



## Clark County School District

# Boulder City HS

### School Performance Plan: A Roadmap to Success

*Boulder City HS 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: Amy Wagner**

**School Website: [bouldercityhighschool.com](http://bouldercityhighschool.com)**

**Email:**

**Phone: 702-799-8200**

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

*Our SPP was last updated on 10/26/22.*



## 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/boulder\\_city\\_high\\_school/2022/nspf/](http://nevadareportcard.nv.gov/DI/nv/clark/boulder_city_high_school/2022/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
Amy Wagner	Principal
TJ Steckelberg, Daphne Brownson	Other School Leader(s)/Administrator(s)
Sandra Cameron, Jen Marchant, Kim Cox, Michelle Flores	Teacher(s)
Jennifer Solorio	Paraprofessional(s)
Kevin Ruth	Parent(s)
Cameryn Schaper	Student(s)



## 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	<ul style="list-style-type: none"><li>• Add lessons learned after each outreach event.</li></ul>
School Staff Meeting	08/05/22	Reviewed previous school year data and discussed improvement strategies. Developed non-negotiables, expectations and core values to help reach school improvement goals.
SOT meeting	8/31/22	Reviewed previous school year data and discussed improvement strategies with the team. Solicited information and feedback from the team for improvement strategies.
SOT meeting	9/14/22	Discussed MAP data and programs in place for SEL. Team discussed issues with school and district chronic absenteeism.
Meeting with St. Judes Ranch for Children	9/26/22	Discussed ways to help engage and improve climate for foster care students entering into Boulder City HS.



## 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>	ACT, MAP, Science Proficiency, PSAT, and other school based formative and summative assessments.	Climate Survey, Lifeline Survey data, Panorama Surveys	CCSD Planning guides, NVACS, Library Inventory, Canvas and numerous other CCSD approved Applications/Programs.
	<i>Areas of Strength: ACT average composite scores raised 1.2 points. Math and ELA proficiency rate significantly higher than district rate.</i>		
	<i>Areas for Growth: Science proficiency rate lower than district rate. Climate survey results are lower than district average in many categories.</i>		
<b>Problem Statement</b>	Over the last 3 years, the mean composite scores of 11 <sup>th</sup> grade students taking the ACT has been lower than 20.		
<b>Critical Root Causes</b>	<ul style="list-style-type: none"> <li>-Students struggle to make connections between prior learning and new learning.</li> <li>-Not all teachers are providing rigorous, standards-based scaffolded instruction in all grade levels across all content areas.</li> <li>-Lack of specific instructional focus on the Nevada Academic Core Standards.</li> </ul>		



## Part B

Student Success	
<b>School Goal:</b> Increase the school composite mean score from 19.2 to 20.7 by Spring of 2023 as measured by the ACT.	<b>Aligned to Nevada's STIP Goal: 3</b>
<b>Improvement Strategy:</b> Incorporate making connections strategies to help make sense of the content, retain information and become more engaged with the content they are learning. <b>Evidence Level 2-Moderate</b>	
<b>Intended Outcomes:</b> Students will gain confidence in the making connections process which allows students to relate to what they read, see, do, and experience for themselves, to the world around them.	
<b>Action Steps:</b> <ul style="list-style-type: none"><li>● Utilize school-wide rubric and train new staff on expectations for making connections between prior and new learning.</li><li>● Implement connection strategies into daily activities.</li><li>● Utilize instructional rounds to evaluate levels of academic discussions and PLC time to increase engagement.</li></ul>	
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>● Professional PD session led by experts in this field</li><li>● Substitutes to release teachers to participate in instructional walks</li></ul>	
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>● Teacher vulnerability</li><li>● Developing quality questions for increased rigor</li><li>● Onboarding new staff members</li><li>● Teacher working relationships</li><li>● Lack of substitutes</li></ul>	
<b>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</b>	



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
<b>Data Reviewed</b>	NEPF, classroom observations	NEPF	
	<i>Areas of Strength: Academic Discourse embedded within lesson planning. Quality student/staff relationships.</i>		
	<i>Areas for Growth: Expectations for lesson planning. Focus on instructional standards.</i>		
<b>Problem Statement</b>	Most departments were not consistently meeting to collaborate on NVAC Standards and Instructional Practices that support all learners.		
<b>Critical Root Causes</b>	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

**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

**STIP Connection:** 2

**Improvement Strategy:** Department chairs will utilize established PLC agenda to help with structure and focus on discussion items Tier I instruction and data review.

**Evidence Level** 2-Moderate

**Intended Outcomes:** Teachers will participate in weekly PLC's during the 2022-2023 school year and share feedback with administration to create actionable items to move us forward.

**Action Steps:**

- Create an agenda template and inform teachers of the 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.

**Resources Needed:**

- MAPS Data, CERT data, NVACS and Student Work Samples

**Challenges to Tackle:**

- Fixed Mindset of Instructors

**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:

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
<b>Data Reviewed</b>	Nevada Climate Survey, Panorama survey	CCSD Climate Survey, Nevada Climate survey	CCSD Family Culture/Climate Survey
	<i>Areas of Strength:</i>		
	<i>Areas for Growth:</i>		
<b>Problem Statement</b>	According to the NV School Climate/SEL Survey data, students at BCHS are below the district average in Engagement/Relationships.		
<b>Critical Root Causes</b>	Student and educator apathy Resistance from staff/students/parents/guardians to effectively resolve conflict.		

### Part B

Connectedness	
<b>School Goal:</b> Increase the number of positive relationships from 366 to 401 as measured by the Nevada School Climate/Social Emotional Learning Survey.	<b>STIP Connection:</b> 4





<p><b>Improvement Strategy:</b></p> <ul style="list-style-type: none"><li>-Implement SEL lessons that focus on connectedness and communication.</li><li>-Weekly positive phone calls home</li><li>-Expand and promote positive referrals</li><li>-Model expectations to include reinforcement, response and coping strategies</li></ul> <p><b>Evidence Level</b> 4-Demonstrates a Rationale</p>
<p><b>Intended Outcomes:</b> Teach students appropriate ways to communicate, overcome obstacles and promote caring climate amongst students, adults and peers in the school setting.</p>
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"><li>● Expand mentor programs to teach weekly lessons targeting behavior data.</li><li>● Utilize SEL lessons to teach behaviors.</li><li>● Implement tiered behavior system to support Tier II/Tier III needs</li><li>● Weekly positive phone calls home</li></ul>
<p><b>Resources Needed:</b></p> <ul style="list-style-type: none"><li>● Student Success Coordinator</li><li>● School Social Worker</li></ul>
<p><b>Challenges to Tackle:</b></p> <ul style="list-style-type: none"><li>● Consistency - keeping consistent expectations and reinforcement campus wide</li><li>● Building parent/school connection to strengthen expectations</li><li>● Resistance amongst teachers to discuss student behavior/academic growth with parents.</li><li>● Budget for personnel</li></ul>
<p><b>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</b></p>
<p>English Learners: Track formative/summative data to measure if any disparities exist during intervention.</p> <p>Foster/Homeless: Weekly Check ins with Counselor</p> <p>Free and Reduced Lunch: Track formative data across groups to measure if any disparities exist during intervention.</p> <p>Migrant: N/A</p>



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