



## **LVA Accreditation Action Plan**

Las Vegas Academy of the Arts

Clark County School District

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The next revision to the plan will occur  
during the 2021-2022 school year.

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## Overview

### Plan Name

LVA Accreditation Action Plan

### Plan Description

LVA Accreditation Action 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	Improve Students' Passing Rate on State Mandated Exams	Objectives: 2 Strategies: 3 Activities: 3	Academic	\$11000
2	Increase the percent of students graduating with an advanced diploma	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$38500
3	Enhance Data Utilization	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$5000

## Goal 1: Improve Students' Passing Rate on State Mandated Exams

### Measurable Objective 1:

100% of All Students will demonstrate a proficiency by passing the State Mandated Exams in English Language Arts by 06/05/2020 as measured by students scoring at the proficiency level.

### (shared) Strategy 1:

Instructional Strategies Professional Development - Teachers will receive professional development on instructional strategies geared toward struggling students and at-risk populations so all students have the tools to pass the state mandated exams. A wide body of research shows that the single greatest factor affecting student achievement is classroom instruction. Studies indicate that teaching strategies are critical to the overall achievement of a classroom and to the academic success of each student. The key to implementing and sustaining quality programs is the development of teacher expertise.

Research Cited: DuFour, R. and Eaker, R. (1998). Professional Learning Communities at Work. Bloomington, IN: Solution Tree; Marzano, R. (2007). The Art and Science of Teaching. Alexandria, VA: ASCD; Marzano, J., Pickering, D., Pollock, J. (2001). Classroom Instruction that Works. Alexandria, VA: ASCD; Tomlinson, C. (2001). How to Differentiate Instruction in Mixed-Ability Classrooms. Alexandria, VA: ASCD; Heacox, D. (2002). Differentiating Instruction in the Regular Classroom. Minneapolis, MN: Free Spirit Publishing, Inc.

Activity - Professional Development on Instructional Strategies.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development on instructional strategies geared toward struggling students and at-risk population during professional development days.	Professional Learning	08/17/2015	06/05/2020	\$1000	District Funding	Administration

### (shared) Strategy 2:

Technology Professional Development - Teachers will receive professional development on incorporating technology such as Edmodo, Flipped classrooms, Lynda.com, tablet computers and other technology in order to raise student engagement and to improve student achievement. The integration of technology into instruction has positive effects on student achievement and significant gains have been reported in reading, math, and science achievement when comparing participating students to their non-participating peers. In using technology for instruction and learning, students gain more than just knowledge in core subject areas---they also acquire skills necessary to be productive and competitive in the workplace, in higher education, and in military or community service. Educators are finding that the use of technology increases student engagement and empowers individualized instruction.

Research Cited: Research Cited: Ormiston, M. (2011). Creating a Digitally Rich Classroom. Solution Tree Press; Wagner, T. (2010). The Global Achievement Gap: Why Even Our Best Schools Don't Teach the New Survival Skills Our Students Need and What We Can Do About It. Basic Books; Kadel, R. (2008). Technology and student achievement-the indelible link. International Society for Technology in Education; Nagekm D. (2009). Study ties achievement to technology integration. The Journal: Transforming Education Through Technology; Grinager, H. (2006). How education technology leads to improved student achievement. Education Issues.

Activity - Technology Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will receive professional development on incorporating technology such as Edmodo, Flipped classrooms, Lynda.com, tablet computers and other technology in order to raise student engagement and to improve student achievement.	Professional Learning	10/08/2014	06/05/2020	\$1000	District Funding	Administration and Education Computer Strategist
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### (shared) Strategy 3:

Guidance and Mentor Program - The Guidance and Mentor program is designed to create a school climate which fosters academic success for all students. Each student is assigned a mentor who will meet with them regularly and track academic and behavioral concerns and communicate directly with parents regarding student progress. Mandatory "Lunch and Learns" will be regularly assigned for any missing assignments. Students who are identified as academically "at-risk" will meet with the Counselors to develop an Academic Plan. The Student Achievement Office will provide resources such as tutoring opportunities and supplemental learning resources to assist students.

Research Cited: Rhodes, J. (2002). School based Mentoring. National Mentoring Partnership; Nguyen, T. (2005). Successful Mentoring in High Schools. Study of High School Restructuring; Bayer, A., Grossman, J., DuBois, D. (2013). School-Based Mentoring Programs. MDRC.

Activity - Guidance and Mentor Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students are assigned a mentor from their classroom teachers. Mentor will meet with students monthly to discuss progress, assign "lunch & Learns" and report concerns to appropriate staff (counselors, deans, Achievement Office). An individual Academic Plan will be developed for academically at-risk students and supports provided.	Academic Support Program	08/25/2014	06/05/2020	\$9000	District Funding	Administration, Counseling, Teachers

### Measurable Objective 2:

100% of All Students will demonstrate a proficiency by passing the State Mandated Exams in Mathematics by 06/05/2020 as measured by students scoring at the proficiency level.

