

# **2017-2018 Las Vegas High School Performance Plan**

Las Vegas High School  
Clark County School District

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## **Overview**

### **Plan Name**

2017-2018 Las Vegas High School Performance Plan

### **Plan Description**

## 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	All students at Las Vegas High School will graduate with the skills necessary to achieve at levels that provide opportunities for continued success throughout their lives.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
2	Las Vegas High School will increase its enrollment in honors and AP courses in English, math and science.	Objectives: 3 Strategies: 3 Activities: 6	Academic	\$14000
3	Increase the percentage of school-based personnel trained in cultural competency.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

## **Goal 1: All students at Las Vegas High School will graduate with the skills necessary to achieve at levels that provide opportunities for continued success throughout their lives.**

### **Measurable Objective 1:**

collaborate to ensure all students achieve mastery levels of understanding by 05/25/2018 as measured by credit sufficiency data, EOC pass rates, and ACT participation..

### **Strategy 1:**

Professional Learning Communities (PLC) - Las Vegas High School employs the Richard DuFour collaboration model of Professional Learning Communities (PLC) to develop and improve instruction. Las Vegas High School has been actively engaging in PLC collaboration since the 2004-2005 school year. Our PLC process is continuously evolving and improving in an effort to ensure we continue to meet the needs of students (standard 3.5). Several other schools in the Clark County School District have visited and studied Las Vegas High School as a model in developing their schedules and PLC practices. Las Vegas High School collaborates in PLC's on a daily basis. The administration understands the importance of PLC's in the success of our school and has fought to keep PLC time built into the schedule despite district wide budget cuts that have threatened its continuation (standard 2.3). As part of the Professional Learning Communities, Las Vegas High School has a bell schedule that allows for student to take seven classes each day, giving teachers one period each day to work within their PLC to analyze data, discuss best practices, share effective instructional practices, and align their curriculum and instruction (standard 5.2).

Additionally, as part of the Richard DuFour model, LVHS has built in an extra support system within the day by providing students with an additional period each day. This period is utilized to provide extra support for students, extension courses, or additional career readiness courses as their individual needs dictate (standard 3.12). The needs of the individual students can be determined through the conversation and data analysis that occurs within the PLC time each day, and by reviewing their graduate plan that is developed for each student at the beginning of their ninth grade year (standard 3.5). LVHS has also implemented a mentorship course for each student in the school to provide additional support and guidance. The students assigned to these classrooms will stay with the same teacher for four years, ensuring they are known by at least one adult on campus (standard 3.9). It is during mentorship time that teachers meet with students one-on-one to discuss their academics, attendance, and/or emotional needs to ensure they are reaching their desired goals.

Teachers in each PLC develop rigorous formative and summative assessments and they will be reviewed during PLC time to develop high quality instruction that will meet the needs of students (standard 3.2). In addition to lesson development, results from these assessments allow teachers to identify strengths and weaknesses in students. Teachers have the ability to create enrichment opportunities that address specific areas that may need improvement as well as create more rigorous and challenging opportunities for students who are achieving at a higher level (standards 3.6, 3.12).

The counseling department collaborates weekly to ensure students continue to move toward college and career readiness. Counselors will review students graduate

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plan each semester when they conduct credit checks. Counselors will also help students develop college and career goals. Counselors will use professional development opportunities to develop and build college and career readiness opportunities for students. When student issues arise academically or behaviorally in classes, counselors, teachers and administration will take advantage of PLC time to develop strategies to help the struggling student(s) (standard 4.7).

Research Cited: DuFour's model of Professional Learning Communities and collaboration.

