

Churchill County School District
Churchill County High School
2024-2025 School Performance Plan

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada’s K-12 Accountability Portal provides detailed information about each school’s student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at (Add a link to the school’s School Rating Report.)

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Comprehensive Needs Assessment

Student Success

Student Success Summary

1. There has been a positive graduation rate increase yearly for the past four years including the 23/24 graduating class reaching an estimated 89% rate of graduation which is a 2.5% increase from the previous year.
2. CTE state assessment scores are trending positive and increasing yearly in most programs.
3. Established work-based learning program in 22/23 school year. The 24/25 school year projection of the work-based learning program is projected to reach 85% students and partnerships with-in Churchill County.
4. CCHS offers and incorporates career readiness education into our school curriculum, along with having a school to careers coach, and classes through employability skills.
5. ACT scores in ELA are a concern. There was a significant drop in proficiency levels dropping from 50% to 38%
6. ACT scores in Math are a concern. Continued status for three years of 14-18% proficiency level

Student Success Strengths

1. There has been a positive graduation rate increase yearly for the past four years including the 23/24 graduating class reaching an estimated 89% rate of graduation which is a 2.5% increase from the previous year.
2. CTE state assessment scores are trending positive and increasing yearly in most programs.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): High School graduation rate for our 4 year cohort is below state requirements for all demographic subgroups with the exception of caucasian.
Critical Root Cause: Frequency of assessment and monitoring exacerbate student academic gaps. Significant academic gaps at the 9th grade level Appropriate and frequency of focused student interventions are not available based on student need

Problem Statement 2 (Prioritized): High School ACT proficiency rate in Math and English is low, and there is historical data that student knowledge gaps in prerequisite math and reading skills are impeding student proficiency levels on the ACT. **Critical Root Cause:** Frequency of assessment and monitoring exacerbate student academic gaps.

Problem Statement 3 (Prioritized): High School CTE end of program and certification passage percentage is below the Churchill County School District goal/expectation.
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Adult Learning Culture

Adult Learning Culture Summary

1. CCHS has developed an instructional framework that provides consistent and focused instructional practice in every classroom.
2. A significant increase in dual enrollment course offerings and enrollments are present at CCHS
3. Several CTE programs have experienced revised program goals and visions that are having a tremendous impact for our school and community

Adult Learning Culture Strengths

1. Teacher commitment to follow our grading practice and student progress monitoring system
2. Increase frequency and level of assessments to ensure proper data collection
3. Increase student engagement through innovative instructional practice
4. School staff commitment to campus-wide efficacy initiative

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1: Instructional framework implementation is not consistent throughout the building including core, elective, and CTE programs. **Critical Root Cause:** 1. Teacher commitment to change old non-successful instructional practice 2. New and untrained teachers in class that require substantial training and development 3. School culture in regard to change

Problem Statement 2 (Prioritized): High School graduation rate for our 4 year cohort is below state requirements for all demographic subgroups with the exception of caucasian. **Critical Root Cause:** Frequency of assessment and monitoring exacerbate student academic gaps. Significant academic gaps at the 9th grade level Appropriate and frequency of focused student interventions are not available based on student need

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Problem Statement 4 (Prioritized): High School CTE end of program and certification passage percentage is below the Churchill County School District goal/expectation. **Critical Root Cause:** Frequency of assessment and monitoring exacerbate student academic gaps. Significant academic gaps at the 9th grade level Appropriate and frequency of focused student interventions are not available based on student need

Problem Statement 5: 1. School staff are not consistently implementing school-wide initiatives such as PLC or instructional framework. **Critical Root Cause:** 1. Belief systems are not aligned at the school/stakeholder level

Connectedness

Connectedness Summary

1. Increase in school and community partnerships that have a direct impact on student learning
2. Work Based Learning Program implemented with increasing stakeholder support
3. Open House 2024 - largest participation in school history with over 1100 in attendance
4. Student Led Conference - largest participation in school history with over 500 students and families in attendance
5. Developed and implemented a monthly parent engagement team. Meetings are inline with school connectedness and average 20 parents per meeting.

