



## Clark County School District

# VIRGIN VALLEY HIGH SCHOOL

### School Performance Plan: A Roadmap to Success

*Virgin Valley High School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.*

**Principal:** Stephen Waite

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**Phone:** 702 346 2780

**School Designations:**  Title I     MRI     CSI     TSI     ATSI

*Our SPP was last updated on 6/11/2024*



## School Demographics and Performance Information

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 [http://nevadareportcard.nv.gov/DI/nv/clark/virgin\\_valley\\_high\\_school/2023/nspf/](http://nevadareportcard.nv.gov/DI/nv/clark/virgin_valley_high_school/2023/nspf/).

*Inclusion of this link replaces completion of the tables in the previous year's SPP.*

## School Continuous Improvement (CI) Team

*The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.*

Name	Role
Stephen Waite	<b>Principal(s)</b> <i>(required)</i>
Kimberly Bunker	<b>Other School Leader(s)/Administrator(s)</b> <i>(required)</i>
Lori Barnum/Joey Bowler/Angela Leavitt	<b>Teacher(s)</b> <i>(required)</i>
Aleeta Ruth	<b>Paraprofessional(s)</b> <i>(required)</i>
Jess Whipple /Jamie Wakefield/Justin Ludvigson/Kenna Toone	<b>Parent(s)</b> <i>(required)</i>
Kitzia Perez	<b>Student(s)</b> <i>(required for secondary schools)</i>
Angela Leavitt / Whitney Jensen	<b>Counselor(s)</b>



## School Community Outreach

*This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.*

Outreach Activity	Date	Lessons Learned from the School Community
Update after each outreach event.	Enter Date	Add lessons learned after each outreach event.
Back 2 School Night	08/03/23	Parents and students participated in an evening dedicated to the community getting to know staff, teachers, and student schedules.
SOT Meeting	9/7/23	Reviewed data, SPP Roadmap, Status Check 1
Community Tail Gate Party	10/13/23	Community members invited to eat hamburgers and hotdogs and socialize in the school quad and outdoor seating. They also participated in fair-type games.
Food Drive	11/17/23	School participated in a community food drive to gather food for needy families before Thanksgiving.
SOT Meeting	12/07/23	Review SPP
FAFSA Night	1/10/24	VVHS counseling department held a free FAFSA night for all parents and seniors / juniors. Community members and VV's College and Career Center Director helped parents complete FAFSA forms. An interpreter was made available for non-English speaking parents.
College and Career Fair	1/17/24	VV hosted (invited Moapa and Beaver Dam HS as well) over 25 colleges, tech schools, and trades. Representatives provided students with insights into future opportunities and educational plans.
SOT Meeting	5/9/24	Reviewed data, SPP Roadmap, Status Check 3



# School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

## Inquiry Area 1 - Student Success

### Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
<b>Data Reviewed</b>	<i>VV reviewed the 8th grade Math and MAP scores for our freshmen (students with low marks and low grades, at risk student population). The VV Math department will continue a review of these students using the Fall, Winter and Spring MAP Benchmarks and Math class grade distribution. WIDA data was reviewed.</i>	<i>VV focuses on Social and Emotional Panorama survey results. We focus our attention on students designated as "Red." In addition to this data, VV's counselors communicate with each student and survey students to see who is in need of S&amp;E attention. Counselors also have an open-door policy for all students.</i>	<i>VV reviewed the writing and reading scores of our 9th grade students in non-honor courses. Students whose reading levels were elementary-levels and whose writings reflected a lack of clarity, no thesis, and grammar skills were deficient were focused on.</i>
	<i>Areas of Strength: Virgin Valley is offering an intervention course and daily tutoring to our students so they can learn math</i>		
	<i>Areas for Growth: We need to find a way to motivate our students to perform to their abilities on the Math portion of the ACT test.</i>		
<b>Problem Statement</b>	<i>Students showed signs of receding math skills. Their basic add, subtract, division, and multiplication skills were deficient. In addition their critical thinking skills in math problems were faltering. Fewer than 5 percent of English Learner students were proficient in math. Data Dive facilitated by the EL division</i>		



<b>Critical Root Causes</b>	<i>Virgin Valley HS did not effectively use MAP and 8th grade grade distribution data to identify and differentiate the instruction of at-risk students. VV assured that all students were exposed to grade-level content, but did not provide students math interventions to improve their math skills and confidence.</i>
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**Part B**

