



Clark County School District

# Virgin Valley High School

## School Performance Plan: A Roadmap to Success

### *Addendum for CSI, TSI, TSI/ATSI Schools*

*This addendum to the 2022-2023 School Performance Plan (SPP) Roadmap supports CSI, TSI, and TSI/ATSI schools to demonstrate compliance with federal requirements to provide evidence that it has incorporated explicit analysis of accountability indicators as each relate to the school's performance, evidence-based interventions, and identification of resource inequities into its SPP. Please reach out to Stephen Waite for more information.*



# School Goals and Improvement Plan

The section below includes an explicit identification of the evidence levels for each improvement strategy and resource inequity challenges and supports associated with each goal.

## Inquiry Area 1 – Student Success

School Goal	
VV's goal is to decrease the percent of students scoring at or below the 40th percentile in Math from 53% (fall) to 48% (winter) to 43% (spring) by 2022, as measured by the MAP Growth Assessment.	
Improvement Strategies	Evidence Level (1, 2, 3, 4)
<i>Virgin Valley High School hired a math strategist who teaches a Fundamental Math class. This teacher will use Achieve 3000 as an instructional intervention. This strategy addresses the growth of at-risk students who are below the 40th percentile with the purpose of increasing their math abilities and also to help them grow in math and academic confidence.</i>	<i>Achieve 3000 *EBI Level I</i>
Resource Equity Supports: Based on your Data Dive and Root Cause Analysis, what, if any, resource inequities did you identify for the following student groups specific to this goal? Consider any challenges these student groups face. What, specifically, will you do to support them to overcome those challenges?	
<p><b>English Learners:</b></p> <ul style="list-style-type: none"> <li>● Challenge: <i>Data shows that fewer than 5 percent of English Learner students were proficient in math, while 30.1 percent of White/Caucasian students were proficient on the 2021-2022 NSPF. There is a 25 percentage point difference between these student groups.</i></li> <li>● Support: Every student is provided access to teacher-tutors after school Virgin Valley's teachers make themselves available to help students from 1:05 - 1:45 every school day. In addition, all students have two face-2-face meetings with counselors each year.</li> <li>● Level I and II ELL students (based on their Wida Score) will be placed in an English Language Learners course.</li> <li>● The ELL parents of these students are also provided an opportunity to learn English in after school classes. The courses are taught by a VV Teacher, CSN, local volunteers, and CCSD Adult Education</li> <li>● Math Interventionist courses will be provided to Level 1 and 2 Wida students</li> </ul> <p><b>Foster/Homeless:</b></p> <ul style="list-style-type: none"> <li>● Challenge: NA.</li> <li>● Support: NA</li> </ul> <p><b>Free and Reduced Lunch: NA</b></p> <ul style="list-style-type: none"> <li>● Challenge: NA</li> <li>● Support: NA</li> </ul> <p><b>Migrant: NA</b></p> <ul style="list-style-type: none"> <li>● Challenge: NA</li> <li>● Support: NA</li> </ul> <p><b>Racial/Ethnic Groups:</b></p>	



- Challenge: *Data shows that 12.7 percent of Hispanic students were proficient in math, while 30.1 percent of White/Caucasian students were proficient on the 2021-2022 NSPF. There is a 17.4 percentage point difference between these student groups.*
- Support: Every student is provided access to teacher-tutors after school Virgin Valley's teachers make themselves available to help students from 1:05 - 1:45 every school day. In addition, all students have two face-2-face meetings with counselors each year.
- Level I and II ELL students (based on their Wida Score) will be placed in an English Language Learners course.
- The ELL parents of these students are also provided an opportunity to learn English in after school classes. The courses are taught by a VV Teacher, CSN, local volunteers, and CCSD Adult Education.
- Math Interventionist courses will be provided to Level 1 and 2 Wida students.

**Students with IEPs:**

- Challenge: *Data shows that fewer than 5 percent of students with IEPs were proficient in math, while 30.1 percent of White/Caucasian students were proficient on the 2021-2022 NSPF. There is a 25.1 percentage point difference between these student groups.*
- Support: Every student is provided access to teacher-tutors after school Virgin Valley's teachers make themselves available to help students from 1:05 - 1:45 every school day. In addition, all students have two face-2-face meetings with counselors each year.
- Students will be enrolled in study skills courses
- Students will be provided extra time and tutoring to excel in math.

