

School Performance Plan

School Name

BOULDER CITY HS

Address (City, State, Zip Code, Telephone):

1101 5TH STREET

BOULDER CITY, NV 89005, 7027998200

Superintendent/Region
Superintendent:

Jesus Jara / Deanna Jaskolski

For Implementation During The Following Years:

2021-2022

The Following MUST Be Completed:

Title I Status:

NA

Designation:

NA

Grade Level Served:

High School

Classification:

5 Star

NCCAT-S:

Initial

***1 and 2 Star Schools Only:**Please ensure that the following
documents will be available upon request
☐

Use of Core Instructional Materials

☐

Scheduling

☐

Model School Visits

Members of Planning Team * ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
Brandi McClaren	Parent	Jennifer Adams	Parent
Barbara Muller	Parent	Daphne Brownson	Assistant Principal
TJ Stecklberg	Assistant Principal	Wendy Mancuso	Librarian
Debra Cattoir	Counselor	Carrie Fisher	Teacher
James Gillette	Teacher	Bill Strachan	Teacher
Barbara Agostini	Registrar		

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

DATA REVIEWED & ANALYZED:

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Stakeholder information	NA	NA
Statewide Assessments	NA	NA
NA	NA	NA
NA	NA	NA
Other:	Other:	Other:
Other:	Other:	Other:

Summary Statement: Please provide a brief description for how the analyzed data will impact your Inquiry and Action Planning process.

Boulder City High School has worked diligently to ensure that students successfully graduate with their cohort and because of that work, we have seen a slight increase in our graduation rate from 84% in 2014 to 92.6% in 2019. This success is due to the implementation of a variety of intervention strategies to ensure that students attend school on a regular basis and remain credit sufficient. Over the last three years, Boulder City High School has greatly increased the number of students enrolled in Advanced Placement, Dual Credit, and Career Technical Education courses from 463 in 2017 to 548 in 2019. The ACT composite and individual tests at Boulder City High School has consistently been higher than the state average for the past five years. For 2017, the composite ACT score was 19.4 and for 2018, the composite ACT score was 19.8 and each assessment was two points higher than the state average. In 2019, BCHS increased the ACT composite to 20.2 and each assessment was two to three points higher than the state average.

The analyzed data will be used in collaborative department meetings to determine strengths and weaknesses of the school population as a whole, as well as in all of the subgroups. The data will also be used to develop a plan that includes effective strategies to enable all students to increase their academic growth and achievement. In addition, the data will be a driving force in planning professional development that provides the staff with a plethora of instructional tools and strategies to assist all students in developing college-readiness and abilities to become life-long learners.

Through the analysis of our data, we will develop action steps based on the Nevada Performance Framework. All stakeholders including teachers, administrative staff, community partners and members of our School Organizational Team will be part of the development, approval and implementation of our plan.

Boulder City High School's graduation rate continues to exceed the CCSD's graduation rate due to the percentage of students enrolled in credit retrieval courses, mentoring programs, extra-curricular activities, and other interventions.

HIGH SCHOOL GRADUATION RATES

If you serve high school graduation seniors you must fill in the graduation rates for all subpopulations.

Subpopulation	Percentage of Students
<input type="checkbox"/> AM In/Ak Native	
<input type="checkbox"/> Asian	
<input type="checkbox"/> Black	
<input checked="" type="checkbox"/> Hispanic	100%
<input type="checkbox"/> Two or More Races	
<input type="checkbox"/> Pacific Islander	
<input checked="" type="checkbox"/> White	91.3%
<input checked="" type="checkbox"/> FRL	86%
<input type="checkbox"/> IEP	
<input type="checkbox"/> ELL	

NOTES:

HOPE 2 Intervention

Focus of Intervention:

Our PAWS (Positive Achievement with Students) Program will provide our team with an alternative setting for temporary removal from a class or from school. Students in our PAWS Program will be placed with mentoring teachers throughout the school day to provide instructional and behavior intervention support.

Monitoring Plan:

Quarterly monitoring of the following will take place: The type of infraction, the number of days students served in PAWS program, and the subgroups assigned to the PAWS program.

Evaluation Plan:

We will compare suspensions, behavior school referrals, and expulsion rates from past years data.

