

# School Performance Plan

School Name  
Palo Verde HS

Address (City, State, Zip Code, Telephone):  
333 S Pavilion Ctr Dr  
Las Vegas, NV 89144-4001, 7027991450

Superintendent/Assistant Chief: Pat Skorkowsky / Andrea Klafter-Rakita

For Implementation During The Following Years: 2018-2019

**The Following MUST Be Completed:**

**Title I Status:** Not\_Served

**Designation:** Rising Star

**Grade Level Served:** High School

**Classification:** 4 Star

**NCCAT-S:** Initial

**\*1 and 2 Star Schools Only:** Please ensure that the following documents will be available upon request  Use of Core Instructional Materials  Scheduling  Model School Visits

**Members of Planning Team \* ALL Title I schools must have a parent on their planning team that is NOT a district employee.**

| Name of Member  | Position  | Name of Member    | Position            |
|-----------------|-----------|-------------------|---------------------|
| Bernice Burns   | Parent    | Suzanne Moriarity | Parent              |
| Darren Sweikert | Principal | Jessica Lovell    | Assistant Principal |
| Amy Reed        | Teacher   | Amy Richmond      | Teacher             |
| Cheryl Waldman  | Teacher   | Jim Friel         | Teacher             |
| Alanna Robinson | Teacher   | Michele Brown     | Counselor           |

## COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### DATA REVIEWED & ANALYZED:

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

| School Data For General Education Including FRL | English Language Learner (ELL) Data        | Special Education Data                      |
|---|--|---|
| Nevada School Performance Framework (NSPF)      | Nevada School Performance Framework (NSPF) | Nevada School Performance Framework (NSPF)  |
| Statewide Assessments                           | Achievement Gap Data                       | Individualized Education Programs (IEP)     |
| Summative Assessments                           | Family Engagement Data                     | Special Education Procedures - Whole School |
| SAT/ACT Assessments                             | Teacher/Administrator Observation Data     | Availability of Curriculum for IEP Students |
| Teacher/Administrator Observation Data          | NA   | Teacher/Administrator Observation Data      |
| Other: Accreditation Data                       | Other: Accreditation Data                  | Other: Accreditation Data                   |
| Other:  | Other:                                     | Other:                                      |

#### Summary Statement: Please provide a brief description for how the analyzed data will impact your Inquiry and Action Planning process.

During the accreditation process this year, data was analyzed from various sources: instruction (EOC, ACT, AP scores, IB scores, summative assessments, CTE results), attendance rate, and surveys (parent, student, and teacher). All data was analyzed and the following conclusions were made: (1) Palo Verde High School does an excellent job of educating our high achieving students through our various AP, IB and CTE courses. The data indicated that all test scores have increased from year-to-year and we continue to outperform the school district and "global" on most AP and EOC Exams; (2) Palo Verde High School has room to improve in regards to differentiating instruction to meet the needs of struggling learners; (3) Parents, staff, and students feel safe and welcome at Palo Verde High School.

## HIGH SCHOOL GRADUATION RATES

If you serve high school graduation seniors you must fill in the graduation rates for all subpopulations.

| Subpopulation   | Percentage of Students |
|---|------------------------|
| <input checked="" type="checkbox"/> AM In/Ak Native   | 75                     |
| <input checked="" type="checkbox"/> Asian             | 98.5                   |
| <input checked="" type="checkbox"/> Black             | 95.6                   |
| <input checked="" type="checkbox"/> Hispanic          | 91.2                   |
| <input checked="" type="checkbox"/> Two or More Races | 85.3                   |
| <input checked="" type="checkbox"/> Pacific Islander  | 100                    |
| <input checked="" type="checkbox"/> White             | 96.4                   |
| <input type="checkbox"/> FRL                          |                        |
| <input checked="" type="checkbox"/> IEP               | 86.3                   |
| <input checked="" type="checkbox"/> ELL               | 98.6                   |

**NOTES:**

FRL graduation rate data was not available in the Datalab.