Connectedness Strengths

1. Develop and implement a strong PLC system and environment with focus on grading practice, student progress monitoring, common assessment development, while building strong strength-based relationships with students, families, and partners to personalize education for each child.

Problem Statements Identifying Connectedness Needs

Problem Statement 1: 1. School staff are not consistently implementing school-wide initiatives such as PLC or instructional framework. **Critical Root Cause:** 1. Belief systems are not aligned at the school/stakeholder level

Problem Statement 2: Instructional framework implementation is not consistent throughout the building including core, elective, and CTE programs. **Critical Root Cause:** 1. Teacher commitment to change old non-successful instructional practice 2. New and untrained teachers in class that require substantial training and development 3. School culture in regard to change

Priority Problem Statements

Problem Statement 1: High School graduation rate for our 4 year cohort is below state requirements for all demographic subgroups with the exception of caucasian.

Critical Root Cause 1: Frequency of assessment and monitoring exacerbate student academic gaps. Significant academic gaps at the 9th grade level Appropriate and frequency of focused student interventions are not available based on student need

Problem Statement 1 Areas: Student Success - Adult Learning Culture

Problem Statement 2: High School ACT proficiency rate in Math and English is low, and there is historical data that student knowledge gaps in prerequisite math and reading skills are impeding student proficiency levels on the ACT.

Critical Root Cause 2: Frequency of assessment and monitoring exacerbate student academic gaps.

Problem Statement 2 Areas: Student Success - Adult Learning Culture

Problem Statement 3: High School CTE end of program and certification passage percentage is below the Churchill County School District goal/expectation.

Critical Root Cause 3: Frequency of assessment and monitoring exacerbate student academic gaps. Significant academic gaps at the 9th grade level Appropriate and frequency of focused student interventions are not available based on student need

Problem Statement 3 Areas: Student Success - Adult Learning Culture

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- School goals
- College and career readiness goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Expenditures
- Prior year improvement plans - Formative and summative reviews
- Planning and decision-making committee minutes

Accountability Data

- State assessment performance report

Student Data: Assessments

- English Language Proficiency Assessment System results
- Postsecondary college, and career ready graduates
- SAT, ACT, PSAT or ASPIRE
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Special education
- EL
- Career and Technical Education (CTE)
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)
- Dual credit
- College prep

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Teacher retention

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Master schedule
- Course offerings
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Student Success

Aligns with District Priority

Annual Performance Objective 1: By the Spring 2025 administration of the ACT, increase the proficiency score in math by 10%.

By the Spring 2025 administration of the ACT, increase the proficiency score in English by 10%

By the Spring 2025 administration of the Science Proficiency, increase proficiency score by 15%

For the Class of 2025, increase the graduation rate by 3.00 % points from 89% to 92%.

During the 24/25 school year CCHS and WBL Coordinator will approve at least 85 student job shadow and career readiness placement.