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input type="checkbox"/> FRL	<input type="checkbox"/> ELL	<input type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 1:

Increase the percentage of 12th grade students graduation from 91% to 93% by June 2021 as measured by Infinite Campus data and by the 4-year adjusted cohort graduation rate.

Root Causes:

Some students are not grasping the necessary analytical math, reading and science skills as measured. Students do not always take advantage of educational opportunities because they are not engaged in learning. Teachers struggle to motivate some students who become discouraged when they fail to meet credit requirements, resulting in non-grads and drop-outs. Truancy also plays a key role in graduation rates.

Measurable Objective 1:

Increase the percentage of 12th grade students on track to graduate from 50% in September of 2020 to 75% at the end of semester one, to reach 93% by June 2021 as measured by Infinite Campus data and by the 4-year adjusted cohort graduation rate.

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
1.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Teachers will meet in their Professional Learning Community (PLC) during professional development time to foster peer collaboration, analyze data, align instruction to the standards, and share best practices. Additionally, the school community (teachers, students, and parents) are engaged in using data to analyze strengths, weaknesses, and opportunities for school improvement utilizing various strategies to propel teaching and learning.	No financial resources needed.	Meeting agendas; teacher observation notes	Timeline: Ongoing Responsible: Administration and Teacher Leaders	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Develop and implement a robust and interactive social media presence that informs parents of dates that seniors will receive information regarding their graduation status and create interactive social media events to include parents in the process of ensuring students are on track to graduate.	Time to complete plan and information about best practices in social media use for students.	Meeting agendas and social media interactions	Timeline: Ongoing Responsible: Administrative Team	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Identify seniors that are credit deficient and enroll them in credit retrieval programs. Identify underclassmen in danger of failing core courses and encourage them to attend after school tutoring. Counselors will meet with senior students individually during each semester to go over transcripts and ensure students understand exactly what must be accomplished in order to graduate and that plans are in place to ensure optimum chances for student success.	Time for counselors to meet with students and names of students that are credit deficient; Names of underclassmen in danger of failing core courses; Teachers and student peers to provide after school tutoring opportunities in Homework Club.	Evidence of counselor meetings with students in Infinite Campus in accordance with the "Guaranteed Levels of Service" model. Sign-In Sheets from Homework Club or after school tutoring .	Timeline: Ongoing Responsible: Administrative Team, Counselors, and Teachers	N/A

Comments:

1.4 Other (Optional)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Distance Learning: Virtual Office Hours after school. School Based Mentoring: At-Risk students will be connected with a supportive adult to learn to avoid high-risk activities and to be more successful. Students who are suspended will participate in the Suspension with Instruction (SWI) Program. Teachers will work with suspended students to provide instruction while students are out.	Prep-Buy for teachers involved in School-Based Mentoring Program. Extra duty pay for teachers involved in SWI Program.	Sign-in Sheets for Mentoring, SWI Program	Timeline: Ongoing Responsible: Administrative Team and Teachers	N/A

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input type="checkbox"/> FRL	<input type="checkbox"/> ELL	<input type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 2:

Increase the percent of students enrolled in Advanced Placement (AP), Dual Credit, and Career Technical Education (CTE) classrooms from 73.7% to 75% by 2020, as measured by Infinite Campus, and reported on the NSPF.

Root Causes:

Upon analysis of student enrollment in AP, Dual Credit, and CTE courses, there is a need for increased awareness of the support available for students to be successful in advanced coursework.

Measurable Objective 1:

Increase the percent of students enrolled in Advanced Placement (AP), Dual Credit, and Career Technical Education (CTE) classrooms from 73.7% to 75% by 2021, as measured by Infinite Campus, and reported on the NSPF.