<b>Student Success</b>	
<p><b>School Goal:</b> VV’s goal is to increase the percent of students scoring at or above the 40th percentile in <b>Math</b> from 57% (fall) to 59% (winter) to 61% (spring) by 2025, as measured by the MAP Growth Assessment.</p>	<p><b>Aligned to Nevada’s STIP Goal:</b> “All students experience continued academic growth” (Goal 3)</p>
<p><b>Improvement Strategy:</b> <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></p>	
<p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Achieve 3000 *EBI Level I</i></p>	
<p><b>Intended Outcomes:</b> <i>Students’ basic math skills and problem solving skills will be at Pre-Algebra and Algebra I level by the end of the school year. Virgin Valley intends the students in this program to enter their sophomore math class with the math skills, competence, and confidence to be successful in either Alg I or Geometry.</i></p>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● <i>VV Admin held conversations with Math Department to determine the best strategies of helping high risk Math students</i></li> <li>● <i>VV will use the result of year-long MAP testing</i></li> <li>● <i>VV will employ a full time Math teacher focused on interventions</i></li> <li>● <i>VV will place Fundamental Math in six class periods on the Master Schedule</i></li> <li>● <i>VV will use Achieve 3000 and training to help students improve math skills and add stability to the Fundamental Math course.</i></li> <li>● <i>VV will pull students from an elective course and place them in a Math Fundamental course (this course will be in addition to either Alg I</i></li> </ul>	



or Pre-Algebra). Students are enrolled in Fundamental Math for at least one semester.

**Resources Needed:**

- *Math teacher*
- *Achieve 3000 Intervention Program*
- *MAP Tests*
- *Master Schedule*
- *Use Mental Health and Counselors*

**Challenges to Tackle:**

- *Student Resistance: Students will lose one elective course to enroll in the math elective course. This will cause frustration in students and also produce apathy and anger. Possible Solution: Begin monitoring and offering interventions earlier in the year before schedule changes become necessary.*
- *Will VV be able to motivate students to put forth their best effort? (student might not put forth his/her best effort) Subs? Behavior challenges? Attendance concerns? Possible Solution: Student Incentive*

**Equity Supports. What, specifically, will we do to support the following student groups around this goal?**

English Language Learners: Virgin Valley HS will provide students multi-tiered supports and develop a more recursive approach to monitoring and response to intervention. Teachers will plan and monitor consistent opportunities to engage in grade level performance tasks across all four language domains with the appropriate rigor in their professional learning communities throughout the 2023-2024 school year.

- Teacher instruction to include scaffolds and differentiation of instruction based upon data.
- Teachers will provide students with opportunities to engage more deeply with grade-level text.
- Teachers will provide language supports and implement various instructional strategies, such as discourse tasks, to meet the needs of the ELL students.
- All teachers participate in CCSD's Understanding Language Development (ULD) training to provide effective strategies on scaffolding, engagement strategies, discourse and differentiation for English Language Learners.
- The Focused Language Studies (FLS) curriculum will be used with newcomers to increase language development and content knowledge.
- In addition to the implementation of instructional strategies, scaffolds and differentiation of instruction, Virgin Valley's strategist will provide equity and diversity training for all staff in order to implement culturally relevant opportunities and activities in the classroom. Teachers will be trained in culturally responsive teaching to improve instruction for all students.



Foster/Homeless: Title I - provide food and cloth. Feel safe and comfortable at school -- full bellies more likely ready to learn.

Free and Reduced Lunch: Students were reviewed to see if their scores qualify to move to the Fundamentals Math course. Students offered before and after school tutoring with teachers on campus

Migrant: N/A

Racial/Ethnic Minorities: 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 with IEPs: Students enrolled in study skills courses and provide extra time and tutoring to excel in math.

## Inquiry Area 2 - Adult Learning Culture

### Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
<b>Data Reviewed</b>	<i>VV reviewed teachers' Lesson Plans and information in teachers' classrooms to determine if students are taught academic language and provided opportunities for students to engage in academic discourse.</i>	<i>The VV Admin Team reviewed the data from Instructional Rounds of teachers observing teachers with ELL Director Dr. Laura Lyke. In addition, the administration reviewed their own observations of teachers. It was determined 12 / 14 assessed teachers had academic language on the board and required students to use it while discussing in groups.</i>	<i>A walk through of each and during observations reveals that VV teachers need to provide more opportunities for students to engage in academic discourse using academic language.</i>
	<i>Areas of Strength: We have teachers who care about our students and their learning</i>		
	<i>Areas for Growth: Teachers are not posting their Objectives on the Board - this might be a result of not knowing how to articulate an effective objective.</i>		