### (shared) Strategy 1:

Instructional Strategies Professional Development - Teachers will receive professional development on instructional strategies geared toward struggling students and at-risk populations so all students have the tools to pass the state mandated exams. A wide body of research shows that the single greatest factor affecting student achievement is classroom instruction. Studies indicate that teaching strategies are critical to the overall achievement of a classroom and to the academic success of each student. The key to implementing and sustaining quality programs is the development of teacher expertise.

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Activity - Professional Development on Instructional Strategies.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will receive professional development on instructional strategies geared toward struggling students and at-risk population during professional development days.	Professional Learning	08/17/2015	06/05/2020	\$1000	District Funding	Administration
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### (shared) Strategy 2:

Technology Professional Development - Teachers will receive professional development on incorporating technology such as Edmodo, Flipped classrooms, Lynda.com, tablet computers and other technology in order to raise student engagement and to improve student achievement. The integration of technology into instruction has positive effects on student achievement and significant gains have been reported in reading, math, and science achievement when comparing participating students to their non-participating peers. In using technology for instruction and learning, students gain more than just knowledge in core subject areas---they also acquire skills necessary to be productive and competitive in the workplace, in higher education, and in military or community service. Educators are finding that the use of technology increases student engagement and empowers individualized instruction.

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Activity - Technology Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development on incorporating technology such as Edmodo, Flipped classrooms, Lynda.com, tablet computers and other technology in order to raise student engagement and to improve student achievement.	Professional Learning	10/08/2014	06/05/2020	\$1000	District Funding	Administration and Education Computer Strategist

### (shared) Strategy 3:

Guidance and Mentor Program - The Guidance and Mentor program is designed to create a school climate which fosters academic success for all students. Each student is assigned a mentor who will meet with them regularly and track academic and behavioral concerns and communicate directly with parents regarding student progress. Mandatory "Lunch and Learns" will be regularly assigned for any missing assignments. Students who are identified as academically "at-risk" will meet with the Counselors to develop an Academic Plan. The Student Achievement Office will provide resources such as tutoring opportunities and supplemental learning resources to assist students.

Research Cited: Rhodes, J. (2002). School based Mentoring. National Mentoring Partnership; Nguyen, T. (2005). Successful Mentoring in High Schools. Study of High School Restructuring; Bayer, A., Grossman, J., DuBois, D. (2013). School-Based Mentoring Programs. MDRC.

Activity - Guidance and Mentor Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All students are assigned a mentor from their classroom teachers. Mentor will meet with students monthly to discuss progress, assign "lunch & Learns" and report concerns to appropriate staff (counselors, deans, Achievement Office). An individual Academic Plan will be developed for academically at-risk students and supports provided.	Academic Support Program	08/25/2014	06/05/2020	\$9000	District Funding	Administration, Counseling, Teachers
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## Goal 2: Increase the percent of students graduating with an advanced diploma

### Measurable Objective 1:

60% of All Students will demonstrate a proficiency in coursework and graduate with an Advanced Nevada High School Diploma in English Language Arts by 06/05/2020 as measured by the graduation rate over the next five years.

### Strategy 1:

Academic Plan Development - Each student will develop an individual four-year Academic Plan that will incorporate goals and timelines from their My10yearplan Portfolio. This plan will be put into Infinite Campus where students, parents and staff can access and revise goals as needed. Mentors will review this plan regularly with students in reference to current course work. Counselors will assist with course selection and encourage students to balance activities appropriately.

Research Cited: Brown, D. and Trusty, J. (2005). School Counselors, Comprehensive School Counseling Programs, and Academic Achievement: Are School Counselors Promising More Than They Can Deliver? Alexandria, VA: American School Counselor Association; National Association of Secondary School Principals (2004). Breaking Ranks II: Strategies for Leading High School Reform. Reston, VA: NASSP; Ward, C. (2010). RAMP and Student Achievement. ASCA School Counselor.

Activity - Academic Plan Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student will develop an individual four-year Academic Plan that will incorporate goals and timelines from their My10yearplan Portfolio. This plan will be put into Infinite Campus where students, parents and staff can access and revise goals as needed.	Academic Support Program	02/02/2015	06/05/2020	\$18000	District Funding	Administration, Counselors, Teachers

### Strategy 2:

Credit Retrieval Program - This program will offer students the opportunity to make-up credits in all core content areas within and outside the school day. A content teacher (TOR) is available for assistance if needed. Students work at their own pace to finish needed credits. The credit recovery program's aim is to help schools graduate more students by giving those who have fallen behind the chance to recover credits through a multitude of different strategies, often online.

Research Cited: Research Cited: Zinth, J. (2011). Credit recovery and proficiency based credit: Maintaining high expectations while providing flexibility. The Progress of Education Reform; Blackboard K-12. (2009). Credit recovery: Exploring answers to a national priority; Afterschool Alliance. (2009). Afterschool: Providing a successful route to credit attainment and recovery. Afterschool Alert.