## HOPE 2 Intervention

**Focus of Intervention:**

To provide In-School Suspension for small behavioral offenses and to provide STAROn services for first time drug offenses and repeated behavioral offenses.

**Monitoring Plan:**

Pull quarterly reports for IHS, SUS, and TEP to determine if numbers are decreasing.

**Evaluation Plan:**

Historical IHS, SUS, TEP (STAROn) and EXP data will be used to determine if the funds are working as intended.

## COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

|   |   |   |   |   |                                |
|---|---|---|---|---|--------------------------------|
| <b>Based on the CNA, identify all that apply:</b> | <input checked="" type="checkbox"/> General Education | <input checked="" type="checkbox"/> FRL | <input checked="" type="checkbox"/> ELL | <input checked="" type="checkbox"/> IEP | <input type="checkbox"/> Other |
|---|---|---|---|---|--------------------------------|

**Priority Need/Goal 1:**

Teachers will use formative assessments to differentiate their teaching strategies, so that students demonstrate standards-based learning through diverse performance modes and have a range of opportunities to demonstrate increased mastery of content knowledge and skills.

**Root Causes:**

Through the accreditation process, it was found that Palo Verde High School excels at meeting the needs of our higher level students (AP, IB, CTE courses) based on review of data (ACT, EOC, CTE, AP, IB scores). The data does reflect the need to put resources towards our lower/average level student. Through review of data, including classroom observations, teacher surveys, and student surveys, it was found that teachers do not change their learning to meet the needs of the individual student. The accreditation team determined that differentiated instruction would become a school-wide goal to include training over the next five (5) years.

**Measurable Objective 1:**

By the end of the 2018-2019 school year, students will self-report that teachers utilize differentiated learning strategies to meet the needs of all of their students. In addition, staff walk-through data will increase to show that differentiated learning is occurring in all regular and honors level courses.

**Measurable Objective 4:**

|                          |
|--------------------------|
| <b>Monitoring Status</b> |
| N/A                      |

| ACTION PLAN  |   | MONITORING PLAN  |   |                      |
|--|---|--|---|----------------------|
| Action Step<br><small>(please only list one action step per box)</small>   | Resources and Amount Needed for<br>Implementation<br><small>(people, time, materials, funding sources)</small>                                    | List Artifacts/Evidence of Progress:<br><small>Information (Data) that will verify the<br/>action step is in progress or has occurred.</small> | List Timeline, Benchmarks, and<br>Position Responsible  | Monitoring<br>Status |
| <b>1.1 Professional Development (Required)</b>   |   | <b>Continuation From Last Year: No</b>   | <b>NCCAT-S Indicators:</b>  |                      |
| A team of six (6) members, including one admin, will attend a five day national conference on differentiated instruction. This team will then train the staff throughout the year on | National Conference is \$200 per person (total \$1200). Extra money will be required for teachers to plan PD outside of their regular school day. | Completion record of national conference. Schedule of professional development to occur during 2018-2019.                                      | Differentiated Instruction team (members TBD), Admin: Jessica Lovell, AP and Darren Sweikert, Principal | N/A                  |

Comments:

| Action Step  | Resources and Amount Needed | List Artifacts/Evidence   | Timeline and Position Responsible   | Monitoring Status |
|--|-----------------------------|---|---|-------------------|
| <b>1.2 Family Engagement (Required)</b>  |                             | <b>Continuation From Last Year: No</b>                                | <b>NCCAT-S Indicators:</b>  |                   |
| Parents initially reported that teachers do not meet the individual needs of their learners. Parents will be surveyed throughout the year to report if differentiated learning is happening in their child's classrooms. | Google surveys              | Parent survey data will be gathered and analyzed throughout the year. | Differentiated Instruction team (members TBD), Admin: Jessica Lovell, AP and Darren Sweikert, Principal | N/A               |