Evaluation Data Sources: 1. ACT Test Data

2. Graduation Data

3. Science Proficiency

4. WBL Coordinator student enrollment data

5. WBL signed student/business agreements

Improvement Strategy 1 Details	Reviews			
<p>Improvement Strategy 1: Teachers provide forthright feedback to students regarding their proficiency levels. Clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.</p> <p>School-wide achievement goals are posted so that faculty and staff see them on a regular basis.</p> <p>School-wide achievement goals are discussed regularly by students in the classroom.</p> <p>Students can describe the school-wide achievement goals.</p> <p>Students regularly examine school, class, and personal growth data and achievement</p> <p>Results from multiple types of assessments are regularly reported and used (for example, benchmark assessments, common assessments).</p> <p>Students routinely post, report, and graph their growth as it relates to proficiency levels..</p> <p>When asked, students are aware of their status on their specific achievement goals based on proficiency levels.</p> <p>Goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments.</p> <p>Students keep data notebooks regarding their individual goals.</p> <p>Implement testing mindfulness strategies and testing prep strategies, 6 weeks prior to ACT</p> <p>Implement intentional connection lessons with CTE state assessment and daily lesson activities to ensure connection and understanding.</p> <p>Fully implement NWEA (Fall and Spring to utilize data for instructional purpose)</p> <p>Build coaching model for staff that is embedded with vice principal/s focused on math, reading, and writing instruction and intervention.</p> <p>WBL coordinator is currently working with community stakeholders and businesses setting up contracts/agreements for job shadowing, and job placements along with Job fairs for our students.</p> <p>Formative Measures: 1. Differentiated instructional techniques, and focused/monitored learning targets in place we will see an increase in student proficiency levels on state and local assessments.</p> <p>2. With the support from our EL instructor, differentiated instructional techniques, and focused/monitored learning targets in place we will see an increase in student proficiency levels on state and local assessments for our Hispanic student demographic.</p> <p>3. Working as a collective team with focus on student graduation and a focused system for auditing and monitoring progress we will see significant improvement in rates for graduation</p> <p>4. Track the number of job shadow and career readiness placements approved each month by the CCHS and WBL (Work-Based Learning) Coordinator.</p> <p>Position Responsible: All Staff</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Student Success 1, 2, 3 - Adult Learning Culture 2, 3, 4</p>	Status Check			EOY Reflection
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Annual Performance Objective 1 Problem Statements:

Student Success

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Goal 2: Adult Learning Culture

Aligns with District Priority

Annual Performance Objective 1: Implement Deliberate Learning (proficiency scales) opportunities as measured by data collection, with 85% of staff by the end of the 24/25 school year

Evaluation Data Sources: 1. Guaranteed and Viable Curriculum for each content area, elective, and CTE course pathway

Improvement Strategy 1 Details	Reviews			
<p>Improvement Strategy 1: A written document articulating the school-wide model of instruction is developed with input by teacher leaders.</p> <p>Professional development opportunities are provided for teachers regarding the school-wide model of instruction.</p> <p>The school-wide language of instruction is used regularly by faculty in their professional learning communities (PLCs).</p> <p>Predominant instructional practices throughout the school are known and monitored.</p> <p>Walk-through data are aggregated so as to disclose predominant instructional practices in the school.</p> <p>The school leader provides forthright feedback to teachers regarding their instructional practices. The written curriculum is analyzed to ensure that it correlates with state and district standards.</p> <p>The curriculum taught in classrooms is analyzed to ensure that it correlates with the written curriculum.</p> <p>Assessments are analyzed to ensure that they accurately measure the written and taught curricula.</p> <p>Essential vocabulary is identified at all levels (that is, tiers 1, 2, and 3)</p> <p>Teams regularly meet to discuss the progression and viability of documents that articulate essential content and timing of delivery (for example, pacing guides, curriculum maps).</p> <p>Goals are established as a percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments.</p> <p>School-wide achievement goals are posted so that faculty and staff see them on a regular basis.</p> <p>School-wide achievement goals are discussed regularly at faculty and staff gatherings.</p> <p>Student achievement is examined from the perspective of value-added results.</p> <p>Results from multiple types of assessments are regularly reported and used (for example, benchmark assessments, common assessments).</p> <p>Reports, graphs, and charts are regularly updated to track growth in student achievement.</p> <p>Essential elements for each subject area are articulated in terms of clear learning progressions or scales.</p> <p>Goals accompanied by proficiency scales are established for each student in terms of their knowledge gain regarding the essential elements in each subject area.</p> <p>Formative Measures: Intended Outcomes: Implement a competency based learning system that is student centered</p> <ol style="list-style-type: none"> 1. Clear criteria are established for each essential learning target regarding minimum scores that demonstrate competence. 2. A system is in place that tracks each student's status on the essential learning targets for each subject area at the student's current level. 3. Student status and progress for each essential element in each subject area are continually monitored. 4. The time it takes for students to move through the various levels of the curriculum for each subject area at each level is constantly monitored. 	Status Check			EOY Reflection
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5. Multiple venues are available simultaneously for students to learn and demonstrate competency in the essential elements for each level of each subject area.
6. A school schedule that is designed to accommodate students moving at a pace appropriate to their background and needs.
7. A written document articulating the school-wide model of instruction is developed with input by teacher leaders aligned to the district's Instructional Model.
8. The school-wide language of instruction is used regularly by faculty in their professional learning communities (PLCs).
9. Individual teachers have written statements of their pedagogical growth goals.
10. Individual teachers keep track of their progress on their pedagogical growth goals.
11. The school leaders meet with teachers regarding their growth goals.
12. NEPF - Teacher evaluation data are regularly used as the subject of conversation between school leaders and teachers.
13. Professional development opportunities are provided for teachers regarding the school-wide model of instruction.

