

Lincoln County School District

Pahrnagat Valley High School

158 Main

Alamo, Nevada 89001

SAGE

SCHOOL IMPROVEMENT PLAN TEMPLATE

TITLE I - NRS 385

For Implementation in

(2012-2013)

School Improvement Planning Team

<u>Name</u>	<u>Position</u>
Michael Strong	Principal
Brad Loveday	Science
Michael Sparrow	Math
David Hansen	ELA
Brooke Foremaster	Social Studies
Amy Huntsman.....	Business
Robert Hansen	Industrial Arts
Brett Hansen	Physical Education
Eric Hansen	Special Education
Wes Wilson	Ag Science
Taunya Mortensen.....	Staff Support (secretary)
Jamie Jewett	Parent
Shota Ray..	Student
Kennedy Huntsman	Student

School: Pahrangat Valley High School	District: Lincoln County
Principal: Michael Strong	School Year: 2012-2013
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Part I: Vision for Learning

District Vision or Mission
LCSD GOALS FOR 2012-2013

VISION	GOALS	STRATEGIES AND POSSIBLE ACTION STEPS
<p>Every Student Graduates from High School</p> <p>Facilities at all school sites will meet student needs and support student learning</p>	<p>1 Every high school student will show adequate yearly growth as measured by their individual student plan.</p> <p>2 Every elementary and middle school student will show adequate yearly growth as measured by their individual student plan.</p> <p>1 LCSD will complete district projects as funds become available. Current bond monies will be used and other bond monies will be pursued as they become available.</p>	<p>1 Restructure core offerings to address Common Core State Standards.</p> <p>2 Teachers will be instructed on being able to vary instruction to fit different learning styles</p> <p>3 All teachers will better address the math, reading and writing requirements of individual students</p> <p>5 All teachers will become more “real world” and more application focused</p> <p>1 Response to Intervention (RtI) will be implemented for <u>all</u> students.</p> <p>4 Site based learning communities will be given the task and the time to map their curriculum (PLC’s)</p> <p>1 LCSD will follow the Building and Sites Plan for 2011-2012.</p> <p>2 District facilities will be monitored and maintained according to an organized district plan.</p>

VISION FOR LEARNING (continued)

School Vision or Mission Statement

The PVHS mission is to help students achieve individual success through the best practices of teaching and re-teaching, thereby creating lifelong learners who are productive members of society.

School Highlights

Academic Highlights:

Senior students excelled on the Reading and Writing portion of the High School Proficiency Exam (HSPE) with 100% meeting or exceeding the passing criteria. 100% of our students met or exceeded the passing criteria in Mathematics and 94% exceeded or the passing criteria in Science. Based in part on these scores, our school was designated as adequate by the Nevada Department of Education through their accountability and Adequate Yearly Progress (AYP) reporting process.

Once again our students in the government class assisted in organizing and directing student body elections. They learned more about the political process through hands on experience. These students also participated in a “Now You’re 18 Program”. They took part in activities and field trips gaining the knowledge of our judicial system. This process again centered on the notion of the importance of choice and accountability.

In English/Language Arts, our focus has been improving writing and reading skills in all curriculum subjects. As the reading scores have risen to be considered proficient; our students excelled on the Reading and Writing portion of the HSPE as mentioned in the above statistics.

In science students had the opportunity to take field trips to both Mandalay Bay (Shark Reef) and the Mirage (Dolphin Exhibit). They were able to take hands on approach to the habitat of these mammals. The implementation of our Integrated Science and Science Intervention classes have proved to be successful with 94% of the students passing the Science portion of the NHSPE before their graduation date.

Highlighting our Math Department, 32% percent of the eligible student body is participation in college prep math classes. Math intervention classes are providing the proper assistance for students that have failed the Math portion of the NHSPE. 100% of our last year’s Seniors passed the Math proficiency.

Career & Technical Education (Vocational) Highlights:

The Agriculture department participated in many competitions at the Zone and State levels. At the State level the meets team won the State Championship and will represent Nevada at the National Convention in Indianapolis Indiana. Students did well the areas of Greenhand, Creed Speaker, horse judging, agriculture issues and agriculture sales. In addition, we held many fundraisers to help sustain our greenhouse program

and other areas of FFA from banquets, to shootouts with clay pigeons. The Chapter provided a service project for the town parks. Three of our students were elected to be Zone Officers. One of the students continues to be involved with the local Wildlife Refuge in a project dealing with helping to revitalizing an endangered species.