Comments:

| <b>1.3 Curriculum/Instruction/Assessment (Required)</b>   |  | <b>Continuation From Last Year:</b><br><b>No</b>  | <b>NCCAT-S Indicators:</b>  |     |
|---|--|---|---|-----|
| Teachers will engage in professional development related to differentiated instruction. Teachers will engage in walk-through's of their peers classrooms to see differentiated learning strategies used. Teachers will have time to collaborate within their departments about how differentiated instruction is working or not and make adjustments as needed. | Dedicated time for school-wide SBCT. Dedicated time for department SBCT. | SBCT logs discussing differentiated instruction. School-wide professional development sign-in logs. | Differentiated Instruction team (members TBD), Department Chair's, All Administrators | N/A |

Comments:

| <b>1.4 Other (Optional)</b> | <b>Continuation From Last Year:</b> |  | <b>NCCAT-S Indicators:</b> |     |
|-----------------------------|-------------------------------------|--|----------------------------|-----|
|                             |                                     |  |                            | N/A |

Comments:

## COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

|   |   |   |   |   |                                |
|---|---|---|---|---|--------------------------------|
| <b>Based on the CNA, identify all that apply:</b> | <input checked="" type="checkbox"/> General Education | <input checked="" type="checkbox"/> FRL | <input checked="" type="checkbox"/> ELL | <input checked="" type="checkbox"/> IEP | <input type="checkbox"/> Other |
|---|---|---|---|---|--------------------------------|

**Priority Need/Goal 2:**

Students will use digital tools/technology to do the following: gather, evaluate and/or use information for learning; conduct research, solve problems, and/or create original works for learning; and communicate and/or work collaboratively for learning.

**Root Causes:**

Through the accreditation process it was found through parent, student, and teacher surveys as well as classroom observation data, that students do not use digital tools/technology to gather, evaluate and/or conduct research, etc. for learning. Students do utilize technology to type reports, make presentations, etc., but there is a need for higher level thinking/use when related to technology.

**Measurable Objective 1:**

By the end of the 2018-2019 school year, students will self-report an increased use in digital tools/technology to do the following: gather, evaluate and/or use information for learning; conduct research, solve problems, and/or create original works for learning; and communicate and/or work collaboratively for learning. In addition, classroom observation "walk-through" data will show an increase in the use of digital tools/technology for the above reasons.

|                          |
|--------------------------|
| <b>Monitoring Status</b> |
| N/A                      |

| ACTION PLAN  |   | MONITORING PLAN  |   |                          |
|--|---|--|---|--------------------------|
| Action Step<br><small>(please only list one action step per box)</small> | Resources and Amount<br><br>Needed for<br><br>Implementation<br><small>(people, time, materials,<br/>funding sources)</small> | List Artifacts/Evidence of Progress:<br><small>Information (Data) that will verify the<br/>action step is in progress or has<br/>occurred.</small> | List Timeline,<br><br>Benchmarks, and<br><br>Position Responsible | Monitoring<br><br>Status |
| <b>2.1 Professional Development (Required)</b>                           |   | <b>Continuation From Last Year: No</b>   | <b>NCCAT-S Indicators:</b>  |                          |

|  |   |  |   |     |
|--|---|--|---|-----|
| Technology committee and administration will provide professional development during SBCT specific to the following: students using digital tools/technology to gather, evaluate and/or use information for learning; conduct research, solve problems, and/or create original works for learning; and communicate and/or work collaboratively for learning. | Dedicated SBCT time for technology discussions. | SBCT sign-in logs. Teacher Pathlore transcripts indicating professional development in technology. | Technology committee, Department Chairs, Administration | N/A |
|--|---|--|---|-----|