*Add sections for additional student groups specific to your school as needed.*



## Inquiry Area 2 – Adult Learning Culture

<b>School Goal</b>	
Virgin Valley’s goal is to ensure that 100% of teachers create daily opportunities for students to engage in meaningful academic discourse as measured by administration observations.	
<b>Improvement Strategies</b>	<b>Evidence Level (1, 2, 3, 4)</b>
Teachers are expected to post daily objectives, provide academic vocabulary lists in each unit of study, to create a weekly forum for students to engage in in-class academic and meaningful dialogue, and to provide students with sentence frames.	<i>Professional Learning Community (PLC) Level 2</i>
<b>Resource Equity Supports:</b> Based on your <i>Data Dive</i> and <i>Root Cause Analysis</i> , what, if any, resource inequities did you identify for the following student groups specific to this goal? Consider any challenges these student groups face. What, specifically, will you do to support them to overcome those challenges?	
<p><b>English Learners:</b></p> <ul style="list-style-type: none"> <li>● Challenge: <i>Data shows that fewer than 5 percent of English Learner students were proficient in math, while 30.1 percent of White/Caucasian students were proficient on the 2021-2022 NSPF. There is a 25 percentage point difference between these student groups.VV’s 86 LTELS (77% of our ELL students) are not passing the Speaking portion of the WIDA test. These students are also not progressing on the Reading or Writing test.</i></li> <li>● Support: All teachers participate in CCSD’s ULD training. Teachers provided examples of sentence stems to be able to help their students. Teachers review their Daily Objectives, providing clarity to students what they are going to learn. They explain their assignments at the first of the class so students understand how the instruction prepares them for the assessment. Teachers will sit students in flexible seating, with the purpose to facility academic conversation</li> </ul> <p><b>Foster/Homeless:</b></p> <ul style="list-style-type: none"> <li>● Challenge: These students are not attending classes consistently and feel anxiety toward adults.</li> <li>● Support: provide food and clothing. Feel safe and comfortable at school -- full bellies mean students are more likely to engage in academic discourse. Provide students access to VV’s Mental Health Professional in order to learning coping skills</li> </ul> <p><b>Free and Reduced Lunch: NA</b></p> <ul style="list-style-type: none"> <li>● Challenge: NA</li> <li>● Support: NA</li> </ul> <p><b>Migrant: NA</b></p> <ul style="list-style-type: none"> <li>● Challenge: NA</li> <li>● Support: NA</li> </ul> <p><b>Racial/Ethnic Groups:</b></p> <ul style="list-style-type: none"> <li>● Challenge: <i>Data shows that 12.7 percent of Hispanic students were proficient in math, while 30.1 percent of White/Caucasian students were proficient on the 2021-2022 NSPF. There is a 17.4 percentage point difference between these student groups.</i></li> <li>● Support: Teachers disaggregate data to keep a focus on students who have gaps</li> </ul> <p><b>Students with IEPs:</b></p>	



- Challenge: *Data shows that fewer than 5 percent of students with IEPs were proficient in math, while 30.1 percent of White/Caucasian students were proficient on the 2021-2022 NSPF. There is a 25.1 percentage point difference between these student groups.*
- Support: Teachers SPED teachers participate in PLC to analyze data (part of the gen ed teacher learning culture). Teachers complete the ULD training.

*Add sections for additional student groups specific to your school as needed.*



## Inquiry Area 3 – Connectedness

School Goal	
Reduce the percent of all students' chronically absent from 42.5% in 2021-22 to 35% by 2022-23, as measured by NSPF.	
Improvement Strategies	Evidence Level (1, 2, 3, 4)
<i>Conduct one-on-one conversations with students who are chronically absent.</i>	<i>Climate and Culture EBI Level 4</i>
Resource Equity Supports: Based on your Data Dive and Root Cause Analysis, what, if any, resource inequities did you identify for the following student groups specific to this goal? Consider any challenges these student groups face. What, specifically, will you do to support them to overcome those challenges?	
<p><b>English Learners:</b></p> <ul style="list-style-type: none"> <li>● Challenge: <i>Data shows that 49.5 percent of English Learner students were chronically absent, while 37.0 percent of White/Caucasian students were chronically absent on the 2021-2022 NSPF. There is a 11.5 percentage point difference between these student groups.</i></li> <li>● Support: Assure that there is an interpreter present during parent conferences to make sure everyone understands. Also to make sure that information about absenteeism is sent home in Spanish.</li> </ul> <p><b>Foster/Homeless:</b></p> <ul style="list-style-type: none"> <li>● Challenge: NA</li> <li>● Support: NA</li> </ul> <p><b>Free and Reduced Lunch:</b> NA -No Title I funds are received for the school</p> <ul style="list-style-type: none"> <li>● Challenge: Challenge:</li> <li>● Support:</li> </ul> <p><b>Migrant:</b> NA</p> <ul style="list-style-type: none"> <li>● Challenge: NA</li> <li>● Support: NA</li> </ul> <p><b>Racial/Ethnic Groups:</b></p> <ul style="list-style-type: none"> <li>● Challenge: <i>Data shows that 46.4 percent of Hispanic students and 51.7 percent of students who are Two or More Races who qualify for free/reduced lunch were chronically absent, while 37.0 percent of White/Caucasian students were proficient on the 2021-2022 NSPF. There is a 9.4 and 14.7 percentage point difference between these student groups.</i></li> <li>● Support: Students and families provided warm lunch and breakfast. VV works with CCSD and the city of Mesquite to provide these students with adequate WIFI, software, and computers. All information and all discussions are available in Spanish.</li> </ul> <p><b>Students with IEPs:</b></p> <ul style="list-style-type: none"> <li>● Challenge: <i>Data shows that 50.4 percent of Special Education students were chronically absent, while 37.0 percent of White/Caucasian students were chronically absent on the 2021-2022 NSPF. There is a 13.4 percentage point difference between these student groups.</i></li> </ul>	



- Support: Making sure that Special Educators are part of the team that reviews students' attendance. SPED department gives special focus to students who are chronically absent. Attendance is reviewed in IEP meetings.

*Add sections for additional student groups specific to your school as needed.*