The Business and Technology program continues to provide several successful activities and fund -raisers. To start the year off, we created fall sports schedules for each season of sports. The Homecoming Program was designed and created by the business students. Business cards are produced. School web pages are created and typing skills are improved.

The welding department continues to gain better expertise using a computer controlled plasma cutter. Students design their ideas using the Microsoft Drafting software. With design in hand, they proceed to the welding lab to construct their ideas to exacting standards. Building trades involves skill in woodworking and carpentry. Our students continue to operate school -based enterprises. The enterprise continues the maintenance project of the EMS and Fire Department vehicles. Students function as employees within the shop program; where they are able to perform work for customers in the community. Automotive jobs include maintenance service work and diagnostic and repair work. Welding jobs include repair and fabrication with most types of metals and new pipe bending and metal cutting machines were added to our inventory to make these jobs easier with up -to-date technology. Woodworking projects include building construction, and individual student projects. These classes give our students an opportunity to learn and refine their skills. This continues to be of benefit to our small community.

Extra-curricular Highlights:

Pahranagat Valley High School had another rewarding year in extra-curricular activities. The Football team won the State Championship. The girls Volleyball team won the State Championship. The girls Basketball team won the State Championship. The boys Basketball team won the State Championship. The boys Baseball team won the State Championship. Finally, PVHS had a young man win the State Triple Jump championship in Track, this is his third in a row.

PVHS won Academic State Championships in Boys and Girls Basketball, Baseball and Boys Track

Finally Pahranagat Valley High School received the Award of Excellence in Academics, Athletics & Citizenship from the Nevada Interscholastic Activities Association.

PART II: INQUIRY PROCESS

Comprehensive Needs Assessment

Based on a complete analysis of the data, list the key strength and priority concerns in student performance, instructional and remediation practices, and program implementation for ALL students in ALL grade levels.

Key Strengths

(to sustain in the school improvement plan)

The key strength of PVHS are the caring staff. We have people that will go out of their way not asking for anything extra to ensure students have the opportunity to succeed. PVHS size is both a strength and a concern. Due to the small nature and budget constraints we are not able to offer a full variety of classes, yet as a team we felt that our size is more of a strength because we are able to offer each student an RTI model and make certain they are progressing in their educational endeavors. Due to the size of our school, students do not get lost in the shuffle. These strengths will be beneficial in making the school improvement plan become a reality.

Priority Concerns

2.5 The curriculum is appropriately integrated and emphasizes the depth of understanding over breadth of coverage.

1. The area of curriculum reform that the PVHS team felt we must address is writing.
 - a. All teachers will be provided a rubric in which writing assignments, including essay questions, will be assessed.
 - b. Writing rewards will be established, to include an annual writing recital.
2. PVHS will use RPDP funding to assist teachers with Professional Development
3. Professional Development will be attained through the Math Cadre of the Nevada Math and Science Leadership Consortium (NMSLC).
4. Professional Development will continue through both horizontal and vertical PLC's.

2.2 The curriculum is aligned with the school-wide academic expectations and ensures that all students have sufficient opportunity to achieve those expectations.

1. The area of curriculum reform that the PVHS team felt we must address is ACT scores.

Priority Concerns	Root Causes – Apply NWAC Standards	Solutions – Reflect NWAC Standards
<p>(2.5) The deficiency in writing</p> <p>(2.2)The decline of ACT scores</p>	<p>Students have been allowed to use one or two words to answer questions for test or homework assignments. This does not lend to developing or increasing the writing skills needed in today’s world of communication. The use of communication technology such as texting has not helped in this area either.</p> <p>Our curriculum was aligned with a chief emphasis on passing NHSPE. With this alignment, and subsequent ACT testing, it was determined that the curriculum did not completely address the preparatory needs of our college bound students.</p>	<p>2.5 The curriculum is appropriately integrated and emphasizes the depth of understanding over breath of coverage.</p> <p>PVHS students pass the writing proficiency at a 100% rate; however, they do not use these writing skills across the curriculum as a whole.</p> <p>2.2 The curriculum is aligned with the school-wide academic expectations and ensures that all students have sufficient opportunity to achieve those expectations.</p> <p>With this standard in mind, we recognize that we must address the needs of all students which include our college bound students as well as those requiring assistance in passing the HSPE.</p>

Part III: IMPROVEMENT GOALS AND MEASURABLE OBJECTIVES

Convert the top priority concerns into the goal(s) for improvement and incorporate the identified solutions into the action plan.