Comments:

| Action Step   | Resources and Amount Needed | List Artifacts/Evidence                | Timeline and Position Responsible | Monitoring Status |
|---|-----------------------------|--|-----------------------------------|-------------------|
| <b>2.2 Family Engagement (Required)</b>   |                             | <b>Continuation From Last Year: No</b> | <b>NCCAT-S Indicators:</b>        |                   |
| Parents will self-report an increased use in their student using digital tools/technology to do the following: gather, evaluate and/or use information for learning; conduct research, solve problems, and/or create original works for learning; and communicate and/or work collaboratively for learning. | Google surveys              | Parent survey data                     | Administration                    | N/A               |

Comments:

| <b>2.3 Curriculum/Instruction/Assessment (Required)</b>  |   | <b>Continuation From Last Year: No</b>  | <b>NCCAT-S Indicators:</b>   |     |
|--|---|---|--|-----|
| Purchase additional technology to meet the needs of teachers and students. Identify teacher leaders on campus to provide support to their peers. | Teacher leaders compensated for time spend after hours providing assistance to staff members. | Technology purchases. Schedule of teacher leaders and specific areas they can provide support to staff. | Technology committee and teacher identified technology "experts" to work with other staff members. | N/A |

Comments:

| <b>2.4 Other (Optional)</b> | <b>Continuation From Last Year:</b> |  | <b>NCCAT-S Indicators:</b> |     |
|-----------------------------|-------------------------------------|--|----------------------------|-----|
|                             |                                     |  |                            | N/A |

Comments:



## COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

|   |   |   |   |   |                                |
|---|---|---|---|---|--------------------------------|
| <b>Based on the CNA, identify all that apply:</b> | <input checked="" type="checkbox"/> General Education | <input checked="" type="checkbox"/> FRL | <input checked="" type="checkbox"/> ELL | <input checked="" type="checkbox"/> IEP | <input type="checkbox"/> Other |
|---|---|---|---|---|--------------------------------|

**Priority Need/Goal 3:**

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

**Root Causes:**

The CCSD has determined a need for school-based staff to engage in cultural competency training based on data that reflect a disproportionate number of students being suspended and expelled from schools.

**Measurable Objective 1:**

By the end of the 2018-2019 school year, Palo Verde High School will have more staff trained in cultural competency than in 2017-2018.

### Monitoring Status

N/A

| ACTION PLAN  |  | MONITORING PLAN  |  |                   |
|--|--|--|--|-------------------|
| Action Step<br><small>(please only list one action step per box)</small>                             | Resources and Amount Needed for<br>Implementation<br><small>(people, time, materials, funding sources)</small> | List Artifacts/Evidence of Progress:<br><small>Information (Data) that will verify the action step is in progress or has occurred.</small> | List Timeline, Benchmarks,<br>and Position Responsible | Monitoring Status |
| <b>3.1 Professional Development (Required)</b>   |  | <b>Continuation From Last Year: Yes</b>  | <b>NCCAT-S Indicators:</b>                             |                   |
| Identify teachers who have not been trained in cultural competency and provide options for training. | Staff may need subs to attend training and/or be compensated for after hours training.                         | Certificate of completion notices from training attended.  | Administration   | N/A               |

Comments:

| Action Step | Resources and Amount<br>Needed | List Artifacts/Evidence | Timeline and Position<br>Responsible | Monitoring Status |
|-------------|--------------------------------|-------------------------|--------------------------------------|-------------------|
|-------------|--------------------------------|-------------------------|--------------------------------------|-------------------|

| <b>3.2 Family Engagement (Optional)</b>                                       |                | <b>Continuation From Last Year: No</b> | <b>NCCAT-S Indicators:</b> |     |
|---|----------------|--|----------------------------|-----|
| Parents will self-report that staff care about their students as individuals. | Google survey. | Parent survey.                         | Administration             | N/A |

