



Clark County School District

South Academic Center

School Performance Plan: A Roadmap to Success

South Academic Center 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.

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School Designations: Title I MRI CSI TSI ATSI

Our SPP was last updated on 2/14/2025



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/south_continuation_jr_sr_high_school/2024/nspf/.

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
David Monroe	Principal(s) <i>(required)</i>
Tawanda Butler, Ursula Hampton	Other School Leader(s)/Administrator(s) <i>(required)</i>
Joselyn Austin-Mabe, Joyleen Lino, Fazel Jacang, Heidi Aranas, Amy Nelson	Teacher(s) <i>(required)</i>
Israel Corona	Paraprofessional(s) <i>(required)</i>
<i>Connie Wallace</i>	Parent(s) <i>(required)</i>
<i>Joseph Mckenny</i>	Student(s) <i>(required for secondary schools)</i>

More Rigorous Interventions (MRI) Essentials Identified in the SPP: Roadmap

- MRI Essential 1: Conduct comprehensive needs analysis to identify root causes.
- MRI Essential 2: Identify strategies and create action steps to address root causes.
- MRI Essential 3: Monitor implementation progress of strategies and action steps.
- MRI Essential 4: Implement school/District-initiated professional learning connected to action steps.
- MRI Essential 5: Implement multi-tiered systems of support (MTSS) school-wide.
- MRI Essential 6: Utilize SEA-provided professional learning into daily instruction.



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
Lead Meeting	1/10/2025	As a team we met to discuss our SPP and the goals that we have set. It was determined during this meeting that additional employees are needed to assist with our instructional practices and attendance issues. It was determined that a student successes coordinator, student success facilitator, Instructional facilitator, and an attendance officer is needed.
Lead Meeting	9/30/2024	First lead meeting of the year. We discuss last year's SPP and our goals for this year (new SPP). The lesson we learned from last year is that we need to have our lead team be more involved with our process. We have set monthly meetings to check on our progress.
Lead Meeting	6/10/2024	During this meeting. We attended the UnboundEd conference to learn about bringing this concept to SAC.
Lead Meeting	05/07/2024	Met with the lead team to review the status tracker (ACT-3).
Lead Meeting	03/26/2024	Discussion SPP: where are we with the goals that we have set?
Lead Meeting	01/10/2024	Discussion on staff development day what we are planning. Also, a discussion on the current status of Act 2



Lead Meeting	11/06/2023	Met with the lead team to discuss the current status of our SPP
Lead Meeting	10/19/2023	Met with the lead team to discuss the current status of our SPP
Lead Meeting	9/14/2023	Discuss with the lead team. Review the current proposed SPP with the team—discussion on the expectations for this upcoming year.



School Goals

The school goals were developed over a series of five events, including opportunities for teachers, parents, and students to share their experiences 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
Data Reviewed (MRI #1)	APEX data, standards mastery data from PLCs, IXL Entry/Exit, student attendance, recidivism rate	<i>Panorama survey, PBIS data, truancy data</i>	<i>Classroom observations, lesson plans, use of UnboundEd (GLEAM) strategies, Curriculum Engine</i>
	<i>Areas of Strength: According to the Alternate Performance Framework, there has been improvement in ELA and math proficiency and the credit earning rate.</i>		
	<i>Areas for Growth: The new data monitoring tool (IXL), infrequent use of data to monitor student growth, inconsistency with the use of data to drive instruction, and lack of structure to facilitate data chats/walks.</i>		
Problem Statement (MRI #1)	<i>Proficiency rates in ELA and math are low.</i>		
Critical Root Causes (MRI #1)	<i>There are not consistent structures to provide high-quality Tier 1 instruction within the MTSS framework and to monitor our Response to Failure (R2F).</i>		

Part B

Student Success	
School Goal: <i>100% of students will be provided with high-quality Tier 1 instruction and supports as measured by Exact Path assessments. By the end of the 2024-2025 school year, 60% of students will show growth between the entry</i>	Aligned to Nevada's STIP Goal: All students will experience continued



