

# Lincoln County School District

## C O Bastian High School

### 2023-2024 School Improvement Plan

**Classification:** Not Rated

**Distinction Designations:**

Title I

MRI



**Board Approval Date:** December 13, 2023

**Public Presentation Date:** November 13, 2023

# Mission Statement

*Mission: Empowering At-Risk Youth to Achieve Excellence*

At C.O. Bastian High School, our mission is to empower at-risk youth, who may be credit deficient and below grade level, to achieve excellence in education and life. We are committed to realizing this mission by providing a nurturing, inclusive, and personalized learning environment that prioritizes the holistic development of each student. Our mission aligns seamlessly with the District Vision to "Empower a Culture of Success through Education," and it encompasses the following core principles:

## Our Core Principles:

1. **Inclusivity and Belonging:** We believe in creating an environment where every student feels valued, respected, and included. We cultivate a sense of belonging, ensuring that our students understand that their past does not define their future.
2. **Personalized Learning:** We are committed to tailoring education to meet the individual needs of each student. Our approach recognizes that academic deficits often result from complex life circumstances, and we provide tailored support to bridge those gaps.
3. **High Expectations:** We set high academic and behavioral expectations for our students, believing that they can achieve their full potential when challenged and supported. We view each student as a unique opportunity for growth and success.
4. **Comprehensive Development:** We understand that success extends beyond academics. We prioritize the comprehensive development of our students, fostering their social, emotional, and character growth. Our aim is to equip them with the skills needed to navigate life successfully.

# Vision

*Vision: Empowering At-Risk Youth for Success through Education*

At C.O. Bastian High School, we wholeheartedly embrace the District Vision to "Empower a Culture of Success through Education" and recognize that every student, regardless of their past challenges, possesses the potential for greatness. Our unique focus is on At-Risk youth who are credit deficient and below grade level. We envision a school that serves as a beacon of hope and transformation, setting a powerful example of empowerment and success within our district.

# Value Statement

## Nevada Report Card

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 (Add a link to the school's School Rating Report.)[http://nevadareportcard.nv.gov/DI/nv/lincoln/c\\_o\\_bastian\\_high\\_school/2023](http://nevadareportcard.nv.gov/DI/nv/lincoln/c_o_bastian_high_school/2023)

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# Comprehensive Needs Assessment

Revised/Approved: September 21, 2023

## Student Success

### Student Success Areas of Strength

- *Positive school culture.*
- *Safe learning environment.*
- *Highly Qualified teachers and teaching.*

### Student Success Areas of Growth

- *Develop practical communication skills.*
- *Develop ethical and social responsibility.*
- *Improve reasoning and appropriate judgment.*
- *Develop critical thinking skills.*
- *Utilize problem-solving skills.*

### Problem Statements Identifying Student Success Needs

**Problem Statement 1 (Prioritized):** Because our student population is incarcerated, their attendance in our education program fluctuates, making it more challenging to measure and continue progress. **Critical Root Cause:** Incarcerated youth with social and emotional behaviors.

# Adult Learning Culture

## Adult Learning Culture Areas of Strength

- *Positive staff culture.*
- *Collaboration with staff and students.*

## Adult Learning Culture Areas of Growth

- *Implementation of Modern Teacher elements in the classroom.*

## Problem Statements Identifying Adult Learning Culture Needs

**Problem Statement 1 (Prioritized):** Reduced staff has an increased workload which means they have limited time to focus on instructional practices. **Critical Root Cause:** Reduced Budget

## Connectedness

### Connectedness Areas of Strength

- *Daily communication between school staff and cottage staff.*

### Connectedness Areas of Growth

- *Update School Data Dive.*

### Problem Statements Identifying Connectedness Needs

**Problem Statement 1 (Prioritized):** The high turnover rate of CYC staff and students makes it challenging to develop long-term, connected relationships. **Critical Root Cause:** \* Reduced budget. \* CYC staff shortage. \* Student count has significantly dropped

# Priority Problem Statements

**Problem Statement 1:** Because our student population is incarcerated, their attendance in our education program fluctuates, making it more challenging to measure and continue progress.

