

# School Performance Plan

School Name

LAS VEGAS ACADEMY OF THE ARTS

Address (City, State, Zip Code, Telephone):

315 SOUTH 7TH STREET

LAS VEGAS, NV 89101, 7027997800

Superintendent/Region  
Superintendent:

Jesus Jara / Debbie Brockett

For Implementation During The Following Years:

2020-2021

**The Following MUST Be Completed:**

**Title I Status:**

NA

**Designation:**

NA

**Grade Level Served:**

High School

**Classification:**

5 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
katherine Hackbart	Counselor	Valerie Wilhite	Teacher
Susan Thornton	Administrator	Patricia Carrol	Teacher, Special Education
Elizabeth Bash	S.O.T.	Denton Cash	S.O.T.
Lezlie Koepf	Parent	Amanda Clark	Teacher
Yelena Erculie	Teacher	Juliann McAllister	Parent
Gary Coates	Teacher		

## 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	Teacher/Administrator Observation Data	Individualized Education Programs (IEP)
Formative Assessments Practice	N/A	Availability of Curriculum for IEP Students
Summative Assessments	N/A	Teacher/Administrator Observation Data
Coordination of Services for FRL, ELL, IEP students	N/A	N/A
Other: AP & ACT Plus Writing Results	Other:	Other:
Other: Counseling & Social Worker Referral Data	Other:	Other:

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

- In the 2019-2020 school year, LVA graduated 100% of the senior class, with 37% of seniors earning a Career & College Readiness Diploma, 46% earning an Advanced Diploma, or an Advanced Honors Diploma.
- Currently, 6.7% of our seniors are not on track to graduate in May 2021. All credit deficient students are participating in credit retrieval through the Nevada Learning Academy or APEX program.
- A common school-wide grading policy was implemented in 2016-2017 and reviewed annually. Data is analyzed each quarter/semester of D's and F's Overall, through March of 2020, LVA continues to see a decrease in the number of F's and the number of D's during both semesters last school year.
- A new MTSS committee formed to coordinate student services between the Social Worker, Counseling, Health, and Special Education departments. The goal is to streamline services provided to all students and identify at-risk students faster to get students back on track with their academic progress, school attendance, and behavior.
- With the introduction of MTSS, the Route to Intervention (RTI) committee blended with the new Multi-Tiered Support Systems committee to examine and revised its referral and case management procedures. Procedure changes included assigning each referred student a teacher mentor to work with the student's teachers to design a general education plan and monitor its effectiveness. The MTSS team conducts regular reviews of both the academic and social-emotional health of identified students.
- After-school tutoring interventions were expanded to include assistance for all students in English and Science. Only math tutoring had been provided previously.
- Our data analysis of the 2019 ACT Plus Writing exam noted that 31% of our students met benchmark scores in all four-subject areas of the ACT, a decrease of 2% from the previous year.
- The faculty collaborated on the Student Learning Goals (SLG's) to focus on College and Career Readiness (CCR) Anchor Standards, which are aligned with the K-12 Common Core standards, in Reading, Writing, Speaking and Listening, and Language. Academic teachers utilized Practice ACT questions to increase students' exposure to the higher-ordered DOK levels found on the ACT Plus Writing exam.
- Staff development and Site-Based Collaboration Time was devoted to improving instructional practices, writing common Writing rubrics, and increasing rigor in mathematics and science through collaborative data analysis and assessment development. Staff development opportunities continued to be provided in summative versus formative assessment and literacy content. Faculty staff development is needed to increase the school-wide use of academic vocabulary and address cross curricular use of analytical and inference skills, identified as critical weaknesses in student test-taking skills.
- LVA had a high number of referrals to the social worker and counselors. During the 2020-21 school year, more statistical data will be collected to determine the effectiveness of the new MTSS Committee and procedures.
- The MTSS examined the 2019-20 school year behavior and discipline data. There were 1443 minor behavior referrals (defined as tardies, not wearing student ID, etc.) and 52 major behavior referrals. Major behaviors are defined as drugs, bullying, or behaviors resulting in an RPC-removal from school, suspension, or expulsion recommendation.