Activity - Develop Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC time will be utilized to refine their common formative and summative assessments to ensure they are rigorous and are directly aligned to EOC and ACT assessments and state content standards. The assessments will be given within the same relative time frame (same day or within a day of each other) to help maintain appropriate pacing within subjects. Results from these assessments will be analyzed to determine areas of student success and areas where students continue to struggle. Analyzing and discussing results will help teachers modify existing lessons, develop new lessons, and create enrichment opportunities for students.	Direct Instruction	02/22/2017	05/18/2018	\$0	No Funding Required	PLC Leaders Instructional Leaders Teachers

Activity - Monitor Implementation of Effective Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The learning strategist and administration will collaborate with all departments to provide support and assistance with implementing instructional strategies for ELL and Special Education students. The learning strategist will provide support within the classroom ensuring teachers are successfully implementing effective strategies and differentiating instruction to meet the needs of all students. The learning strategist will help teachers, administration, students and families interpret and understand data from assessments to help modify and adjust instruction.	Policy and Process	02/22/2017	05/25/2018	\$0	No Funding Required	Learning Strategist Administration

Activity - New Teacher Training on Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Every new teacher to Las Vegas High School will be trained yearly on how to analyze data to ensure the individual needs of all students are met in all subject areas.	Direct Instruction	08/02/2017	05/11/2018	\$0	No Funding Required	Designated PLC Leaders, department instructional leaders, and administration
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## Goal 2: Las Vegas High School will increase its enrollment in honors and AP courses in English, math and science.

### Measurable Objective 1:

A 15% increase of Ninth, Tenth and Eleventh grade students will demonstrate a behavior enrolling in AP and Honors courses in English Language Arts by 09/11/2017 as measured by student enrollment in Honors and AP courses.

### Strategy 1:

Collaboration with Data Sources - Teachers now have access to detailed achievement and performance data about their students. Reports generated from Clark County School District's Datalab, common assessments, and district assessments will be reviewed during PLC time (standards 3.2 and 3.5). These reports and assessment results will be utilized by teachers to develop high quality instruction that will meet the needs of all students (standard 3.5; 3.6).

Following the principles of Clark County School Districts approaching, meeting, and exceeding standards-based measurements, personalized instructional opportunities will be created by teachers (standards 3.3; 3.12). Results from formative and summative assessments will provide teachers with a starting point in developing interventions and enrichment opportunities for students who need to meet standards (standard 3.2). Students who are meeting, will be challenged with instruction that continues to reinforce what they know while introducing them to more challenging content within the curriculum so that they can become students who are exceeding (standard 3.5). The exceeding students will be identified and provided with exploration opportunities within the curriculum that will challenge them (standard 3.5), utilizing the curriculum engine to identify effective strategies.

Teachers will review data collected from formative and summative assessments and classroom observation to identify students who will benefit from the challenges of a more rigorous curriculum (standard 3.2). However, students cannot simply be placed into honors and/or Advanced Placement classes without being taught the required prerequisite academic, emotional and organizational skills. Vertical articulation of the curricula will allow advanced coursework teachers to work with lower grade level teachers in development of prerequisite academic and organizational skills that students must possess in order to find success in advanced classes and coursework (standard 3.1). Teachers will also compare data from multiple sources to identify any potential discrepancies or gaps in instruction (standard 5.2), with extensive

training provided to all staff in the evaluation, interpretation, and use of data (standard 5.3).

Advanced Placement teachers will attend additional seminars and training from the College Board to supplement their instructional knowledge and practices (standard 3.11). Advanced Placement teachers will share the resources and practices within their respective departments to provide prerequisite teachers a general framework of the Advanced Placement curriculum. Teachers will adapt and apply these resources and practices to meet the needs of their students (standard 3.11).

Counselors will review data and collaborate with teachers, students and parents concerning the placement of students in advanced courses (standard 3.8). Academic and emotional support will be provided to students who may feel they are struggling with the challenges of advanced coursework (standard 3.9). Counselors will also discuss with students and parents the financial-aid opportunities that are available for students when it comes time to pay for an Advanced Placement test.

The learning strategist will review data with teachers in order to identify students who need to be challenged in classes. The learning strategist will also help teachers differentiate classroom instruction to challenge the high achieving students while still fulfilling the academic needs of the approaching students (standard 3.2). The learning strategist will also review data with parents and students to make them better aware of what interventions or opportunities can be provided for them while they are students at Las Vegas High School (standard 5.5)

Administration, counselors and instructional leaders will create a formal policy for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. The policy will be developed through the Instructional Leadership team and communicated to all staff at the beginning of each school year (standard 5.4).

