced by our current graduation rate which has risen from 75% in 2012 to 87% in 2016.  The programs that were implemented to address non-proficiency are no longer required as the state of Nevada abandoned the proficiency examinations as a requirement for graduation starting with the class of 2017.  In regards to our credit deficient students, Palo Verde High School has taken several steps to assist these students in getting back on track for graduation.  During the 2014 – 15 school year, PVHS moved from the traditional six period day to the eight period block schedule.  This move has been very successful in helping students overcome their credit deficiency.  In addition to this, PVHS has also offered online early morning and after school credit retrieval classes in the four core areas. | September 15, 2016 | David H Pearce |

**Measurable Objective 1:**

collaborate to implement programs which address the unique learning styles of students by 06/06/2014 as measured by enrollment and performance in each program area/course.

**Strategy 1:**

Expand Specialized Programs - Palo Verde will implement selected CTE certification programs. Palo Verde will also continue the IB application process to become an authorized IB Diploma Programme institution.  AP courses will expand through the PSAT AP potential identification, teacher recommendations, and peer recruitment.
Research Cited: IB application (feasibility study),  CCSD goals, AdvancED self-assessment

| Activity - CTE Certification Program | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Palo Verde High School will develop a Career and Technical education certification program in line with student interest and demand.  For the SY 2013-2014, this will entail introducing engineering programs and furthering the business programs. | Academic Support Program | 05/01/2013 | 01/17/2014 | $15000 | Career and Technical Education Funds | CTE instructors, Curriculum Administrator, Principal |

| Activity - IB Diploma Programme | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Palo Verde High School will continue the International Baccalaureate Diploma Program application process, assigning two part-time coordinators to manage the application and training requirements for IB World School status.  Disignated teachers will begin attending training workshops for IB. | Academic Support Program | 09/02/2013 | 02/24/2014 | $20000 | General Fund | IB selected instructors, IB coordinators |

| Activity - Stakeholder Meetings | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Palo Verde High School stakeholders will participate in meetings regarding the rigor of Common Core Standards in the honors courses versus the rigourous level of advanced placement courses to align the programs particularly in English and Social Studies.  Students will be encouraged to enroll in gateway AP courses across the curriculum. | Parent Involvement | 09/27/2013 | 05/23/2014 | $0 | No Funding Required | Principal and assistant principals |

**Strategy 2:**

Assistance for non-proficient/credit deficient students - Palo Verde will coordinate and provide support to meet the unique learning needs of students

Research Cited: AdvancED self-assessment, current SIP, District initiatives

| Activity - Special courses/programs | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Credit deficient/non-proficient students will be identified and entered into programs designed to mitigate their deficiencies.  A Writing for Proficiency and a Reading for Proficiency course will be implemented for students who have not passed either the NHSPE in Reading/NHSPE in Writing.  Credit Retrieval courses, after school tutoring, and math/science camps will be offered to assist students with proficiency exams and credit sufficiency. | Academic Support Program | 05/24/2013 | 06/06/2014 | $28000 | District Funding | Curriculum administrator and teachers who implement each course |

# Goal 4: Palo Verde High School will increase the number of school-based personnel trained in cultural competency.

| Status | Progress Notes | Created On | Created By |
|---|---|---|---|
| N/A | All of the administrators at Palo Verde High School completed the training on the Cultural Responsiveness Framework as offered by the National Academic Educational Partners.  This training was completed by May 29, 2015. | September 16, 2016 | David H Pearce |

**Measurable Objective 1:**

demonstrate a behavior  The staff at PVHS will demonstrate a behavior of cultural competency as they conference and interact with the stakeholders at Palo Verde High School.   by 05/29/2015 as measured by The successful achievement of this objective will be determined by the number of administrators that complete the training.

**Strategy 1:**

Cultural Responsive Framework Training - The administration at Palo Verde High School, under the direction of the Clark County School District, will complete

approximately 20 hours of training on the Cultural Responsive Framework.  This training will be provided by the National Academic Educational Partners and will be

provided in face-to-face sessions, webinars and through classroom walks.

Research Cited: The research used to support this objective is provided by the National Academic Educational Partners.

| Activity - Cultural Responsive Framework Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Trainings offered by the National Academic Educational Partners in the Cultural Responsiveness Framework. | Professional Learning | 10/28/2014 | 05/29/2015 | $0 | District Funding | All Administrators |

# Activity Summary by Funding Source

**Below is a breakdown of your activities by funding source**

### District Funding

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|
| Cultural Responsive Framework Training | Trainings offered by the National Academic Educational Partners in the Cultural Responsiveness Framework. | Professional Learning | 10/28/2014 | 05/29/2015 | $0 | All Administrators |
| Special courses/programs | Credit deficient/non-proficient students will be identified and entered into programs designed to mitigate their deficiencies.  A Writing for Proficiency and a Reading for Proficiency course will be implemented for students who have not passed either the NHSPE in Reading/NHSPE in Writing.  Credit Retrieval courses, after school tutoring, and math/science camps will be offered to assist students with proficiency exams and credit sufficiency. | Academic Support Program | 05/24/2013 | 06/06/2014 | $28000 | Curriculum administrator and teachers who implement each course |
| | | | | Total | $28000 | |