Section IV Master Plan & Reform Strategies **Goal Identification**

Goal 1: 2.5 The curriculum is appropriately integrated and emphasizes the depth of understanding over breadth of coverage.

Improve writing across the curriculum:

- 1 The area of curriculum reform that the PVHS team felt we must address is writing.
- 2 Professional Development will continue through both horizontal and vertical PLC's.

Measurable Objective 1:

- a. PVHS will continue to implement "Writing for Success" program across the curriculum.
- b. All teachers will be provided a rubric in which writing assignments including essay questions will be assessed
- c. Writing rewards will be established to including an annual writing recital.
- d. PVHS will use RPDP funding to assist teachers with Professional Development.
- e. PVHS will offer writing intervention classes for those students not proficient in writing.

Goal 2: 2.2 The curriculum is aligned with the school-wide academic expectations and ensures that all students have sufficient opportunity to achieve those expectations.

Improve ACT scores so that students at PVHS are scoring above the State average.

Measurable Objective 2:

- a. PVHS students will continue to practice test taking strategies that emphasize speed and accuracy.
- b. PVHS administration/counselor will recognize college bound students.
- c. Professional Development will be attained through the Math Cadre of the Nevada Math and Science Leadership Consortium (NMSLC).
- d. PVHS will get professional development from the ACT Regional Director to learn action steps that will help improve college readiness for students.
- e. PVHS will develop lesson plan strategies to target these students in order to help them prepare for the ACT tests.
- f. PVHS will provide ACT test practice and review sessions prior to ACT test for Algebra II and Pre-Calculus level students.
- g. PVHS will integrate ACT questions into everyday assignments and evaluations with an emphasis on questions incorporating Depth of Knowledge (DOK) at levels 2 and 3.

Part IV: SCHOOL IMPROVEMENT MASTER PLAN & REFORM STRATEGIES

Action Plan: List the action steps to implement the solutions for each goal, as well as the timeline, resources, and the person(s) responsible.

Monitoring Plan: Identify the data that will be collected to monitor the action steps, as well as the timeline and the person(s) responsible.

Goal 1: (2.2,3.1 & 4.1) Improve writing across the curriculum					
Measurable Objective(s):					
<p>a. PVHS will implement “Writing for Success” program across the curriculum.</p> <p>b. All teachers will be provided a rubric in which writing assignments including essay questions will be assessed</p>					
ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
to implement the solutions/strategies	for implementing action steps	e.g., money, people, facilities to be used for implementation	Who is the person or group who will ensure that each action step is implemented?	Identify data sources & timeline for monitoring the progress of each action step.	Who is the person or group who will ensure that the progress is monitored?
1.1 (2.2 & 3.1) PVHS will continue the implementation of the “Writing for Success” program across the curriculum.	August 2011	Staff	Dave Hansen	Semester and end of school year reports by staff at staff meeting will be discussed concerning the development of the program.	Mike Strong
1.2(2.2 & 3.1) All teachers will continue to use the writing rubric in which writing assignments including essay questions will be assessed.	September 2011	Staff	Dave Hansen	January 2011 Staff will report on the effectiveness and success of the rubric being used to determine if any adjustments need to be considered.	Mike Strong

1.3(2.2, 3.1, 4.1 & 5.5) PVHS will offer a writing intervention class for students not passing the writing portion of the NHSPE.	August 2012	Amy Huntsman Eric Hansen	Dave Hansen	Fall NHSPE	Mike Strong
1.4 (2.2, 3.1&4.1)Writing rewards will be established, including an annual writing recital.	January 2013	Brooke Foremaster Amy Huntsman	Dave Hansen	January 2013 May 2013	Mike Strong

Goal 2: (2.2, 3.1 & 4.1) Improve ACT scores so that students at PVHS are scoring above the State average.					
Measurable Objective(s):					
a. PVHS students will practice test taking strategies that emphasize speed and accuracy.					
b. PVHS administration/counselor will recognize college bound students.					
ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
to implement the solutions/strategies	for implementing action steps	e.g., money, people, facilities to be used for implementation	Who is the person or group who will ensure that each action step is implemented?	Identify data sources & timeline for monitoring the progress of each action step.	Who is the person or group who will ensure that the progress is monitored?