Administration will review data and collaborate with teachers, counselors, students and parents to better identify students who will benefit from the challenges of advanced coursework. Administration will also provide training to staff on how to evaluate, interpret and use data (standard 5.3).

Research Cited: Las Vegas High School incorporates the Richard DuFour model of Professional Learning Communities to increase and improve teacher collaboration.

Activity - Professional Development for AP classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AP and pre-AP teachers will attend AP institutes and workshops to continuously develop and focus instruction, and administration will attend workshops to ensure they can monitor and support the AP program.	Professional Learning	02/22/2017	05/25/2018	\$10000	General Fund	AP and pre-AP teachers; administrators

Activity - Individualize Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use data to individualize instructional strategies to ensure students are mastering standards.	Direct Instruction	02/22/2017	05/26/2017	\$0	No Funding Required	Teachers



### **Measurable Objective 2:**

A 15% increase of Ninth, Tenth and Eleventh grade students will demonstrate a behavior enrolling in AP and Honors courses in Mathematics by 09/11/2017 as measured by the number of students enrolled in AP and honors mathematics courses..

### **Strategy 1:**

Collaboration with Data Sources - Teachers have access to detailed achievement and performance data about their students. Reports generated from Datalab, common formative and summative assessments, district and state assessments will be reviewed during PLC time (standards 3.2 and 3.5). These reports and assessment results will be utilized by teachers to develop high quality instruction that will meet the needs of all students (standard 3.5; 3.6). Following the principles of Clark County School Districts approaching, meeting, and exceeding standards-based measurements, personalized instructional opportunities will be created by teachers (standards 3.3; 3.12). Results from district assessments will provide teachers with a starting point in developing interventions and enrichment opportunities for students who need to increase their knowledge in specified courses (standard 3.2). Students who are meeting standards, will be challenged with instruction that continues to reinforce what they know while introducing them to more challenging content within the curriculum so that they can become students who are exceeding standards (standard 3.5). The exceeding students will be identified and provided with exploration opportunities within the curriculum that will challenge them (standard 3.5), utilizing the curriculum engine to identify effective strategies.

Teachers will review data collected from district and state assessments, common formative and summative assessments and classroom observations to identify students who will benefit from the challenges of a more rigorous curriculum (standard 3.2). However, students cannot simply be placed into honors and/or Advanced Placement classes without being taught the required prerequisite academic, emotional and organizational skills. Vertical articulation of the curricula will allow advanced coursework teachers to work with lower grade level teachers in development of prerequisite academic and organizational skills that students must possess in order to find success in advanced classes and coursework (standard 3.1). Teachers will also compare data from multiple sources to identify any potential discrepancies or gaps in instruction (standard 5.2), with extensive training provided to all staff in the evaluation, interpretation, and use of data (standard 5.3).

Advanced Placement teachers will attend additional seminars and training from the College Board to supplement their instructional knowledge and practices (standard 3.11). Advanced Placement teachers will share the resources and practices within their respective departments to provide prerequisite teachers a general framework of the Advanced Placement curriculum. Teachers will adapt and apply these resources and practices to meet the needs of their students (standard 3.11).

Counselors will review data and collaborate with teachers, students and parents concerning the placement of students in advanced courses (standard 3.8). Academic and emotional support will be provided to students who may feel they are struggling with the challenges of advanced coursework (standard 3.9). Counselors will also discuss with students and parents the financial-aid opportunities that are available for students when it comes time to pay for an Advanced Placement test.

The learning strategist will review data with teachers in order to identify students who need to be challenged in classes. The learning strategist will also help teachers differentiate classroom instruction to challenge the high achieving students while still fulfilling the academic needs of the approaching standards students (standard 3.2).

The learning strategist will also review data with parents and students to make them better aware of what interventions or opportunities can be provided for them while they are students at Las Vegas High School (standard 5.5)

Administration, counselors and instructional leaders will create a formal policy for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. The policy will be developed through the Instructional Leadership team and communicated to all staff at beginning of each school year (standard 5.4).

Administration will review data and collaborate with teachers, counselors, students and parents to better identify students who will benefit from the challenges of

advanced coursework. Administration will also provide training to staff on how to evaluate, interpret and use data (standard 5.3).