## 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	100
<input checked="" type="checkbox"/> Asian	100
<input checked="" type="checkbox"/> Black	100
<input checked="" type="checkbox"/> Hispanic	100
<input checked="" type="checkbox"/> Two or More Races	100
<input checked="" type="checkbox"/> Pacific Islander	100
<input checked="" type="checkbox"/> White	100
<input checked="" type="checkbox"/> FRL	100
<input checked="" type="checkbox"/> IEP	100
<input checked="" type="checkbox"/> ELL	100

**NOTES:**

## HOPE 2 Intervention

**Focus of Intervention:**

Work collaboratively with parents, teachers, students, social worker, school counselors, administrative offices and community resources to identify and address students' mental and socio-emotional well-being.

**Monitoring Plan:**

MTSS team, counselors, behavior administrator will regularly monitor the IC & SISP database to view referrals; social worker and counselors will continually monitor students who they have seen for counseling and support. MTSS Committee, counselors, administration will regularly evaluate plan effectiveness and adapt plans to best support student well-being and success/achievement.

**Evaluation Plan:**

IC & SISP database comparison over the past three years of referrals for behavior, mental and emotional health referrals. Analysis of final data to ensure student needs are met or adjust plans according to needs. Surveys to various involved stakeholders will be included in the evaluation of the plans and to adapt plans for the future.

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

Based on the CNA, identify all that apply:	<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
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### Priority Need/Goal 1:

Increase the average composite score of the ACT Plus Writing exam for grade 11 students from 64.84% to 67% by April 2021.

### Root Causes:

Students need to increase their test-taking strategies. Benchmark scores for science lag behind national averages. Based on instructor analysis of previous test data, students struggle with scientific thinking and critical/analytical reading skills needed for the ACT's science portions. ACT Testing scores indicated a decrease in overall composite scores in 2020.

### Measurable Objective 1:

Increase the percentage of students reaching the Science benchmark of 23 as measured by the ACT practice tests questions from a baseline 42% of students in March 2020 to 46% of students by the end of Semester 2, May 2021.

### Measurable Objective 2:

Increase the average composite score for students in all four subject area benchmarks as measured by the MAP practice tests and ACT from a baseline of 29% of students in September 2020 to 31.5% of students by the end of Semester 2, May 2021.

### Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount  Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
1.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	

Department Chairs/teachers will collaborate across the curriculum to analyze data, identify needs & develop analytical reading skills to improve ACT benchmark and composite score. This action includes staff development in data analysis and analytical reading workshops for the faculty.	<ul style="list-style-type: none"> <li>• Department Chairs &amp; Department Meeting time</li> <li>• Staff Development</li> <li>• ACT Prep Camps in Math &amp; Science</li> <li>• Tutor Across America Resources and school based boot camp Opportunities</li> <li>• Community tutoring resources</li> <li>• MAP Testing Resources</li> <li>• Formative/Summative grading Workshops</li> <li>• CCSD Curriculum and RPDP Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Department Chair Meeting Agenda and Minutes</li> <li>• Student Learning Goals</li> <li>• Development &amp; Department Meeting Agendas &amp; Minutes</li> <li>• Analysis of informal and formal data from CERT &amp; MAP assessments</li> <li>• ACT Data</li> <li>• Scheduled meetings &amp; department</li> <li>• Dept. meeting minutes and attendance</li> <li>• Teacher leader cadre &amp; department meetings</li> <li>• PLC minutes and attendance logs</li> <li>• Practice Assessments in each ACT subject (ongoing during the school • year)</li> <li>• Lesson Plans</li> <li>• Staff Development &amp; Workshop Agendas &amp; Faculty Attendance Logs</li> <li>• CERT (2019) &amp; MAP Assessments Data Analysis</li> <li>• ACT Data</li> <li>• Review of Practice Assessments in each ACT subject (ongoing during the school • year)</li> <li>• Lesson Plans based on ACT and MAP data analysis</li> <li>• Workshops on Daily Implementation of ACT Strategies School-Wide</li> <li>• Pre &amp; Post Observation Conference Notes</li> </ul>	<p>August: Staff development in data analysis &amp; workshops in analytical reading strategies. Training in the ACT and MAP Testing training. (Department Chairs, Teachers, &amp; Administration); School-wide test-taking strategy posters in each classroom across the curriculum with essential skills needed for science section/scientific thinking strategies &amp; analytical reading strategies across the curriculum (English Department, Graphics Department &amp; Administration)</p> <p>September: Staff development in data analysis &amp; English department workshops in analytical reading strategies. Training in CERT and MAP Testing training. (Department Chairs, Teachers, &amp; Administration); Departments collaborate using CERT &amp; MAP data analyzed to develop SLG; review of lesson planning aligned to SLG data analysis (Department Chairs, Teachers, &amp; Administration); School-Wide &amp; department, ACT practice question/strategy of the day, (Department Chairs &amp; Teachers); Across curriculum alignment of necessary skills needed for science section/scientific thinking &amp; analytical reading strategies (Department Chairs, Teachers &amp; Administration)</p> <p>October: Review of Student Learning Goals (SLG's) in Department Meetings and individually Guidance lessons on the ACT, Review of Lesson Plans (Teachers &amp; Administration); ACT practice question/strategy of the day (Teachers); Across academic departments implementation of alignment of essential skills for science section/scientific thinking strategies &amp; analytical reading (Department Chairs, Teachers &amp; Administration)</p> <p>November: Collaborative workshops on implementing Guidance lessons on the ACT, Tutors Across America recourse workshop, ACT preparation classes, ACT practice question/strategy of the day (Department Chairs, Teachers &amp; Administration)</p> <p>December: ACT practice question/strategy of the day (Teachers)</p> <p>January: ACT practice question/strategy of the day (Teachers); Data analysis review of MAP/CERT Testing for Growth, Timed ACT practice test, ACT practice question/strategy of the day; Staff Development on data analysis for SLG adjustments (Department Chairs, Teachers, Administration)</p> <p>April: Review of ACT data, SLG pre-planning for 2021-2022 school year (Teachers, Department Leaders, SPP Committee &amp; Administrators); Staff development on reviewing available 2020-2021 data for 2021-2022 planning (SPP Committee &amp; Administrators)</p>	N/A
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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:</b>  <b>Yes</b>	<b>NCCAT-S Indicators:</b>	