Activity - Credit Retrieval Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students who are credit deficient will enroll in the Credit Retrieval Program.	Academic Support Program	05/08/2015	06/05/2020	\$20500	Other	Administration, Counselors, Content Area Teachers
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### Strategy 3:

Guidance and Mentor Program - The Guidance and Mentor program is designed to create a school climate which fosters academic success for all students. Each student is assigned a mentor who will meet with them regularly and track academic and behavioral concerns and communicate directly with parents regarding student progress. Mandatory "Lunch and Learns" will be regularly assigned for any missing assignments. Students who are identified as academically "at-risk" will meet with the Counselors to develop an Academic Plan. The Student Achievement Office will provide resources such as tutoring opportunities and supplemental learning resources to assist students.

Research Cited: Research Cited: Rhodes, J. (2002). School based Mentoring. National Mentoring Partnership; Nguyen, T. (2005). Successful Mentoring in High Schools. Study of High School Restructuring; Bayer, A., Grossman, J., DuBois, D. (2013). School-Based Mentoring Programs. MDRC.

Activity - Guidance and Mentor Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students are assigned a mentor from their classroom teachers. Mentor will meet with students monthly to discuss progress, assign "Lunch & Learns" and report concerns to appropriate staff (counselors, deans, Achievement Office). An individual Academic Plan will be developed for academically at-risk students and supports provided.	Academic Support Program	08/25/2014	06/05/2020	\$0	No Funding Required	Administration, Counselors, Teachers

## Goal 3: Enhance Data Utilization

### Measurable Objective 1:

collaborate to use data for student achievement progress monitoring by 06/05/2020 as measured by department and STPT notes, as well as item analysis results from individual teacher assessments.

### Strategy 1:

Data Analysis - The objective of this strategy is to promote teacher reflection about student performance, the utilization of data to drive instruction, and future academic interventions. Effective educational leaders use data extensively to guide them and their school in decision making, setting and prioritizing goals, and monitoring student progress toward continuous improvement. The school community (teachers, students, and parents) are engaged in using data to analyze strengths, weaknesses, threats, and opportunities for school improvement utilizing various strategies to propel teaching and learning.

Research Cited: Bambrick-Santoyo, P. (2010). Driven by Data: A Practical Guide to Improve Instruction; Stiggins, R., Arter, J., Chappuis, J., and Chappuis, S. (2007). Classroom Assessment for Student Learning; Reeves, D. (2011). Elements of Grading; William, D. (2011). Embedded Formative Assessment; Jacobs, H. (1997). Mapping the Big Picture. Alexandria, VA: ASCD; Bernhardt, V. (2004). Data Analysis for Continuous School Improvement. Larchmont, NY: Eye on Education.

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will use and receive training on various data streams in order to make informed decisions about instructional effectiveness. Data sources will include results from informal (warm-ups, student responder activities, class discussions, etc), formative, and summative assessments.	Professional Learning	08/17/2015	06/05/2020	\$5000	District Funding	Administration , Education Computer Strategist, Teachers
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Credit Retrieval Program	Students who are credit deficient will enroll in the Credit Retrieval Program.	Academic Support Program	05/08/2015	06/05/2020	\$20500	Administration, Counselors, Content Area Teachers
<b>Total</b>					\$20500	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Analysis	Teachers will use and receive training on various data streams in order to make informed decisions about instructional effectiveness. Data sources will include results from informal (warm-ups, student responder activities, class discussions, etc), formative, and summative assessments.	Professional Learning	08/17/2015	06/05/2020	\$5000	Administration, Education Computer Strategist, Teachers
Academic Plan Development	Each student will develop an individual four-year Academic Plan that will incorporate goals and timelines from their My10yearplan Portfolio. This plan will be put into Infinite Campus where students, parents and staff can access and revise goals as needed.	Academic Support Program	02/02/2015	06/05/2020	\$18000	Administration, Counselors, Teachers
Professional Development on Instructional Strategies.	Teachers will receive professional development on instructional strategies geared toward struggling students and at-risk population during professional development days.	Professional Learning	08/17/2015	06/05/2020	\$1000	Administration
Technology Professional Development	Teachers will receive professional development on incorporating technology such as Edmodo, Flipped classrooms, Lynda.com, tablet computers and other technology in order to raise student engagement and to improve student achievement.	Professional Learning	10/08/2014	06/05/2020	\$1000	Administration and Education Computer Strategist
Guidance and Mentor Program	All students are assigned a mentor from their classroom teachers. Mentor will meet with students monthly to discuss progress, assign "lunch & Learns" and report concerns to appropriate staff (counselors, deans, Achievement Office). An individual Academic Plan will be developed for academically at-risk students and supports provided.	Academic Support Program	08/25/2014	06/05/2020	\$9000	Administration, Counseling, Teachers
<b>Total</b>					\$34000	

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**No Funding Required**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Guidance and Mentor Program	All students are assigned a mentor from their classroom teachers. Mentor will meet with students monthly to discuss progress, assign "Lunch & Learns" and report concerns to appropriate staff (counselors, deans, Achievement Office). An individual Academic Plan will be developed for academically at-risk students and supports provided.	Academic Support Program	08/25/2014	06/05/2020	\$0	Administration, Counselors, Teachers
<b>Total</b>					\$0	