and exit assessments in IXL.	academic growth
Improvement Strategy (MRI #2): (MRI #5) <i>All students receive instruction with evidence-based, scientifically researched Tier I instructional materials aligned to the standards that are culturally appropriate, relevant, and inclusive.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Exact Path - level 3, Achieve 3000 - level 1, Carnegie - level 1, Amplify Science - level 1, Big Ideas Math - level 4</i>	
Intended Outcomes: Instruction aligns with the NVACS and the instruction students receive at comprehensive schools.	
Action Steps (MRI #2): <ul style="list-style-type: none">● (MRI #3) <i>Implement a workflow/procedure for students who enroll (orientation and collection of baseline data through Exact Path).</i>● (MRI #5) <i>Using Exact Path data as students arrive at our school, we will measure their abilities prior to enrollment and establish a baseline for their academic abilities in reading and math.</i>● (MRI #3) <i>The project facilitator will monitor student Exact Path data and check progress.</i>● (MRI #5) <i>Teachers will also use Exact Path formative data (when students arrive) to provide tier-one instruction based on their abilities per Exact Path data</i>● (MRI #3) <i>Before their review/release date, we will measure their reading and math scores to see if changes were made.</i>● (MRI #5) <i>Implement a workstream/procedures for Responding to Failures (R2F) during the nine weeks of students' enrollment.</i>● (MRI #4) <i>Provide professional development to teachers in the related curricula.</i>● (MRI #5) <i>Teachers provide Tier I instruction aligned to the CCSD pacing calendars and use District-adopted Tier I instructional materials to provide all students with equitable access to grade-level standards, complex texts, and assessments.</i>● (MRI #3) <i>Administrators and project facilitators conduct instructional rounds at least weekly (will use UnboundEd-GLEAM). Data gathered during instructional rounds will be used to identify needs for professional development for teachers.</i>	
Resources Needed: <ul style="list-style-type: none">● Human resources needed:<ul style="list-style-type: none">○ Project Facilitator○ Transition Specialist○ Social Worker○ Additional Math○ Additional English● Exact Path, Amplify Science, Carnegie, Achieve 3000, UnboundEd-GLEAM Resources● (MRI #5) Ongoing and sustained professional development	
Challenges to Tackle: <ul style="list-style-type: none">● Potential Solutions - Hiring of enough staff	



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

English Learners: A facilitator and assigned teacher works with individual students to get additional instruction and assistance with accessing Tier 1 instruction. Teachers provide scaffolds in which skills and concepts build upon one another with increasing rigor while maintaining high expectations for all students. **(MRI #5)**

Foster/Homeless: N/A

Free and Reduced Lunch: N/A 100% of students are FRL. Title I funds support students with Chromebooks and prep buy-outs to reduce class sizes. This ensures all students have equal access to curriculum and teacher support.

Migrant: N/A

Racial/Ethnic Minorities: A facilitator and assigned teacher works with individual students to get additional instruction and assistance with accessing Tier 1 instruction. Teachers provide direct teaching of social, emotional, and academic expectations to break the link between race, ethnicity & academic outcomes. **(MRI #5)**

Students with IEPs: A facilitator and assigned teacher works with individual students to get additional instruction and assistance with accessing Tier 1 instruction and meeting IEP goals. Special education staff provide differentiated resources and instruction so all students can access Tier I instruction.**(MRI #5)**



Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed (MRI #1)	<i>Classroom observations, lesson plans, Curriculum Engine</i>	Staff surveys	Formative and Summative assessments, PLC data, APEX data
	<i>Areas of Strength: Professional learning is provided regularly.</i>		
	<i>Areas for Growth: Instruction is standards-based in some classrooms. Teachers do not consistently use a common curriculum or follow a standard pacing calendar. Professional learning is not directly tied to the expected instructional practices.</i>		
Problem Statement (MRI #1)	Students were not connecting prior knowledge to new learning to master grade-level skills and concepts.		
Critical Root Causes (MRI #1)	<i>Teachers need sufficient professional development to unwrap standards and provide high-quality Tier 1 instruction.</i>		

Part B

Adult Learning Culture	
<p>School Goal: The percentage of teacher's lessons accurately aligned to the NVAC standards will be 60% by the end of the first semester and 95% by the end of the 2024-2025 school year, as measured by Focal Point Tier I Monitoring Tool.</p> <p>The percent of classroom observations that show effective use of instructional materials will increase from 57% in May 2024 to 70% by the end of the first semester and 95% by the end of the 2024-2025 school year, as measured by Focal Point Tier I Monitoring Tool.</p>	<p>Aligned to Nevada's STIP Goal: All students have access to effective educators</p>



Improvement Strategy (MRI #2): (MRI #4) Provide Professional Development (PD) to teachers and implement strategies learned through PD in classrooms.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *Exact Path - level 3, Achieve 3000 - level 1, Carnegie - level 1, Amplify Science - level 1*

Intended Outcomes: If teachers receive high-quality professional learning, students will receive high-quality Tier 1 instruction.

Action Steps (MRI #2):

- **(MRI #4)** Teachers will attend professional development on Tier 1 instructional expectations, unwrapping standards, and the MTSS framework.
- Teachers will create lessons that are aligned to the NVAC standards and include the Components of an Effective Lesson and GLEAM strategies (grade-level, engaging, affirming, and meaningful).
- **(MRI #4)** Administration and Project Facilitator conduct weekly instructional rounds and meet with teachers for coaching monthly.
- **(MRI #3)** Data gathered during instructional rounds will be used to identify needs for professional development for teachers.

Resources Needed:

- UnboundEd-GLEAM Resources
- Attendance Annual Standards Institute for UnboundEd (Lead Team)
- Ongoing and sustained professional development

Challenges to Tackle:

- Long-term substitutes filling open positions (Potential solutions - hire permanent licensed staff)
- Teachers need to follow pacing calendars. They are using NVACS Standards. (This year, we hired a learning strategist to help establish our PLCs focusing on tier 1 instruction.)