September to April, parents/guardians can engage in opportunities to understand the importance of the ACT through CREW Day-College Readiness Education Workshops and targeted communications on opportunities to assist students in ACT Test Preparation and practice.	<ul style="list-style-type: none"> <li>• ACT Prep Camps in Math &amp; Science</li> <li>• Tutor Across America Resources and Boot Camp Opportunity</li> <li>• MAP Assessment Resources</li> <li>• Naviance</li> <li>• Parentlink</li> <li>• Website</li> <li>• School Organizational Team</li> <li>• Social Media</li> <li>• CREW Day Faculty and Facility</li> <li>• ACT Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Parent attendance logs at CREW day &amp; Spring Academic Information Night</li> <li>• Naviance communication logs</li> <li>• ParentLink communication logs (emails, phone calls &amp; texts)</li> <li>• Teacher Contact Logs</li> <li>• SOT &amp; Monthly Parent meeting agendas and sign-ins</li> <li>• Website &amp; social media posts</li> </ul>	September: College Readiness Education Workshop, Credit Check student conferences, presentation to SOT/Monthly Parent Meeting Committee, Parentlink/Website posting of ACT preparation resources, and Tutors Across America course (counselors & administration) October: Parentlink/Website posting of ACT information and preparation resources, presentation to SOT Committee & Monthly Parent Meeting (counselors & administration) November: Parentlink/Website posting of ACT information and preparation resources, Presentation to SOT Committee and Monthly Parent Meeting (counselors & administration) December: Parentlink/Website posting of ACT information and preparation resources, Presentation to SOT Committee and Monthly Parent Meeting (counselors, & administration) January: Parentlink/Website posting of ACT information and preparation resources, Presentation to SOT and Monthly Parent Meeting Committee, ACT boot camp opportunities (teachers, counselors, & administration) February: Parentlink/Website posting of ACT information and preparation resource, Practice ACT exam, Naviance, and ParentLink communication to Parents/Students for Tutors Across America ACT courses (teachers, counselors, & administration) Committee, Department Chairs & Administration) April: Distribution of ACT scores, including explanation/relevance of scores (counselors & administration); Information on other ACT testing opportunities and resources outside of school administration of the exam (Teachers, Counselors and Community Resources)	N/A
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Comments:

<b>1.3 Curriculum/Instruction/Assessment (Required)</b>	<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>
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Teachers will analyze available data, ACT, 2019 CERT & MAP data to forms baseline tests to use with their SLG and lesson planning development. Provide tutoring through office hours, ACT preparation sessions (boot camps, pre-test prep sessions).	<ul style="list-style-type: none"> <li>• ACT Prep Camps in Math &amp; Science</li> <li>• Tutor Across America Resources and Boot Camp Opportunity</li> <li>• After-hours tutoring for Math and Science</li> <li>• Cert Assessment Resources</li> <li>• Naviance</li> <li>• Website</li> <li>• Parentlink</li> <li>• School Organizational Team</li> <li>• CREW Day Events</li> </ul>	<ul style="list-style-type: none"> <li>• Student Learning Goals</li> <li>• Daily Lesson Plans</li> <li>• Teacher licensure</li> <li>• Tutoring Attendance Logs</li> <li>• Teacher Contact Logs</li> <li>• Administrative</li> <li>• Observation Notes</li> <li>• Testing Results</li> <li>• Website &amp; Social Media postings</li> </ul>	<p>August - September: ACT &amp; MAP data analyzed and used for teacher SLG; review of lesson planning aligned to SLG data analysis; Initial Pre-Observation Meeting (Teachers &amp; Administration); Department Meetings on ACT test-taking strategies for critical reading &amp; analysis of texts, Guidance lessons on the ACT (Teachers, Counselors, Administration); Establish teacher office hours and after-school tutoring schedule (Teachers); ACT &amp; MAP Testing for baseline data (Teachers &amp; Administration); Data analysis of CERT/MAP Testing results for lesson plan modification addressing identified areas of weakness (Teachers &amp; Administration)</p> <p>September-April: Administration Classroom Observations, Pre &amp; post-observation meetings; review of lesson plans (Teachers &amp; Administration); Department meetings to analyze data and plan remediation of critical concepts and skills (Department Chairs &amp; Teachers); Afterschool tutoring opportunities in English, Math, and Science (Teachers &amp; Administration)</p> <p>September-February: Practice ACT exams with time constraints to acclimate students to the ACT testing environment (Teachers, Counseling &amp; Administration); Guidance lessons on the ACT (Teachers, Counselors &amp; Administration)</p> <p>December-February: MAP Testing for Growth (Teachers &amp; Administration); ACT practice &amp; MAP data analyzed and used for teacher SLG for Mid Cycle SLG review; Mid-Cycle Reviews of SLG for adjustment of SLG and instructional planning (Teachers &amp; Administration); Department analysis of Mid-Cycle data, Department Chair Meeting discussion of department data, analysis, and department/ SLG adjustments (Teachers &amp; Administration); Mid-year analysis of available data for School Performance Plan monitoring (SPP Committee, Department Chairs &amp; Administration)</p> <p>February-March: Data analysis of MAP Testing Growth results for adapting instruction plans lesson plans to address identified areas of weakness, March-April: ACT practice &amp; MAP data analyzed and used for final SLG Analysis (Teachers, Counselors &amp; Administration)</p> <p>April-May: Distribution and Analysis of ACT Scores (Teachers, Counselors &amp; Administration); Apply data analysis to School Improvement Plan Goals (SPP Committee, Department Chairs &amp; Administration)</p> <p>April: Distribution of ACT scores, including explanation/relevance of scores (counselors &amp; administration); Information on other ACT testing opportunities and resources outside of school administration of the exam (Teachers, Counselors, and Community Resources)</p>	N/A
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Comments:

1.4 Other (Optional)	Continuation From Last Year:	NCCAT-S Indicators:
		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
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**Priority Need/Goal 2:**

Decrease the number of students required/eligible for college remediation courses in mathematics from 55% to 48%.

**Root Causes:**

Students' needs are based on a downward trend in ACT math scores, as indicated in the subsection scores of geometry, statistics & probability. A comparison of the 2019 and 2020 scores revealed a 4% growth as evident in only one subsection, number & quality. Data show a decrease of more than 10% in two subsections: geometry and probability & statistics. The remaining five subsection scores remained relatively flat, reflecting less than a 2% decrease or increase.