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
2.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Teachers will be trained in instructional practices that will prepare students for College and Career Ready and AP classes. Teachers will meet by department to discuss vertical and horizontal alignment to increase student engagement and rigor. During professional development and PLC time, teachers will meet to analyze data from formative and summative assessments to inform decision making in instructional planning.	None	Agenda sign-in sheets	Timeline: Ongoing Responsible: Administrative Team and Teachers	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Parents will be able to monitor their student's progress on Infinite Campus.	None	Infinite Campus Data Reports	Timeline: Ongoing Responsible: Administrative Team	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Teachers will reflect about student performance, the usage of data to drive instruction, and future academic interventions during professional development time. Data collected will guide them in decision-making, setting and prioritizing goals, and monitoring student progress toward continuous improvement. All stakeholders will use data to analyze strengths, weaknesses, and opportunities for school improvement utilizing various strategies to propel teaching and learning.	None.	SBCT agendas	Timeline: Ongoing Responsible: Administrative Team and Teacher Leaders	N/A

Comments:

2.4 Other (Optional)	Continuation From Last Year:		NCCAT-S Indicators:	
				N/A

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

Based on the CNA, identify all that apply:	<input type="checkbox"/> General Education	<input type="checkbox"/> FRL	<input type="checkbox"/> ELL	<input type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 3:

Root Causes:

Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
3.1 Professional Development (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
3.2 Family Engagement (Required)		Continuation From Last Year:	NCCAT-S Indicators:	

				N/A
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Comments:

3.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

3.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I , Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Strategic Budget	4,225,977	Increase percentage of students graduating each year; increase the number of students enrolling in AP, Dual Credit, and CTE courses; Increase the percentage of school-based personnel trained in cultural competency.	Goals 1 and 2
Hope 2	60,000	Our PAWS (Positive Achievement with Students) Program will provide our team with an alternative setting for temporary removal from a class or from school. Students in our PAWS Program will be placed with mentoring teachers throughout the school day to provide instructional and behavior intervention support.	Goals 1 and 2
Academic Support	68,005	To ensure students performing in the lowest quartile, 25th percentile and below, on student achievement measures receive academic support and resources to increase achievement.	Goals 1 and 2

Plan for improving the school climate

Goal:

Increase the percentage of students who like their school and feel that they are getting a good education from 80.9% to 85% as measured by the district-wide CCSD climate survey by June 2021. This goal is a challenge as we are in distance education. Because of this, our school is connecting with students virtually through spirit weeks, Eagle gear, virtual student recognitions, and social media.

Action Plan: How will this plan improve the school climate?

The school will use a three prong approach to infuse the school culture with respect, acceptance, inclusion, and spirit. A motivational speaker will speak to our students about respect, anti-bullying, and finding the leader in all of us (leaving a legacy). Student Council will partner with speaker in getting out the positive message in conjunction with the school's social media accounts. Secondly, student council will facilitate a "You Matter" week involving activities to promote positive school culture and being connected to the school. Additionally, Project Wisdom character education program will be utilized through the morning announcements to improve school climate and decrease discipline referrals. Staff will participate in relationship building training in order to find strategies to reach and connect with all of our students. Finally, an intensive social media campaign was launched with a need to make the positives at BCHS so loud that the negatives become almost impossible to hear. This will be accomplished by maintaining active school accounts of Facebook, Instagram, and Twitter, along with an updated website which includes video newsletter highlighting the many accomplishments of BCHS. Our goal will be to celebrate all of our students so that they know that they matter and are an important part of our school.

Monitoring Plan: How will you track the implementation of this plan?

Students will be surveyed regarding how they feel at school through the district and at the school level. Additionally, the school will track the attendance at after school events and activities to determine level of involvement of student body utilizing the 5 Star Students software and App.

Evaluation Plan: What data will you use to determine if the climate of the school has been improved through the implementation of this plan?

We will collect student involvement data, as well as survey data.

APPENDIX A - Professional Development Plan

1.1

Teachers will meet in their Professional Learning Community (PLC) during professional development time to foster peer collaboration, analyze data, align instruction to the standards, and share best practices. Additionally, the school community (teachers, students, and parents) are engaged in using data to analyze strengths, weaknesses, and opportunities for school improvement utilizing various strategies to propel teaching and learning.

Goal 1 Additional PD Action Step (Optional)

2.1

Teachers will be trained in instructional practices that will prepare students for College and Career Ready and AP classes. Teachers will meet by department to discuss vertical and horizontal alignment to increase student engagement and rigor. During professional development and PLC time, teachers will meet to analyze data from formative and summative assessments to inform decision making in instructional planning.