<b>Problem Statement</b>	<i>Students are not engaged in meaningful academic discourse conversations. Most conversations are non-rigorous or social.</i>
<b>Critical Root Causes</b>	<i>Students do not have the academic vocabulary to engage in academic discourse . Students need to be trained on how to have academic conversations and need to be provided in-class opportunities. To hold rigorous and fluent academic discourse.</i>

**Part B**

<b>Adult Learning Culture</b>	
<p><b>School Goal:</b> <i>By the end of the 2024-2025 school year, all ELA and math teachers will participate in professional learning on utilizing the new Tier I instructional materials and effective PLC data analysis as measured by professional learning attendance and PLC meeting notes.</i></p>	<p><b>STIP Connection:</b> All students have access to effective educators. (Goal 2)</p>
<p><b>Improvement Strategy:</b> <i>Provide professional learning on utilizing the new Tier I instructional materials and effective PLC data analysis.</i></p>	
<p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Professional Learning Community (PLC) Level 2</i></p>	
<p><b>Intended Outcomes:</b> <i>An increase in effective teacher data analysis and use of Tier I instructional materials.</i></p>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● <i>Professional learning on PLC Data Analysis (Admin, August SDD; Admin, September SDD)</i></li> <li>● <i>Time for PLC Data Analysis provided during weekly PLCs</i></li> <li>● <i>Teachers gather data (Math and ELA PLC members, monthly September to May)</i></li> <li>● <i>Teachers compare data and collaborate in PLCs (Math and ELA PLCs, monthly September to May)</i></li> <li>● <i>Teachers create an action plan to reteach skills/set new goals (Math and ELA PLCs, monthly September to May)</i></li> <li>● <i>Teachers implement plan and gather new data (Math and ELA PLCs, monthly September to May)</i></li> <li>● <i>Repeat process with teachers gathering data (Math and ELA PLCs, monthly September to May)</i></li> <li>● <i>PLC Data Analysis will focus on ELL students</i></li> <li>● <i>PLC meetings will focus on implementing teaching strategies for English language learners.</i></li> </ul>	
<p><b>Resources Needed:</b></p>	



- *Funding: Money designated for the payment of substitutes*
- *PLC materials*

**Challenges to Tackle:**

- Teacher buy-in and engagement Possible Solution: Coaching conversations and professional learning regarding PLC process.

**Equity Supports. What, specifically, will we do to support the following student groups around this goal?**

English Language Learners:

- Implement time for PLC Data Analysis will focus on ELL students. PLC meetings will focus on implementing teaching strategies for English language learners.
- CCSD ELL Department facilitates a Data Dive to determine root causes and needs for English learners to all teachers and administrators.
- The leadership team and ELL coordinator will participate in Instructional Rounds to provide feedback and review data with teachers.
- All educators at Virgin Valley HS will complete Understanding Language Development (ULD) professional learning series, sessions 1-4 to increase the knowledge and skills of teachers at Warren ES to deliver effective, grade-level instruction in Tier I designed to provide English learners' access to the content.

Foster/Homeless: Employ educational personnel who provide services for at-risk and EL students. Employ educational personnel who provide services and resources for at-risk and EL students. Student support team checks on at-risk students. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.

Free and Reduced Lunch: Resources for families as needed. 100% Free/Reduced Lunch students population. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.

Migrant: N/A

Racial/Ethnic Minorities: Resources in home language, and services for families. Employ educational personnel who provide services for at-risk and EL students.

Students with IEPs: Coordinate with resource teachers. Employ educational personnel who provide services for at-risk and EL students. Work with self-contained and resource room teachers to provide specific interventions and support grade level content.



## Inquiry Area 3 - Connectedness

### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
<b>Data Reviewed</b>	VV reviewed the 2022, '23, '24 CCSD student surveys that indicated that 81% of students reported that: "My parents know what goes on inside my school."	VV reviewed the 2022, '23, '24 CCSD staff surveys that indicated that 78% of teachers reported that: "There is good communication amongst teachers, staff, and administrators at this school."	VV reviewed the 2022, '23, '24 CCSD parent surveys that indicated that 82% of parents said: "I know what goes on inside my child's school."
	Areas of Strength: We have a small campus in which our students are known by many teachers, community members, and coaches.		
	Areas for Growth: We need to find a way to convince students who are unwilling and unwanting to come to school to change their attitude about school.		
<b>Problem Statement</b>	Parents would like more communication from the school regarding attendance.		
<b>Critical Root Causes</b>	Virgin Valley has not fully developed positive relationships with the school community. Virgin Valley needs to be more efficient in providing information to the community.		