Comments:

| <b>3.3 Curriculum/Instruction/Assessment (Optional)</b>   |           | <b>Continuation From Last Year:<br/>No</b>    | <b>NCCAT-S Indicators:</b>           |     |
|---|-----------|---|--------------------------------------|-----|
| Identified teachers will seek out cultural competency training and share training information with their departments with a focus on improving instruction. | SBCT time | SBCT minutes and training completion notices. | Department Chairs and Administration | N/A |

Comments:

| <b>3.4 Other (Optional)</b> |  | <b>Continuation From Last Year:</b> | <b>NCCAT-S Indicators:</b> |     |
|-----------------------------|--|-------------------------------------|----------------------------|-----|
|                             |  |                                     |                            | N/A |

Comments:

## COMPONENT III: Budget Plan

**COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS:** Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I , Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

| Source of Funds applicable to Priority<br>Need/Goal | Amount Received for this School<br>Year | Purposes for which funds are used (include targeted audience, specific<br>activities, intended outcomes, etc.) | Applicable Goal(s) |
|---|---|--|--------------------|
| Strategic Budget                                    | 1,720,989.77                            | Staff and supplies   | Goals 1, 2 and 3   |
| HOPE 2  | 68,000                                  | Decrease dis proportionality among suspensions and expulsions.   | Goal 3             |

## APPENDIX A - Professional Development Plan

### 1.1

A team of six (6) members, including one admin, will attend a five day national conference on differentiated instruction. This team will then train the staff throughout the year on

#### Goal 1 Additional PD Action Step (Optional)

### 2.1

Technology committee and administration will provide professional development during SBCT specific to the following: students using digital tools/technology to gather, evaluate and/or use information for learning; conduct research, solve problems, and/or create original works for learning; and communicate and/or work collaboratively for learning.

#### Goal 2 Additional PD Action Step (Optional)

### 3.1

Identify teachers who have not been trained in cultural competency and provide options for training.

#### Goal 3 Additional PD Action Step (Optional)

## APPENDIX B - Family Engagement Plan

### 1.2

Parents initially reported that teachers do not meet the individual needs of their learners. Parents will be surveyed throughout the year to report if differentiated learning is happening in their child's classrooms.

#### **Goal 1 Additional Family Engagement Action Step (Optional)**

We host regular parent nights regarding our IB program. Parents can attend to gather information about the program or ask questions specific to their child's situation.

### 2.2

Parents will self-report an increased use in their student using digital tools/technology to do the following: gather, evaluate and/or use information for learning; conduct research, solve problems, and/or create original works for learning; and communicate and/or work collaboratively for learning.

#### **Goal 2 Additional Family Engagement Action Step (Optional)**

We host parent nights throughout the year regarding credit sufficiency, college and career readiness, and life after school.

### 3.2

Parents will self-report that staff care about their students as individuals.

#### **Goal 3 Additional Family Engagement Action Step (Optional)**

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 1

**Priority Need/Goal 1:**

Teachers will use formative assessments to differentiate their teaching strategies, so that students demonstrate standards-based learning through diverse performance modes and have a range of opportunities to demonstrate increased mastery of content knowledge and skills.

**Measurable Objective(s):**

- By the end of the 2018-2019 school year, students will self-report that teachers utilize differentiated learning strategies to meet the needs of all of their students. In addition, staff walk-through data will increase to show that differentiated learning is occurring in all regular and honors level courses.
- 

|               |
|---------------|
| <b>Status</b> |
| N/A           |

**Comments:**

**1.1 Professional Development:**

**1.2 Family Engagement:**

**1.3 Curriculum/Instruction/Assessment:**

**1.4 Other:**

|            | Mid-Year   | End-of-Year |
|------------|--|-------------|
| 1.1        | A team of six (6) members, including one admin, will attend a five day national conference on differentiated instruction. This team will then train the staff throughout the year on                                     |             |
| Progress   |  | N/A         |
| Barriers   |  |             |
| Next Steps |  |             |
| 1.2        | Parents initially reported that teachers do not meet the individual needs of their learners. Parents will be surveyed throughout the year to report if differentiated learning is happening in their child's classrooms. |             |
| Progress   |  | N/A         |