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

English Learners: A facilitator and assigned teacher will analyze student data, including WIDA, to determine the instructional needs of English Learners. Teachers will purposefully plan scaffolds in which skills and concepts build upon one another with increasing rigor while maintaining high expectations for all students.

(MRI #5)

Foster/Homeless: N/A

Free and Reduced Lunch: N/A 100% of students are FRL



Migrant: N/A

Racial/Ethnic Minorities: A facilitator and assigned teacher works with teachers to plan additional instruction and assistance with accessing Tier 1 instruction. Teachers will plan instruction with a focus on the elements of GLEAM strategies in service of historically marginalized students. **(MRI #5)**

Students with IEPs: A facilitator and assigned teacher works with teachers to plan additional instruction and assistance with accessing Tier 1 instruction and meeting IEP goals. Special Education teachers participate in professional learning and provide support and resources to teachers to ensure students have access to Tier I instruction. **(MRI #5)**



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed (MRI #1)	Panorama, Districtwide survey, SEL Guidance	Districtwide survey, School Climate Survey	Districtwide survey, School Climate survey
	<i>Areas of Strength: The school has multiple staff members who are responsible for monitoring student attendance data and responding to students who have attendance challenges.</i>		
	<i>Areas for Growth: Student attendance and staff follow through.</i>		
Problem Statement (MRI #1)	Students are part of a highly structured environment within South Academic Center and the students don't feel as successful and supported when they leave South Academic Center. The attendance rate has increased from 78.6% in 2022 to 83.4% in 2023, and the chronic absenteeism rate has improved from 67.1% to 50.6%. This remains an area of growth as additional work is needed to reduce absenteeism.		
Critical Root Causes (MRI #1)	South Academic Center students have multiple gaps in their education due to their transiency and their engagement in antisocial behavior. In addition, students tend to have social and emotional issues based on the lack of support systems outside of school. Students who repeatedly exhibit antisocial behaviors in the classroom affect their attendance.		

Part B

Connectedness	
School Goal: <i>Decrease the chronic absenteeism rate from 50.6% in 2023 to 47% in 2025 as measured by the Alternate Performance Framework.</i>	STIP Connection: All students graduate future ready and globally prepared for post secondary success and civic life
Improvement Strategy (MRI #2): (MRI #5) <i>Provide additional staff to monitor student attendance and provide Multi-Tiered Systems of Support (MTSS) for improving attendance.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>PBIS - 1</i>	



Intended Outcomes: *Students will meet the attendance criteria to be released to a comprehensive school (less than 5 absences).*

Action Steps (MRI #2):

- *Staff will follow CCSD Attendance Protocol to promote student attendance and communicate the expectations to students and parents.*
- **(MRI #3)** *Implement a work stream/procedures for monitoring student attendance.*
- **(MRI #3)** *Attendance Clerk will monitor average daily attendance and report to administrators and project facilitators.*
- **(MRI #5)** *Implement a work stream/procedures for Responding to Failures (R2F) during the nine weeks of students prior to review/release.*
- **(MRI #5)** *Attendance Officer and Transition Specialist will make home visits.*
- **(MRI #5)** *Referral to the Harbor and TPOP*
- **(MRI #5)** *Social worker and counselors will monitor attendance and provide support to students as needed.*

Resources Needed:

- Human resources needed:
 - Attendance Officer
 - Instructional facilitator
 - Student success coordinator
 - Student success facilitator
- **(MRI #4)** Ongoing and sustained professional development

Challenges to Tackle:

- No attendance officer, student success coordinator, student success facilitator, and no instructional facilitator
- Chronic truancy issues, need to have further supports to decrease numbers.

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

English Learners: Academic and behavior supports, transition plans, and wraparound supports for students and families are individualized to the specific needs of each student. **(MRI #5)** Information about attendance and the CCSD Attendance Protocol is provided in the parents' languages other than English. Home visits are conducted to support regular attendance.

Foster/Homeless: N/A

Free and Reduced Lunch: Title I funds provide materials for parent engagement activities to develop strong support systems outside of school.

Migrant: N/A



Racial/Ethnic Minorities: Academic and behavior supports, transition plans, and wraparound supports for students and families are individualized to the specific needs of each student. The Student Success Center provides students and families with mentoring, counseling, tutoring, and access to resources that will help a student on a successful path in high school and beyond. **(MRI #5)**

Students with IEPs: Academic and behavior supports, transition plans, and wraparound supports for students and families are individualized to the specific needs of each student. Transition plans are developed for students. Special education staff monitor attendance of students with IEPs and provide support to ensure consistent school attendance. **(MRI #5)**

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)
Title I and Parent Involvement Set-aside	\$33,188.60	Chromebooks for students, prep buy-outs to reduce class sizes, materials for parent engagement activities.	Student Success, Connectedness
Education Services Division	To be determined (24 substitute teacher days)	Substitute pay for teachers to observe peers and teachers at comprehensive school campuses.	Adult Learning Culture