### Part B

Connectedness	
<b>School Goal:</b> Reduce the percent of all students chronically absent from 27.6%	<b>STIP Connection:</b> All students and adults learn and work



in 2023-2024 to 20% 2024-25, as measured by FocusED and the NSPF.	together in safe environments where identities and relationships are valued and celebrated.
<b>Improvement Strategy:</b> <i>Conduct one-on-one conversations with students who are chronically absent.</i> <b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Climate and Culture EBI Level 4</i>	
<b>Intended Outcomes:</b> <i>Students will regularly receive instruction</i>	
<b>Action Steps:</b> <ul style="list-style-type: none"><li>● <i>Once a month the attendance secretary will provide the list of students who have missed 10% of the school days that month</i></li><li>● <i>Counselors will meet with students (face-to-face / large group)</i></li></ul>	
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>● <i>IC: Attendance report</i></li><li>● <i>Software: VV will use Google Meets as the platform to meet with parents</i></li><li>● <i>Counselors: will allocate time to meet with each parent</i></li><li>● <i>Mental Health Professional: will be available to parents to help find ways to students come to school</i></li></ul>	
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>● <i>Apathy: Students don't care to come to school Possible Solutions: Student Incentives</i></li><li>● <i>Honesty: Stakeholders work together to find ways to help our students come to school. Possible Solutions: Increased communication and strengthening stakeholder relationships.</i></li></ul>	
<b>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</b>	
English Language Learners: Conduct one-on-one conversations with students who are chronically absent. <ul style="list-style-type: none"><li>● Monitor student attendance weekly.<ul style="list-style-type: none"><li>○ Create a weekly attendance report from Infinite Campus.</li><li>○ Administration will review the list and meet with qualifying students and create a plan for the student to attend school regularly and then sign an attendance contract.</li><li>○ Administration will monitor weekly attendance for each student with an attendance contract.</li><li>○ Students will be rewarded for their attendance increasing every quarter.</li><li>○ Counselors and administrators will meet with students and parents to discuss attendance as needed.</li></ul></li></ul>	



- Communication on the website and letters go home in English and Spanish to increase parent involvement.
- Training on new procedures and protocols
- Foster/Homeless: Students will be personally invited to join a club or organization in school.
- Racial/Ethnic Minorities: Students will be personally invited to join a club or organization in school.
- Students with IEPs: Students with IEPs are provided with special dances and activities by Student Council and other school organizations. The Best Buddies club has initiated many co-curricular events for students to participate and meet students.

Foster/Homeless: Students are provided food, warm space, and access to counselor to help create an environment that is welcoming. Offer online courses to students. Make sure we are aware of students with transportation issues.

Free and Reduced Lunch: Students are provided food, warm space, and access to counselors to help create an environment that is welcoming. Offer online courses to students. Make sure we are aware of students with transportation issues.

Migrant: N/A

Racial/Ethnic Minorities: 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.

Students with IEPs: Making sure that Special Educators are part of the team that reviews students' attendance. SPED provides a teacher to give special focus on those students who are chronically absent. Attendance is reviewed in IEP meetings.

## COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
General Budget: At Risk	\$140,000.00	<ul style="list-style-type: none"> <li>● Staffing</li> </ul>	Goal 1 Student Success
General Budget: ELLs	\$120,000.00	<ul style="list-style-type: none"> <li>● Staffing</li> </ul>	Goal 1 Student Success
Title III	\$7,800.00	<ul style="list-style-type: none"> <li>● Prep Buyout to teach the level 1 Wida Students</li> <li>● Instructional Rounds Substitutes</li> </ul>	Goal 1 Student Success, Goal 2 Adult Learning Culture



Hope 2	\$30,000.00	<ul style="list-style-type: none"><li>• After-school: Credit Retrieval</li><li>• In School: Alternative Education</li><li>• After School: Mental Health Counseling Sessions</li></ul>	Goal 1 Student Success, Goal 2 Adult Learning Culture, Goal 3 Connectedness
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