|            |   |     |
|------------|---|-----|
| Barriers   |   |     |
| Next Steps |   |     |
| 1.3        | Teachers will engage in professional development related to differentiated instruction. Teachers will engage in walk-through's of their peers classrooms to see differentiated learning strategies used. Teachers will have time to collaborate within their departments about how differentiated instruction is working or not and make adjustments as needed. | N/A |
| Progress   |   |     |
| Barriers   |   |     |
| Next Steps |   |     |
| 1.4        |   | N/A |
| Progress   |   |     |
| Barriers   |   |     |
| Next Steps |   |     |

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 2

**Priority Need/Goal 2:**

Students will use digital tools/technology to do the following: gather, evaluate and/or use information for learning; conduct research, solve problems, and/or create original works for learning; and communicate and/or work collaboratively for learning.

**Measurable Objective(s):**

- By the end of the 2018-2019 school year, students will self-report an increased use in digital tools/technology to do the following: gather, evaluate and/or use information for learning; conduct research, solve problems, and/or create original works for learning; and communicate and/or work collaboratively for learning. In addition, classroom observation "walk-through" data will show an increase in the use of digital tools/technology for the above reasons.

| Status |
|--------|
| N/A    |

**Comments:**

**2.1 Professional Development:**

**2.2 Family Engagement:**

**2.3 Curriculum/Instruction/Assessment:**

**2.4 Other:**

|            | Mid-Year   | End-of-Year |
|------------|--|-------------|
| 2.1        | Technology committee and administration will provide professional development during SBCT specific to the following: students using digital tools/technology to gather, evaluate and/or use information for learning; conduct research, solve problems, and/or create original works for learning; and communicate and/or work collaboratively for learning. |             |
| Progress   |  |             |
| Barriers   |  |             |
| Next Steps |  |             |
| 2.2        | Parents will self-report an increased use in their student using digital tools/technology to do the following: gather, evaluate and/or use information for learning; conduct research, solve problems, and/or create original works for learning; and communicate and/or work collaboratively for learning.  |             |



|            |  |  |
|------------|--|--|
| Progress   |  |  |
| Barriers   |  |  |
| Next Steps |  |  |
| 2.3        | Purchase additional technology to meet the needs of teachers and students. Identify teacher leaders on campus to provide support to their peers. |  |
| Progress   |  |  |
| Barriers   |  |  |
| Next Steps |  |  |
| 2.4        |  |  |
| Progress   |  |  |
| Barriers   |  |  |
| Next Steps |  |  |

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 3

**Priority Need/Goal 3:**

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

**Measurable Objective(s):**

- By the end of the 2018-2019 school year, Palo Verde High School will have more staff trained in cultural competency than in 2017-2018.

| Status |
|--------|
| N/A    |

**Comments:**

**3.1 Professional Development:**

**3.2 Family Engagement:**

**3.3 Curriculum/Instruction/Assessment:**

**3.4 Other:**

|            | Mid-Year   | End-of-Year |
|------------|--|-------------|
| 3.1        | Identify teachers who have not been trained in cultural competency and provide options for training. |             |
| Progress   |  |             |
| Barriers   |  |             |
| Next Steps |  |             |
| 3.2        | Parents will self-report that staff care about their students as individuals.                        |             |
| Progress   |  |             |

|            |   |  |
|------------|---|--|
| Barriers   |   |  |
| Next Steps |   |  |
| 3.3        | Identified teachers will seek out cultural competency training and share training information with their departments with a focus on improving instruction. |  |
| Progress   |   |  |
| Barriers   |   |  |
| Next Steps |   |  |
| 3.4        |   |  |
| Progress   |   |  |
| Barriers   |   |  |
| Next Steps |   |  |