**Measurable Objective 1:**

Increase the percentage of students earning a passing ACT mathematics benchmark score of 22 as measured by the ACT practice tests questions from a baseline ACT exam score of 45% of students passing in March 2020 to 50% of students passing by the end of Semester 2, May 2021.

**Measurable Objective 2:**

Increase the average subsection scores for students in geometry, probability & statistics based on 2020 ACT by more than 5% for each subsection.

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

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

Teachers will engage in Professional Development on the effective use of MAP & ACT data & other available resources (RPDP, Tutors Across America) to provide more targeted instruction.	<ul style="list-style-type: none"> <li>• SPP Committee organized training</li> <li>• ACT strategies in all math courses</li> <li>• RPDP, Tutors Across America resources</li> <li>• Available School Data MAP/ACT</li> <li>• Funds for additional TLC collaborations</li> </ul>	<ul style="list-style-type: none"> <li>• Student Learning Goal Data</li> <li>• ACT Trend Data</li> <li>• Department Chair Meeting Agenda and Minutes</li> <li>• Student Learning Goals</li> <li>• Development &amp; Department Meeting Agendas &amp; Minutes</li> <li>• Analysis of informal and formal data from CERT &amp; MAP assessments</li> <li>• Scheduled meetings &amp; department</li> <li>• Dept. meeting minutes and attendance</li> <li>• PLC minutes and attendance logs</li> <li>• Practice Assessments in each ACT subject (ongoing during the school • year)</li> <li>• Staff Development &amp; Workshop Agendas &amp; Faculty Attendance Logs</li> <li>• CERT (2019) &amp; MAP Assessments Data Analysis</li> <li>• Lesson Plans based on ACT and MAP data analysis</li> <li>• Workshops on Daily Implementation of ACT Strategies School-Wide</li> <li>• Pre &amp; Post Observation Conference Notes</li> </ul>	<p>August-September: Committee analyzes available student achievement data (SPP Committee, Teachers, &amp; Administration); Staff development on understanding and using MAP data in planning and instruction. (Administration, Department Leaders, Subject Experts Trainers &amp; Teachers.) Staff development on building SLGs based on ACT Priority Goal (SPP Committee, Teachers, &amp; Administration); Staff development focusing on formative &amp; summative grading and effective use of data for planning (Staff Development Committee &amp; Administration) September – October: Teachers working with the administrative team to develop SLGs (Administration, teachers, SPP Committee); Staff development on understanding and using MAP data in planning and instruction (Administration, Department Leaders, Subject Experts Trainers &amp; Teachers); SPP Committee works with department leaders to develop professional development opportunities (SPP Committee, Department Leaders &amp; Administration) October – February; Provide professional development using varied resources and data for targeted instructional strategies (SPP Committee, Department Leaders &amp; Teachers); Integrate discussion of SPP Goal in administrative meetings with departments &amp; teachers (Teachers, Department Leaders &amp; Administration) March-May SPP gathers data to analyze plan results and uses results to adjust planning for next year's goals and potential staff development opportunities (SPP Committee, Department Leadership, Teachers, &amp; Administration)</p>	N/A
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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:</b>	<b>NCCAT-S Indicators:</b>	

