

School Name: Boulder City High School						
Inquiry Area 1 - Student Success		Did we achieve our Student Success goal? <i>What does our data reveal about our progress toward our goal?</i>	Continue, Correct, or Cancel the Goal? <i>Should we continue, correct, or cancel this goal in our next SPP?</i>			
Increase the school composite mean score from 19.3 to 19.5 by Spring of 2025 as measured by the ACT.		No	Continue (and update)			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful? <i>How successful were we at implementing our improvement strategies?</i>	Continue, Correct, or Cancel the Strategy? <i>Should we continue, correct, or cancel the associated improvement strategies in our next SPP?</i>	Now (Lessons Learned) <i>Why were our improvement strategies successful or unsuccessful? What have we learned about ourselves and our school through this goal and these improvement strategies? How have our improvement efforts impacted achievement across demographic groups?</i>	Next (Next Steps) <i>What can we do right away to put our Lessons Learned into practice?</i>	Need <i>What do we need to be successful in taking action?</i>
Provide access to test prep services, study materials, and practice exams to help students prepare more effectively. Offer intensive interventions to help address gaps in knowledge and improve academic skills.	The overall higher achievement of the ACT test has positive implications for students, affecting their educational trajectory, financial aid opportunities, and readiness for college and career success.	No	Continue	Our improvement strategies using CERT were partially successful because it provided useful data and practice, but we did not effectively use that data to offer intensive interventions to close learning gaps. We learned that not all students take ownership of their scores and show interest in their progress. However, while our efforts had the potential to impact achievement across demographic groups, the lack of targeted follow-up and use of CERT data meant we missed opportunities to improve actual ACT performance for all students.	We can prepare for the next school year by presenting a testing calendar that includes all CERT testing dates. We should implement strategies to meet with students for intensive interventions based on their results. Additionally, we can look into how to print Course Reports to send home a paper copy of CERT scores while also emailing a digital copy to families. It's also important to start brainstorming ideas for ACT-focused Parent Nights to involve families and build awareness around test preparation.	To be successful in taking action, we need to plan ahead with a clear testing calendar for the next school year, develop a stronger understanding of the CERT platform, and prepare engaging and informative ACT-focused parent nights to support students and families.
Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?			
Teachers will have 100% participation in structured and focused Professional Learning Communities (PLC) to collaborate on effective instructional practices of the NVACs and analyze data tracked by PLC Google Forms		Yes	Correct			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	Now (Lessons Learned)	Next (Next Steps)	Need
Department chairs will utilize established PLC agenda to help with structure and focus on discussion items Tier 1 instruction and data review. The Google Form will provide a clear intended purpose for the PLCs with feedback that administration can review.	The PLCs will enhance collaboration among educators, leading to improved teaching strategies, and student outcomes.	Yes	Continue	Our improvement strategies were successful due to the structured and consistent approach we brought to PLCs, using Google Calendar invites and designated meeting locations like the library or department areas. Offering both department and grade-level PLCs allowed for more targeted collaboration. We learned that while our staff is committed and benefits from structured time to collaborate, tools like Google Forms can become redundant and need refinement. These efforts have positively impacted achievement across demographic groups because our focus has been on all students, ensuring data-driven conversations and intentional support for every learner.	We can start by simplifying the Google Form to make it more user-friendly and less repetitive. We should also set up Google Calendar invites for PLC meetings for the upcoming school year and include this information in the Week at a Glance (WAG) so teachers know exactly when we meet, with whom, and where.	To be successful in taking action, we need administration to consistently review and respond to the Google Form to show follow-through and support. Additionally, providing Professional Learning Communities (PLC) professional development will help staff understand the purpose and importance of PLCs, leading to more meaningful participation and collaboration.
Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
Increase the implementation of restorative practices and interventions used to address and improve student behavior measured by the HOPE2 data by the end of the 2024-202 school year from 48% to 90%.		Yes	Cancel			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	Now (Lessons Learned)	Next (Next Steps)	Need
Create a community-based approach to conflict resolution and relationship building by providing training on restorative practices to administrators and counselors. Integrate restorative practices and interventions into existing policies of the student code of conduct and resolution protocols.	The implementation of restorative practices and interventions will lead to stronger relationships, enhanced emotional and social skills, and higher engagement in the school community. It will promote healing and accountability, creating more inclusive and supportive environments in schools while reducing the reliance on punitive measures.	Yes	Cancel	Our improvement strategies were successful, with 96% of our Hope2 data reflecting the use of restorative practices. This shows a strong commitment to addressing behavior in a supportive and student-centered way. We have learned that building relationships with students is essential, both in the classroom and in the discipline office, to create a positive and respectful school culture. According to FocusEd, behavior referrals were evenly distributed across all demographic groups, indicating that our efforts have contributed to a more equitable approach to discipline and student support.	We need a clear policy for Restorative Practice Notices (RPNs) that outlines common minor behaviors such as tardies, dress code violations, missing ID badges, and phone use. This policy should include progressive discipline steps after a certain number of RPNs, involving parent contact, detention, in-house suspension, and other appropriate consequences.	We need to shift our Connectedness goal to focus on the Panorama Survey question, "How much students feel that they are valued members of the school community?" To improve students' sense of belonging, we will continue using restorative practices and implement additional strategies to ensure all students feel included and connected.