Research Cited: Richard DuFours, Professional Learning Communities

Activity - Professional Development for AP classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AP and pre-AP teachers will attend AP institutes and workshops to continuously develop and focus instruction, and administration will attend workshops to ensure they can monitor and support the AP program.	Professional Learning	06/07/2013	08/04/2017	\$2000	General Fund	AP and Pre-AP teachers Administration

Activity - Individualize Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use data to individualize instructional strategies to ensure they are catching up, moving up, or keeping up every student.	Direct Instruction	11/26/2012	06/11/2015	\$0	No Funding Required	Teachers

**Measurable Objective 3:**

A 15% increase of Ninth, Tenth and Eleventh grade students will demonstrate a behavior enrolling in AP and Honors courses in Science by 09/11/2017 as measured by the number of students enrolled in AP and honors science courses..

**Strategy 1:**

Collaboration with Sources of Data - Teachers have access to detailed achievement and performance data about their students. Reports generated from Datalab, common formative and summative assessments, district and state assessments will be reviewed during PLC time (standards 3.2 and 3.5). These reports and assessment results will be utilized by teachers to develop high quality instruction that will meet the needs of all students (standard 3.5; 3.6). Following the principles of Clark County School Districts approaching, meeting, and exceeding standards-based measurements, personalized instructional opportunities will be created by teachers (standards 3.3; 3.12). Results from district assessments will provide teachers with a starting point in developing interventions and enrichment opportunities for students who need to increase their knowledge in specified courses (standard 3.2). Students who are meeting standards, will be challenged with instruction that continues to reinforce what they know while introducing them to more challenging content within the curriculum so that they can become students who are exceeding standards (standard 3.5). The exceeding students will be identified and provided with exploration opportunities within the curriculum that will challenge them (standard 3.5), utilizing the curriculum engine to identify effective strategies.

Teachers will review data collected from district and state assessments, common formative and summative assessments and classroom observations to identify

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students who will benefit from the challenges of a more rigorous curriculum (standard 3.2). However, students cannot simply be placed into honors and/or Advanced Placement classes without being taught the required prerequisite academic, emotional and organizational skills. Vertical articulation of the curricula will allow advanced coursework teachers to work with lower grade level teachers in development of prerequisite academic and organizational skills that students must possess in order to find success in advanced classes and coursework (standard 3.1). Teachers will also compare data from multiple sources to identify any potential discrepancies or gaps in instruction (standard 5.2), with extensive training provided to all staff in the evaluation, interpretation, and use of data (standard 5.3).

Advanced Placement teachers will attend additional seminars and training from the College Board to supplement their instructional knowledge and practices (standard 3.11). Advanced Placement teachers will share the resources and practices within their respective departments to provide prerequisite teachers a general framework of the Advanced Placement curriculum. Teachers will adapt and apply these resources and practices to meet the needs of their students (standard 3.11).

Counselors will review data and collaborate with teachers, students and parents concerning the placement of students in advanced courses (standard 3.8). Academic and emotional support will be provided to students who may feel they are struggling with the challenges of advanced coursework (standard 3.9). Counselors will also discuss with students and parents the financial-aid opportunities that are available for students when it comes time to pay for an Advanced Placement test.

The learning strategist will review data with teachers in order to identify students who need to be challenged in classes. The learning strategist will also help teachers differentiate classroom instruction to challenge the high achieving students while still fulfilling the academic needs of the approaching standards students (standard 3.2). The learning strategist will also review data with parents and students to make them better aware of what interventions or opportunities can be provided for them while they are students at Las Vegas High School (standard 5.5)

Administration, counselors and instructional leaders will create a formal policy for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. The policy will be developed through the Instructional Leadership team and communicated to all staff at beginning of each school year (standard 5.4).

Administration will review data and collaborate with teachers, counselors, students and parents to better identify students who will benefit from the challenges of advanced coursework. Administration will also provide training to staff on how to evaluate, interpret and use data (standard 5.3).