From September to April, parents are informed of benefits students taking and reaching the ACT benchmark scores. Parents are provided with information on assisting their students with resources to improve their scores. Parents are provided with information on mathematics test preparation opportunities.	<ul style="list-style-type: none"> <li>• Tutor Across America Resources and Boot Camp Opportunities</li> <li>• Cert Assessment Resources (2019 results)</li> <li>• Naviance</li> <li>• Parentlink</li> <li>• Website</li> <li>• School Organizational Team</li> <li>• Social Media</li> <li>• CREW Day Faculty</li> <li>• ACT Resources</li> <li>• Community Tutoring Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Distribution of Super Tutor and other video resources</li> <li>• Parent attendance logs at CREW Day Event/college planning events</li> <li>• Naviance communication logs</li> <li>• ParentLink communication logs (emails, phone calls &amp; texts)</li> <li>• Teacher Contact Logs</li> <li>• Community resources &amp; tutoring opportunities</li> <li>• SOT &amp; Monthly Parent meeting agendas and sign-ins</li> <li>• Website &amp; social media posts</li> </ul>	September – October Parentlink/Website posting of ACT preparation resources and Tutors Across America courses, Community and school tutoring resources distributed through all communication methods (Counselors, Teachers, and Administrators) October: Through all communications methods, posting of ACT information and preparation resources, presentation to SOT Committee & Monthly Parent Meeting (Counselors, Teachers, and Administrators) November: Through all communications methods, posting of ACT information and preparation resources, presentation to SOT Committee & Monthly Parent Meeting (Counselors, Teachers, and Administrators) December: Through all communications methods, posting of ACT information and preparation resources, presentation to SOT Committee & Monthly Parent Meeting (Counselors, Teachers, and Administrators) January: Through all communications methods, posting of ACT information and preparation resources, presentation to SOT Committee & Monthly Parent Meeting; announcing of ACT Boot Camps; Practice ACT opportunities (Counselors, Teachers, and Administrators) February: Through all communications methods, posting of ACT information and preparation resources, presentation to SOT Committee & Monthly Parent Meeting; announcing of ACT Boot Camps; Practice ACT opportunities (Counselors, Teachers, and Administrators) April: Distribution of ACT scores, including explanation/relevance of scores (Counselors, Teachers & Administration)	N/A
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Comments:

<b>2.3 Curriculum/Instruction/Assessment (Required)</b>	<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>
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Teachers will analyze available data, MAP data, ACT trend data in the development of their SLG, and lesson planning. Focused mathematics tutoring through office hours and weekly open tutoring sessions. ACT preparation questions are integrated with instruction. Teachers will collaborate on common academic vocabulary to use across the curriculum to show connective skills between all courses.	<ul style="list-style-type: none"> <li>• ACT Prep Camps in Math &amp; Science</li> <li>• Tutor Across America Resources and Boot Camp Opportunity</li> <li>• After-hours tutoring for Math and Science</li> <li>• Naviance</li> <li>• Website</li> <li>• Parentlink</li> <li>• School Organizational Team</li> <li>• CREW Day Events</li> <li>• Posters - and media postings - Jaime</li> <li>• Funding for additional TLC meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Student Learning Goals</li> <li>• Daily lesson plans</li> <li>• Teacher Licensure</li> <li>• Tutoring attendance logs</li> <li>• Teacher Contact Logs</li> <li>• Administrative Conference Logs</li> <li>• Observation Notes</li> <li>• Testing results</li> <li>• Website &amp; social media postings</li> <li>• Common Academic Vocabulary</li> <li>• Student Announcements</li> <li>• The ACT question of the day/warm-up</li> <li>• Junior Guidance Practice - House leaders</li> <li>• Super Video &amp; video resources - sent to teachers, send to the parent</li> <li>• Naviance based practices - counselors and teachers</li> <li>• Kahn Academy</li> </ul>	August - October: ACT & MAP and other related testing data is analyzed and used for teacher SLG; review of lesson planning aligned to SLG data analysis; Initial Pre-Observation Meeting (Teachers & Administration); Department Meetings on ACT test-taking strategies for critical reading & research of texts, Guidance lessons on the ACT (Teachers, Counselors, Administration); Establish teacher office hours and after-school tutoring schedule (Teachers); MAP Testing for baseline data (Teachers & Administration); Data analysis of ACT & MAP Testing results for lesson plan modification addressing identified areas of weakness (Teachers & Administration); implement daily ACT question prep in math classes (Teachers) September-April: Peer and Administration Classroom Observations, Pre & post-observation meetings; review of lesson plans (Teachers & Administration); Department meetings to analyze data and plan remediation of critical concepts and skills (Department Chairs & Teachers); Afterschool tutoring opportunities (Teachers & Administration); Student announcement of resources and common academic vocabulary (Student Council, Teachers, Department Chairs, SPP Committee) September-February: Practice ACT exams with time constraints to acclimate students to the ACT testing environment (Teachers, Counseling & Administration); Guidance lessons on the ACT (Teachers, Counselors & Administration); ACT information & resources distributed through Junior Guidance (House Leaders, Counselors & Administration); Postings of ACT resources, test taking strategies and practice tip through physical on campus postings, social media, and direct targeting through Naviance, Parentlink and email (SPP Committee, Support Staff, Teachers, Counselors, and Administration) December-February: MAP data analyzed and used for teacher SLG for Mid Cycle SLG review; (Teachers, Department Chairs & Administrators); Mid-Cycle Reviews of SLG for adjustment of SLG and instructional planning (Teachers & Administration); Formative ACT practice data analysis by teachers for planning and targeted instruction (Teachers & Department Leaders) December - February: Department analysis of Mid-Cycle data, Department Chair Meeting discussion of department data, analysis, and department/ SLG adjustments (Teachers & Administration); Mid-year analysis of available data for School Performance Plan monitoring (SPP Committee, Department Chairs & Administration) February-March: Data analysis of MAP Testing Growth results for adapting instruction plans lesson plans to address identified areas of weakness, March-April: MAP data analyzed and used for final SLG Analysis (Teachers, Counselors & Administration) April-May: Distribution and Analysis of ACT Scores (Teachers, Counselors & Administration); Apply data analysis to School Improvement Plan Goals (SPP Committee, Department Chairs & Administration) ACT and MAP data analysis used to plan or adjust goals for 2021-2022 School Performance Plan	N/A
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Comments:

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

Comments:

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

Based on the CNA, identify all that apply:	<input type="checkbox"/> General Education	<input type="checkbox"/> FRL	<input type="checkbox"/> ELL	<input type="checkbox"/> IEP	<input type="checkbox"/> Other
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**Priority Need/Goal 3:**

**Root Causes:**

### Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
<b>3.1 Professional Development (Required)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	
				N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>3.2 Family Engagement (Required)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	

				N/A
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Comments:

3.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

3.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
				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 Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
			None
College Equip Readiness Tool (CERT) Testing	\$13,000	Purchase of CERT software program to assess and prepare students, grades 9 - 11, to take the ACT Plus Writing exam, which is required for graduation.	Goal 1
Hope 2 Grant	\$12,000	Purchase of Naviance license to research post-secondary options and assist students, with a focus on subgroup population, with the development of career goals, and teacher tutoring. Assistance for academic & socio-emotional supports through MTSS.	None
ELL Funding	1,500	Provide targeted tutoring and assistance for students in identified as second language students.	Goals 1 and 2
Credit Retrieval Grant	4,000	Funds are used for teachers to tutor students in core academic areas of math, English & science.	Goals 1 and 2
Strategic Budget	6,000	Funds used to provide professional development opportunities and collaborative TLC's on data analysis and common academic vocabulary.	Goals 1 and 2

## Plan for improving the school climate

**Goal:**

Reduce the number of students needing assistance from the counseling department and social worker with socio-emotional concerns by 10% by the end of the school year 2021, as measured by the SISP report in Infinite Campus.

**Action Plan:** How will this plan improve the school climate?

- Institute a Multi-Tier Support System Committee, combined with the RTI process that evaluates and aligns the academic and behavior probation process with supports for students' educational and emotional needs. (MTSS/RTI Committees, Administration, Counselors, Teachers, Special Education Dept.)
- Create a communication system that includes all stakeholders to engage in supporting struggling students through MTSS, focusing on Tier II & III students. (MTSS Committee, Counselors, Teachers, Administration, Special Education Dept.)
- Use all communication methods, including student council, student major/conservatory council members, to communicate opportunities available on campus for stress reduction and appropriate campus locations to seek assistance.
- Develop advanced communication/advertising for assistance opportunities to students and all stakeholders for dealing with stress, anxiety, and academic struggles. Opportunities included Mental Health Awareness Week, Week of Respect, Pro Community (Anti-Bullying/Pro-Respect) Activities, Counseling Communication Circles, referrals to Social Worker, and available resources through school and community. (Counselors, teachers, administration)
- Regular review of MTSS plan, analyze available data (IC, testing data, grades, SISP & anecdotal) to adjust student assistance plans and MTSS procedures as necessary.
- Provide faculty/staff training for recognizing signs of both socio-emotional/academic stress in students and each other as it can affect student performance. (Administration, Counseling, Social Worker, Teachers, MTSS Committee)
- Collaborate and incorporate plans from the Wellness committee into the MTSS plan.

**Monitoring Plan:** How will you track the implementation of this plan?

- Quarterly review of MTSS plan, analyze available data (SISP & anecdotal), and adjust procedures as necessary.
- Stakeholder surveys/interviews

**Evaluation Plan:** What data will you use to determine if the climate of the school has been improved through the implementation of this plan?

