



Clark County School District
Boulder City HS
2021-2022 School Performance Plan:
A Roadmap to Success

Boulder City HS has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Amy Wagner, Principal for more information.

Principal: Amy Wagner
School Website: bouldercityhighschool.com
Phone: 702-799-8200

School Designations: Title I CSI TSI ATSI Zoom Victory



School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	636	.9%	1%	14%	.7%	78%	.4%	5%	12%	1%	27.73%
District	323,787	.34%	6.06%	46.57%	14.72%	23.76%	1.62%	6.93%	12.73%	16.12%	75.54%
State	496,938	.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	12.68%	14.13%	65.8%

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	43.9%	N/A	N/A	58.5%	-	-	26.7%	0.0%	N<10*
	District	23.7%	N/A	N/A	43%	-	-	21%	-	-
2019	School	42.9%	N/A	N/A	68.5%	-	-	33.8%	0%	N<10*
	District	24.5%	N/A	N/A	46.2%	-	-	26.9%	-	-
2020	School	41.1%	N/A	N/A	64.4%	-	-	N/A	0%	0%
	District	21.4%	N/A	N/A	40.7%	-	-	-	-	-

4 Year ACGR

School Climate Data



	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	90.67%	92.67%	92.4%
District	83.2%	85.2%	85.8%

	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	385	366	363
District	379	368	361

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
Amy Wagner	Principal
TJ Steckelberg, Daphne Brownson	Other School Leader(s)/Administrator(s)
Sandra Cameron, Eric Speaker, Haden Jaramillo, Michelle Flores(Counselor)	Teacher(s)
Jennifer Solorio	Paraprofessional(s)
Kevin Ruth	Parent(s)
Ella McKenzie and Zoey Robinson	Student(s)

School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partner.



Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Event 1- CI Team introduction	9/9 @ 2:00PM	7	Introductions and process review
Event 2 Data review	9/16/2021@ 2:00PM	7	-Impressed with data in comparison to district and state. -Thought relationship data would be higher -Concerns over data from 20-21 -Concerns over 5-year ACT data
Event 3 Data Analysis/Needs Assessment/Root Cause Analysis	9/23/2021@2:00PM	5	-Focused on things we could control -Found similarities from Instructional Round data -Identified problem statements
Event 5-SPP checklist	10/26/2021@2:00P M	4	Plan review



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
Data Reviewed	<ul style="list-style-type: none"> -MAP data - Science Assessments -Summative Assessments -ACT Assessments -Graduation Rates -Attendance Data -Fiscal Resources -Teacher/Administrator Observation Data -Student Demographic Data -District Survey Information -PLC Summary data - School and community climate survey 	<ul style="list-style-type: none"> Panorama survey results/data, Counselor contact log data State Behavior Data 	<ul style="list-style-type: none"> -PLC meeting data -Instructional Rounds -Department Meeting Agenda and Summaries
Problem Statement	The mean composite scores of 11 th grade students taking the ACT has steadily declined over the last 4 years.		
Critical Root Causes	<ul style="list-style-type: none"> -Students struggle to engage in academic discourse to strengthen social/academic language. -Not all teachers are providing rigorous, standards-based scaffolded instruction in all grade levels across all content areas. -Lack of specific instructional focus on current academic growth strategies 		



Part B

Student Success	
School Goal: Increase the school composite mean score from 18.7 to 20.7 by Spring of 2022 as measured by the ACT.	Aligned to Nevada's STIP Goal: 3
Improvement Strategy: Incorporate academic discourse into lesson planning in all content areas. Evidence Level 2-Moderate	
Intended Outcomes: Students will gain confidence and vocabulary to participate in planned academic discussions to improve speaking/listening skills, increasing social language to build academic language.	
Action Steps: <ul style="list-style-type: none">● Utilize school-wide rubric and train new staff on expectations for academic discourse.● Implement academic discourse into daily activities● Utilize instructional rounds to evaluate levels of academic discussions and PLC time to increase engagement	
Resources Needed: <ul style="list-style-type: none">● School-wide speaking/academic discourse rubric● Professional PD session led by experts in this field● Substitutes to release teachers to participate in instructional walks	
Challenges to Tackle: <ul style="list-style-type: none">● Teacher vulnerability● Developing quality questions for increased rigor● Onboarding new staff members● Teacher working relationships● Lack of substitutes	



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

English Learners: Track formative/summative data to measure if any disparities exist during intervention.

Foster/Homeless: Continue to nurture strong partnership and relationship with honest and transparent discussions with the staff/administration at the St. Jude’s Ranch for Children. Track formative/summative data to measure if any disparities exist during intervention.

Free and Reduced Lunch: Track formative data across groups to measure if any disparities exist during intervention.

Migrant: N/A

Racial/Ethnic Minorities: Track formative data across racial groups to measure if any disparities exist during intervention.