### No Funding Required

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|
| Data Analysis | Teachers will analyze the data from common assessments for weaknesses and determine corrective action necessary to ensure students success with each standard | Academic Support Program | 11/08/2013 | 06/06/2014 | $0 | All teachers and supervising administrators |
| STPT | Teachers will meet every two weeks in common subject areas to focus on common pacing, assessments and expectations.  Each group will provide an agenda which describes their meetings and attach relevant documentation. | Academic Support Program | 05/24/2013 | 06/06/2014 | $0 | All teachers and supervising administrators |
| Differentiated Instruction | Planning periods will address individual needs of students. This will include IEP, ELL students and differentiated instruction for various learning styles.  Teachers will identify upcoming content areas with which students will struggle and implement strategies to address deficiencies. | Academic Support Program | 09/27/2013 | 06/06/2014 | $0 | All teachers |
| Monitor Progress | Monitor student educational progress and provide guidance by refering students to counselors for further assistance or assisting students with their educational goals. | Academic Support Program | 10/28/2013 | 05/30/2014 | $0 | All mentor teachers and counselors |

| Re-evaluate Goals and Progress | As mentor gains insight into students' needs, learning and thinking skills, and goals, students will build a relationship whereby the mentor and the students can re-evaluate goals and progress in order to adjust these goals for success. | Academic Support Program | 01/24/2014 | 03/14/2014 | $0 | All mentor teachers and counselors |
|---|---|---|---|---|---|---|
| Stakeholder Meetings | Palo Verde High School stakeholders will participate in meetings regarding the rigor of Common Core Standards in the honors courses versus the rigourous level of advanced placement courses to align the programs particularly in English and Social Studies.  Students will be encouraged to enroll in gateway AP courses across the curriculum. | Parent Involvement | 09/27/2013 | 05/23/2014 | $0 | Principal and assistant principals |
| Goal Setting | Help students set educational and extracurricular goals at Palo Verde High School and determine routes for success. | Academic Support Program | 09/20/2013 | 10/11/2013 | $0 | All mentor teachers and counselors |
| Common Assessments | Interdisciplinary common assessments tools will be designed to measure the effectiveness of interdisciplinary approaches, among and between grade levels, to Common Core Standards. | Academic Support Program | 09/27/2013 | 06/06/2014 | $0 | All teachers and administrating supervisors |
| Data Analysis | Student data from subject area common assessments that are analyzed during subject area STPT, along with data from the interdisciplinary common assessment tools will be used to inform interdisciplinary teams about the effectiveness of interdisciplinary approaches, among and between grade levels, to the Common Core Standards. | Academic Support Program | 01/24/2014 | 06/06/2014 | $0 | All teachers and supervising administrators |
| Learner Profile | Identify students' learner profiles through multiple cognitive self-assessments. | Academic Support Program | 09/30/2013 | 10/28/2013 | $0 | All mentoring teachers and counselors |
| Develop Strategies | Assist students in developing strategies to advocate for individual needs and determine any roadblocks to their academic or personal success. | Behavioral Support Program | 11/08/2013 | 12/13/2013 | $0 | All mentor teachers and counselors |
| Assessment | Planning periods will qualitatively and quantitatively assess the validity of all designed interdisciplinary curriculum components, as implemented, in order to evaluate and amend, as necessary, interdisciplinary approaches to instruction designed to reinforce Common Core Standards. | Academic Support Program | 01/24/2014 | 06/06/2014 | $0 | All teachers and supervising administrators |
| Correlate Instruction | At least four times per year, during staff development programs, teachers will meet in interdisciplinary teams to review content, standards, expectations and assessment tools to correlate instruction, to the extent possible, among and between grade levels to reinforce Common Core Standards. | Academic Support Program | 05/24/2013 | 06/06/2014 | $0 | All teachers and supervising administrators |
|  |  |  |  | **Total** | $0 |  |

## General Fund

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|

| IB Diploma Programme | Palo Verde High School will continue the International Baccalaureate Diploma Program application process, assigning two part-time coordinators to manage the application and training requirements for IB World School status.  Disignated teachers will begin attending training workshops for IB. | Academic Support Program | 09/02/2013 | 02/24/2014 | $20000 | IB selected instructors, IB coordinators |
|---|---|---|---|---|---|---|
| | | | | Total | $20000 | |

**Career and Technical Education Funds**

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|
| CTE Certification Program | Palo Verde High School will develop a Career and Technical education certification program in line with student interest and demand.  For the SY 2013-2014, this will entail introducing engineering programs and furthering the business programs. | Academic Support Program | 05/01/2013 | 01/17/2014 | $15000 | CTE instructors, Curriculum Administrator, Principal |
| | | | | Total | $15000 | |