- End of the year analysis of the plan and comparison of the total number of referrals and assisted compared with 2019-2020 data.



## APPENDIX A - Professional Development Plan

### 1.1

Department Chairs/teachers will collaborate across the curriculum to analyze data, identify needs & develop analytical reading skills to improve ACT benchmark and composite score. This action includes staff development in data analysis and analytical reading workshops for the faculty.

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

### 2.1

Teachers will engage in Professional Development on the effective use of MAP & ACT data & other available resources (RPDP, Tutors Across America) to provide more targeted instruction.

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

### 3.1

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

## APPENDIX B - Family Engagement Plan

### 1.2

September to April, parents/guardians can engage in opportunities to understand the importance of the ACT through CREW Day-College Readiness Education Workshops and targeted communications on opportunities to assist students in ACT Test Preparation and practice.

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

### 2.2

From September to April, parents are informed of benefits students taking and reaching the ACT benchmark scores. Parents are provided with information on assisting their students with resources to improve their scores. Parents are provided with information on mathematics test preparation opportunities.

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

### 3.2

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

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 1

**Priority Need/Goal 1:**

Increase the average composite score of the ACT Plus Writing exam for grade 11 students from 64.84% to 67% by April 2021.

**Measurable Objective(s):**

- Increase the percentage of students reaching the Science benchmark of 23 as measured by the ACT practice tests questions from a baseline 42% of students in March 2020 to 46% of students by the end of Semester 2, May 2021.
- Increase the average composite score for students in all four subject area benchmarks as measured by the MAP practice tests and ACT from a baseline of 29% of students in September 2020 to 31.5% of students by the end of Semester 2, May 2021.

**Status**

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	Department Chairs/teachers will collaborate across the curriculum to analyze data, identify needs & develop analytical reading skills to improve ACT benchmark and composite score. This action includes staff development in data analysis and analytical reading workshops for the faculty.	N/A
Progress		
Barriers		
Next Steps		
1.2	September to April, parents/guardians can engage in opportunities to understand the importance of the ACT through CREW Day-College Readiness Education Workshops and targeted communications on opportunities to assist students in ACT Test Preparation and practice.	N/A
Progress		

Barriers		
Next Steps		
1.3	Teachers will analyze available data, ACT, 2019 CERT & MAP data to forms baseline tests to use with their SLG and lesson planning development. Provide tutoring through office hours, ACT preparation sessions (boot camps, pre-test prep sessions).	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:**

Decrease the number of students required/eligible for college remediation courses in mathematics from 55% to 48%.

**Measurable Objective(s):**

- Increase the percentage of students earning a passing ACT mathematics benchmark score of 22 as measured by the ACT practice tests questions from a baseline ACT exam score of 45% of students passing in March 2020 to 50% of students passing by the end of Semester 2, May 2021.
- Increase the average subsection scores for students in geometry, probability & statistics based on 2020 ACT by more than 5% for each subsection.

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	Teachers will engage in Professional Development on the effective use of MAP & ACT data & other available resources (RPDP, Tutors Across America) to provide more targeted instruction.	N/A
Progress		
Barriers		
Next Steps		
2.2	From September to April, parents are informed of benefits students taking and reaching the ACT benchmark scores. Parents are provided with information on assisting their students with resources to improve their scores. Parents are provided with information on mathematics test preparation opportunities.	N/A
Progress		

Barriers		
Next Steps		
2.3	Teachers will analyze available data, MAP data, ACT trend data in the development of their SLG, and lesson planning. Focused mathematics tutoring through office hours and weekly open tutoring sessions. ACT preparation questions are integrated with instruction. Teachers will collaborate on common academic vocabulary to use across the curriculum to show connective skills between all courses.	N/A
Progress		
Barriers		
Next Steps		
2.4		N/A
Progress		
Barriers		
Next Steps		

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 3

**Priority Need/Goal 3:**

**Measurable Objective(s):**

**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		N/A
Progress		
Barriers		
Next Steps		
3.2		N/A
Progress		
Barriers		

Next Steps		
3.3		N/A
Progress		
Barriers		
Next Steps		
3.4		N/A
Progress		
Barriers		
Next Steps		