Position Responsible: School Staff

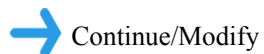
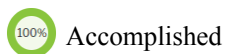
Student Groups This Strategy Targets:

FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk

- Evidence Level:

Strong

Problem Statements/Critical Root Causes: Student Success 1, 2, 3 - Adult Learning Culture 2, 3, 4



Annual Performance Objective 1 Problem Statements:

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Goal 3: Connectedness





Aligns with District Priority

Annual Performance Objective 1: During the 24/25 school year, CCHS will implement strategies to improve culture and communication with an 85% satisfaction as measured by yearly survey results

During the 24/25 school year, CCHS will decrease student chronic absenteeism by 10% to 21%

During the 24/25 school year we will continue to develop our MTSS team, support systems, interventions, and student catch systems with the goal of identifying and then providing whole-class, small group, and individual student intervention plans based on data driven decisions and best practices by the end of the 24/25 school year.

- Evaluation Data Sources:**
1. survey data
 2. IC, and state reported data
 3. staffing model
 4. Implementation level of our Care Team/Reset Room

Improvement Strategy 1 Details	Reviews			
<p>Improvement Strategy 1: Implement three school to stakeholder surveys specific to communication and culture Develop and implement newly designed courses that are focused on non-traditional students Develop a strong parent engagement team Focus on implementation of highly attended school/community events such as open house, student conferences, career fairs, senior events, etc.. Align partnerships with local community businesses that will help focus on student achievement Stand Up a work based learning program that focus on 9th-12th grade student career enhancement Increase opportunities for all students to earn dual credit with focus on growing alignment with our certificate of achievement pathways Increase CTE pathways and courses to support the ever growing need for students Align partnerships with local business professionals to support students and teaching by offering courses/programs such as plant systems, cabinetry, home construction, entrepreneurship. Develop a new website that houses all information regarding school operations, systems, and events</p> <p>Formative Measures: Intended Outcomes: Healing/Resiliency Centered Learning</p> <ol style="list-style-type: none"> 1. Open the school to events and celebrations for students, staff, and parents such as Homecoming, Student - Led Conferences, and Open House concepts that bring in stakeholder support 2. Implement systematic change to encourage and demand a safe and orderly environment 3. Utilize the SARB process 4. Utilize PBIS and RP strategies to increase attendance 5. Develop a mentorship program that both honors veteran teachers' time and effort while they support new staff 6. Continue to develop supports and PD needed for new teacher success 7. Monthly Tier I, II, III team meetings with 80% staff attendance Continuing to develop MTSS systems team and school wide 9. Develop process to identify and provide intervention for students with social emotional learning needs 10. Build and develop social emotional instructional practices with teachers and staff 11. Behavioral framework that's implemented school-wide to ensure consistency with behavior expectations 12. Collect data from DBT data entry form of students entering the Reset Room. <p>Position Responsible: School staff</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Student Success 1, 2, 3 - Adult Learning Culture 2, 3, 4</p>	Status Check			EOY Reflection
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