Goal 2 Additional PD Action Step (Optional)

3.1

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Develop and implement a robust and interactive social media presence that informs parents of dates that seniors will receive information regarding their graduation status and create interactive social media events to include parents in the process of ensuring students are on track to graduate.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Parents will be able to monitor their student's progress on Infinite Campus.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:

Increase the percentage of 12th grade students graduation from 91% to 93% by June 2021 as measured by Infinite Campus data and by the 4-year adjusted cohort graduation rate.

Measurable Objective(s):

- Increase the percentage of 12th grade students on track to graduate from 50% in September of 2020 to 75% at the end of semester one, to reach 93% by June 2021 as measured by Infinite Campus data and by the 4-year adjusted cohort graduation rate.

Status

N/A

Comments:
1.1 Professional Development:
1.2 Family Engagement:
1.3 Curriculum/Instruction/Assessment:
1.4 Other:

	Mid-Year	End-of-Year
1.1	Teachers will meet in their Professional Learning Community (PLC) during professional development time to foster peer collaboration, analyze data, align instruction to the standards, and share best practices. Additionally, the school community (teachers, students, and parents) are engaged in using data to analyze strengths, weaknesses, and opportunities for school improvement utilizing various strategies to propel teaching and learning.	
Progress		
Barriers		
Next Steps		
1.2	Develop and implement a robust and interactive social media presence that informs parents of dates that seniors will receive information regarding their graduation status and create interactive social media events to include parents in the process of ensuring students are on track to graduate.	
Progress		

Barriers		
Next Steps		
1.3	Identify seniors that are credit deficient and enroll them in credit retrieval programs. Identify underclassmen in danger of failing core courses and encourage them to attend after school tutoring. Counselors will meet with senior students individually during each semester to go over transcripts and ensure students understand exactly what must be accomplished in order to graduate and that plans are in place to ensure optimum chances for student success.	
Progress		
Barriers		
Next Steps		
1.4	Distance Learning; Virtual Office Hours after school. School Based Mentoring; At-Risk students will be connected with a supportive adult to learn to avoid high-risk activities and to be more successful. Students who are suspended will participate in the Suspension with Instruction (SWI) Program. Teachers will work with suspended students to provide instruction while students are out.	
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

Increase the percent of students enrolled in Advanced Placement (AP), Dual Credit, and Career Technical Education (CTE) classrooms from 73.7% to 75% by 2020, as measured by Infinite Campus, and reported on the NSPF.

Measurable Objective(s):

- Increase the percent of students enrolled in Advanced Placement (AP), Dual Credit, and Career Technical Education (CTE) classrooms from 73.7% to 75% by 2021, as measured by Infinite Campus, and reported on the NSPF.

Status
N/A

Comments:
2.1 Professional Development:
2.2 Family Engagement:
2.3 Curriculum/Instruction/Assessment:
2.4 Other:

	Mid-Year	End-of-Year
2.1	Teachers will be trained in instructional practices that will prepare students for College and Career Ready and AP classes. Teachers will meet by department to discuss vertical and horizontal alignment to increase student engagement and rigor. During professional development and PLC time, teachers will meet to analyze data from formative and summative assessments to inform decision making in instructional planning.	
Progress		
Barriers		
Next Steps		
2.2	Parents will be able to monitor their student's progress on Infinite Campus.	
Progress		

Barriers		
Next Steps		
2.3	Teachers will reflect about student performance, the usage of data to drive instruction, and future academic interventions during professional development time. Data collected will guide them in decision-making, setting and prioritizing goals, and monitoring student progress toward continuous improvement. All stakeholders will use data to analyze strengths, weaknesses, and opportunities for school improvement utilizing various strategies to propel teaching and learning.	
Progress		
Barriers		
Next Steps		
2.4		
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

Measurable Objective(s):

Status
N/A

Comments:

3.1 Professional Development:

3.2 Family Engagement:

3.3 Curriculum/Instruction/Assessment:

3.4 Other:

	Mid-Year	End-of-Year
3.1		
Progress		
Barriers		
Next Steps		
3.2		
Progress		
Barriers		

Next Steps		
3.3		
Progress		
Barriers		
Next Steps		
3.4		
Progress		
Barriers		
Next Steps		