2.1(2.5, 3.1, & 4.1) PVHS students will practice test taking strategies that emphasize speed and accuracy.	January 2013	Mike Sparrow	Mike Sparrow	ACT Assessment April 2013	Mike Strong
2.2 (2.5,3.1 & 4.1) PVHS administration/counselor will recognize college bound students.	September 2012	Mike Strong Eric Hansen	Eric Hansen	ACT Assessment October 2012 ACT Assessment April 2013	Mike Strong
2.3(2.5, 3.1 & 4.1) PVHS will contact ACT Regional Director regarding recommended actions steps that will improve college readiness for students.	October 2012	RPDP	Mike Sparrow	ACT Assessment October 2012 ACT Assessment April 2013	Mike Strong
2.4(2.5, 3.1 & 4.1) PVHS will develop lesson plan strategies to target these students in order to help them prepare for the ACT tests.	January 2013	RPDP	Mike Sparrow	ACT Assessment April 2013	Mike Strong

Part V: BUDGET FOR THE OVERALL COST OF CARRYING OUT PLAN

List the funds necessary to carry out the school improvement plan and accomplish the goals.

Goals	Total amount needed to accomplish Goal. (Amounts for each action step should be listed under "Resources.")	Funds available in current school funding that have been specifically set aside for the implementation of the goal.	Funds still needed to implement goal.
Goal 1	Staff Provided for in Current Budget	Goal will be carried out with current funding, no extra funding is needed. Professional Development will be provided through RPDP	\$0.00
Goal 2	Staff Provided for in Current Budget	Goal will be carried out with current funding, no extra funding is needed. Professional Development will be provided through RPDP	\$0.00

PART VI: EVALUATION OF THE SIP

Measurable Objectives	Evaluation Measures (Monitoring Data & Outcome Indicators to evaluate progress in achieving the Measurable Objectives.)	Timeline For collecting data	Person(s) Responsible, Who is the person or group who will ensure that the evaluation is completed?
<p>Standards 2.2,3.1,4.1 & 5.5</p> <p>a. PVHS will offer a writing intervention class for students not passing the writing portion of the NHSPE.</p> <p>b. Writing rewards will be established. Including once a year writing recital.</p>	<p>Data will be derived from the number of students which have the need for the intervention class to determine our programs effectiveness. Even more important are the number of students which have to retake the intervention class.</p> <p>The number of students willing to take part in the writing recital will be an effective indicator of the programs development.</p>	<p>January 2013</p> <p>April 2013</p>	<p>Mike Strong</p>
<p>Standards 2.5,3.1,4.1& 5.5</p> <p>a. PVHS will obtain professional development from the ACT Regional Director to learn action steps that will help improve college readiness for students.</p> <p>b. PVHS will develop lesson plan strategies to target these students in order to help them prepare for the ACT tests.</p>	<p>Data will be provided through the ACT Assessment.</p>	<p>October 2012</p> <p>April 2013</p>	<p>Mike Strong</p>

Part VII: OTHER REQUIRED ELEMENTS OF THE SIP

All schools MUST complete this page.

School Characteristics	#	%	Title I	Yes	No
Average Daily Attendance		93.7%	Eligible		NA
Transiency Rate		.02%	Served		NA
% enrolled continuously since Count Day		97%	Targeted Assisted		NA
Incidents of School Violence: Student-to-Student	0		School wide		NA
Incidents of School Violence: Student-to-Staff	0		Did your school make Adequate Yearly Progress (AYP)?	X	
% of Highly Qualified Teachers	10	100%	What was your school's AYP Designation? Exemplary (EX), High Achieving (HA), Watch List (W), Needs Improvement Year 1 (N1), Needs Improvement Year 2 (N2), Needs Improvement Year 1 Hold (N1-H), Needs Improvement Year 2 Hold (N2-H), etc.	Adequate	
Dropout Rate (HS)		0	Did you appeal your latest AYP designation?		X
Graduation Rate (HS)		94%	Was your latest appeal granted?		NA
			Designated as Persistently Dangerous School?		X
			Receiving State Remediation funding?		X
			Has a State SST been assigned to your school?		X