Research Cited: Richard DuFours, Professional Learning Communities

Activity - Professional Development for AP classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AP and pre-AP teachers will attend AP institutes and workshops to continuously develop and focus instruction, and administration will attend workshops to ensure they can monitor and support the AP program.	Professional Learning	06/07/2013	06/05/2015	\$2000	General Fund	Science AP and PreAP

Activity - Individualize Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will use data to individualize instructional strategies to ensure they are catching up, moving up, or keeping up every student.	Direct Instruction	11/26/2012	06/05/2015	\$0	No Funding Required	Science Teachers
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### Goal 3: Increase the percentage of school-based personnel trained in cultural competency.

**Measurable Objective 1:**

demonstrate a proficiency 100% of teachers will be trained on CCSD Datalab by 09/11/2017 as measured by sign-in sheets..

**Strategy 1:**

Cultural Competency Training - The Learning Strategist will provide training during common PLC time and SBCT time to train all teachers in the use of the Datalab.

Research Cited: Clark County School District hired National Academic Educational Partners, Inc.

Activity - Professional Development for Cultural Competency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on Datalab district survey results to address student and parent concerns.	Professional Learning	02/27/2017	09/11/2017	\$0	District Funding	Learning strategist and administration

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development for AP classes	AP and pre-AP teachers will attend AP institutes and workshops to continuously develop and focus instruction, and administration will attend workshops to ensure they can monitor and support the AP program.	Professional Learning	02/22/2017	05/25/2018	\$10000	AP and pre-AP teachers; administrators
Professional Development for AP classes	AP and pre-AP teachers will attend AP institutes and workshops to continuously develop and focus instruction, and administration will attend workshops to ensure they can monitor and support the AP program.	Professional Learning	06/07/2013	06/05/2015	\$2000	Science AP and PreAP
Professional Development for AP classes	AP and pre-AP teachers will attend AP institutes and workshops to continuously develop and focus instruction, and administration will attend workshops to ensure they can monitor and support the AP program.	Professional Learning	06/07/2013	08/04/2017	\$2000	AP and Pre-AP teachers Administration
<b>Total</b>					\$14000	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Develop Common Assessments	PLC time will be utilized to refine their common formative and summative assessments to ensure they are rigorous and are directly aligned to EOC and ACT assessments and state content standards. The assessments will be given within the same relative time frame (same day or within a day of each other) to help maintain appropriate pacing within subjects. Results from these assessments will be analyzed to determine areas of student success and areas where students continue to struggle. Analyzing and discussing results will help teachers modify existing lessons, develop new lessons, and create enrichment opportunities for students.	Direct Instruction	02/22/2017	05/18/2018	\$0	PLC Leaders Instructional Leaders Teachers

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Monitor Implementation of Effective Instructional Strategies	The learning strategist and administration will collaborate with all departments to provide support and assistance with implementing instructional strategies for ELL and Special Education students. The learning strategist will provide support within the classroom ensuring teachers are successfully implementing effective strategies and differentiating instruction to meet the needs of all students. The learning strategist will help teachers, administration, students and families interpret and understand data from assessments to help modify and adjust instruction.	Policy and Process	02/22/2017	05/25/2018	\$0	Learning Strategist Administration
Individualize Instruction	Teachers will use data to individualize instructional strategies to ensure they are catching up, moving up, or keeping up every student.	Direct Instruction	11/26/2012	06/05/2015	\$0	Science Teachers
New Teacher Training on Data Analysis	Every new teacher to Las Vegas High School will be trained yearly on how to analyze data to ensure the individual needs of all students are met in all subject areas.	Direct Instruction	08/02/2017	05/11/2018	\$0	Designated PLC Leaders, department instructional leaders, and administration
Individualize Instruction	Teachers will use data to individualize instructional strategies to ensure students are mastering standards.	Direct Instruction	02/22/2017	05/26/2017	\$0	Teachers
Individualize Instruction	Teachers will use data to individualize instructional strategies to ensure they are catching up, moving up, or keeping up every student.	Direct Instruction	11/26/2012	06/11/2015	\$0	Teachers
<b>Total</b>					\$0	

**District Funding**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development for Cultural Competency	Teachers will be trained on Datalab district survey results to address student and parent concerns.	Professional Learning	02/27/2017	09/11/2017	\$0	Learning strategist and administration
<b>Total</b>					\$0	