Students with IEPs: Accommodate learning styles and disabilities and hired 2 additional Special Education Teachers to reduce class sizes and caseload numbers. Track formative/summative data to measure if any disparities exist during intervention.

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	Summative/Formative Assessments ACT data MAPS School Survey	Prior Instructional Rounds data Small Group instructional strategies in High School Setting	Staff Survey Historical Data of MAPS Historical Data of ACT
Problem Statement	Most departments were not consistently meeting to collaborate on NVAC Standards and Instructional Practices that support all learners.		
Critical Root Causes	There was an inconsistent structure and focus during PLCs to discuss and improve instructional practice. Lack of training, and teachers finding purpose (intrinsic- finding the why)		



Part B

Adult Learning Culture	
<p>School Goal: Teachers will participate in structured and focused PLCs a minimum of once a week to collaborate on effective instructional practice of the NVACS and analyze relevant data</p>	<p>STIP Connection: 2</p>
<p>Improvement Strategy: Department chairs will utilize established PLC agenda to help with structure and focus on discussion items and data review.</p> <p>Evidence Level 2-Moderate</p>	
<p>Intended Outcomes: Teachers will participate in weekly PLC's during 2021-2022 school year and share feedback with administration to create actionable items to move us forward.</p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● Create an agenda template and inform teachers of structure of the school wide PLC agenda. ● Provide strategies for teachers to provide feedback to one another. ● Create structure in PLC for teachers to build trust/share experiences and create actionable steps to create improved practice. ● Rebuild teacher agency and efficacy. 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● MAPS Data, CERT data, NVACS and Student Work Samples 	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> ● Fixed Mindset of Instructors 	
<p>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</p>	
<p>English Learners: Track formative/summative data to measure if any disparities exist during intervention.</p> <p>Foster/Homeless: Continue to nurture strong partnership and relationship with honest and transparent discussions with the staff/administration at the St. Jude's Ranch for Children. Track formative/summative data to measure if any disparities exist during intervention.</p> <p>Free and Reduced Lunch: Track formative data across groups to measure if any disparities exist during intervention.</p>	



Migrant:

Racial/Ethnic Minorities: Track formative data across racial subgroups to measure if any disparities exist during intervention.

Students with IEPs: Accommodate learning styles and disabilities and hired 2 additional Special Education Teachers to reduce class sizes and caseload numbers. Track formative/summative data to measure if any disparities exist during intervention.

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	Student/Parent DWS results 2020 and 2021, Behavior Results/PBIS Data, NV School Climate/SEL Survey	Student/Parent DWS results 2020 and 2021, Behavior Results/PBIS Data, NV School Climate/SEL Survey	Student/Parent DWS results 2020 and 2021, Parent survey responses, NV School Climate/SEL Survey
Problem Statement	According to the NV School Climate/SEL Survey data, students at BCHS are below the district average in Engagement/Relationships.		
Critical Root Causes	Student and educator apathy Resistance from staff/students/parents/guardians to effectively resolve conflict.		

Part B

Connectedness	
School Goal: Increase the number of positive relationships from 366 to 401 as measured by the Nevada School Climate/Social Emotional Learning Survey.	STIP Connection: 4
Improvement Strategy: -Implement SEL lessons that focus on connectedness and communication. -Weekly positive phone calls home	



-Expand and promote positive referrals

-Model expectations to include reinforcement, response and coping strategies

Evidence Level 4-Demonstrates a Rationale

Intended Outcomes: Teach students appropriate ways to communicate, overcome obstacles and promote caring climate amongst students, adults and peers in the school setting.

Action Steps:

- Expand mentor programs to teach weekly lessons targeting behavior data.
- Utilize SEL lessons to teach behaviors.
- Implement tiered behavior system to support Tier II/Tier III needs
- Weekly positive phone calls home

Resources Needed:

- Student Success Coordinator
- School Social Worker

Challenges to Tackle:

- Consistency - keeping consistent expectations and reinforcement campus wide
- Building parent/school connection to strengthen expectations
- Resistance amongst teachers to discuss student behavior/academic growth with parents.
- Budget for personnel

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

English Learners: Track formative/summative data to measure if any disparities exist during intervention.

Foster/Homeless: Weekly Check ins with Counselor

Free and Reduced Lunch: Track formative data across groups to measure if any disparities exist during intervention.

Migrant: N/A

Racial/Ethnic Minorities: Understanding personal cultural bias for staff (possible training needed)

Students with IEPs: Teacher of record is monitoring and meeting with student to determine social/ emotional/ academic success



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)
Hope Squared Funding	\$65,000	Prep-buyout for PAWS program, Inspirational Speaker, and SEL project wisdom curriculum	Connectedness
Strategic Budget	\$5,858,066	STAFFING	Student Success, Adult Learning Culture, Connectedness