1. What are the policies and practices in place that ensure proficiency of each subgroup in the core academic subjects?

All students, and therefore all subgroups, which drop into a D or F range are subject to review from a multidisciplinary team. This team is comprised of staff members including teachers, counselors, administration, special education teachers, parents, and the student. Solutions are suggested to address any deficiency in core subject areas. These solutions could include the following changes, modifications, or strategies to ensure proficiency: Reassignment of classroom seating, class schedule, intervention class, or after school tutoring class. Also re-teaching lessons, review practice, study skills, organizational planning, Assessment data evaluation, modified curriculum, and technology inclusion area are all considered ensuring each subgroup is proficient in the core academic areas.

2. List and briefly describe, as appropriate, how the school has incorporated activities of remedial instruction or tutoring before school, after school, during the summer, and/or during any extension of the school year.

- Intervention classes during regular school time
- After school tutoring classes
- Summer school classes (contingent of funding—usually grants)

These classes are all designed to remediate student deficiencies as indicated by low test scores, low grades, failed classes, and behavioral reports.

3. Describe the resources available to the school to carry out the plan.

The summer school intervention program is the only remediation strategy that requires additional resources above the normal funding of a regular school day. Grants provide the ability to do summer school. All other strategies are incorporated into current contract time and school days.

4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement.

CTE grants have helped greatly in supplying new computers for our business department; plus these grants provided financial benefits to our AR reading program and vocational department which has been invaluable. This funding has benefited all our students at PVHS.

5. Discuss how the school will utilize Educational Involvement Accords for Parents including the Honor Code and meet all the requirements of the law.

Pahranagat Valley High School will continue to meet with every student and their parent or guardian to develop and sign off on a four-year academic plan coupled with a four-year career plan. These plans are developed using data from student assessments, grades, school work, and interest and ability inventories. While engaged in this plan development, parents will review Educational Involvement Accords and Honor Codes to meet the requirements of the law.

6. If applicable, describe how the school will make its Title III Annual Measurable Achievement Objective (AMAO) targets in English language proficiency (reading, writing, listening, and speaking comprehension).

N/A

Part VIII: REQUIRED ELEMENTS FOR TITLE I SCHOOLS

Title I schools, identified as “Needs Improvement,” MUST complete Items 1 through 5 on this page. Title I Schools operating a Schoolwide Program, MUST complete Items 6 through 10 on this page.

1. Describe the required services the school has provided based on the number of years the school has been in need of improvement, *(e.g., schools in Year 2 of “Needs Improvement” must identify Year 1 and Year 2 services, and so on)*.

- Year 1: School Choice.
- Year 2: Supplemental Services.
- Year 3: Corrective Action.
- Year 4: Restructuring.

N/A

2. Provide an assurance that the school will not spend less than 10% of their annual Title I allocation for quality professional development.

N/A

3. Describe how the school will provide written notice to parents on the school’s “Needs Improvement” status and/or AMAO status.

N/A

4. Specify how Title I funds will be used to remove school from “Needs Improvement” status.

N/A

Part VIII: REQUIRED ELEMENTS FOR TITLE I SCHOOLS

Title I schools, identified as “Needs Improvement,” MUST complete Items 1 through 5 on this page. Title I Schools operating a Schoolwide Program, MUST complete Items 6 through 10 on this page.

5. Describe the school’s strategies to attract high-quality highly qualified teachers to your school.

N/A

6. Describe the school’s strategies to increase parent involvement in accordance with Section 1118 of NCLB, such as family literacy services.

N/A

7. Describe the school’s plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

N/A

8. Identify the measures that include teachers in decisions regarding the use of academic assessments.

N/A

9. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts.

N/A

Part IX: REQUIRED ELEMENTS FOR NON-TITLE I SCHOOLS

Non-Title I schools, identified as “Needs Improvement,” MUST complete this page.

1. Describe how and when the school will provide written notice to parents on the school’s “Needs Improvement” status and/or AMAO status.

N/A

2. Describe the school’s teacher mentoring program and how it supports the achievement of the school’s annual goals and objectives.

N/A