**Critical Root Cause 1:** Incarcerated youth with social and emotional behaviors.

**Problem Statement 1 Areas:** Student Success

**Problem Statement 2:** Reduced staff has an increased workload which means they have limited time to focus on instructional practices.

**Critical Root Cause 2:** Reduced Budget

**Problem Statement 2 Areas:** Adult Learning Culture

**Problem Statement 3:** The high turnover rate of CYC staff and students makes it challenging to develop long-term, connected relationships.

**Critical Root Cause 3:** \* Reduced budget. \* CYC staff shortage. \* Student count has significantly dropped

**Problem Statement 3 Areas:** Connectedness



# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## **Improvement Planning Data**

- District goals
- School goals
- College and career readiness goals
- Prior year improvement plans - Needs Assessment

## **Student Data: Assessments**

- State and federally required assessment information
- SAT, ACT, PSAT or ASPIRE

## **Student Data: Student Groups**

- Race and ethnicity
- Economically disadvantaged
- Male/Female
- Special education
- At-risk

## **Employee Data**

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- Teacher/Student Ratio

## **Parent/Family/Community Data**

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation

# Inquiry Areas

Revised/Approved: November 29, 2023

## Inquiry Area 1: Student Success

**School Goal 1:** Based on the data that (19%) of our students are performing at or above grade level with regards to reading comprehension as measured by the TABE (Test of Adult Basic Education) and in-class assessments, we will be focusing on reading comprehension. Using CCSS.ELA-LITERACY.RI.9-10.2 and CCSS.ELA-LITERACY.RI.9-10.1 as our guide and focus, by the end of the school year, (34%) of students will be able to read a complex text (multiple paragraphs) and be able to summarize the information in a coherent manner.

**Evaluation Data Sources:** \* We will use the TABE, observational, formative and summative assessments to measure growth.

Improvement Strategy 1 Details	Reviews			
<p><b>Improvement Strategy 1:</b> Students will be assessed upon entering the facility using the TABE (Test of Adult Basic Education) to determine their current grade level. Students will meet with an Academic Counselor to discuss IAP (Individualized Academic Plan). Teachers will assess students with pre- and post-class assessments to determine growth. The student's instruction will be rigorous and relevant to their current level of understanding and will be tied to NACS (Nevada Academic Content Standards).</p> <p><b>Action Step's Expected Result/Impact:</b> * Assess students upon arrival into the program using the TABE.                      * Daily impact team meetings for teachers to unpack standards, prepare quality instruction, review student data, and make necessary adjustments.                      * Track student growth with LMS.                      * Weekly meetings with the CIP team to discuss progress and review data and progress of IAPs.</p> <p><b>Position Responsible:</b> CIP Team</p> <p><b>Identify All That Apply:</b>                      FRL, EL, IEP, Migrant, Foster/Homeless, Racial/Ethnic Groups                      - <b>Evidence Level:</b>                      Moderate</p> <p><b>Problem Statements/Critical Root Causes:</b> Student Success 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

### School Goal 1 Problem Statements:

## Student Success


**Problem Statement 1:** Because our student population is incarcerated, their attendance in our education program fluctuates, making it more challenging to measure and continue progress. **Critical Root Cause:** Incarcerated youth with social and emotional behaviors.


## Inquiry Area 2: Adult Learning Culture


**School Goal 1:** All teachers will complete and implement a minimum of one Modern Teacher Learning Module each school year in the classroom.


**Evaluation Data Sources:** \* The Modern Teacher modules track the teacher's progress and inform the administrator how the teacher is doing.

Improvement Strategy 1 Details	Reviews			
<p><b>Improvement Strategy 1:</b> All teachers will have adequate time to work on professional development opportunities. We will have 30 minutes each day to work on Modern Teacher, meet as an impact team, or do any other professional development.</p> <p><b>Action Step's Expected Result/Impact:</b> * 30 minutes a day scheduled for Impact team meetings.                      * Modern Teacher Professional Development provided.                      * Scheduled professional development days for EMPOWER and Modern Teacher.                      * Review data and surveys continuously throughout the year to make adjustments.</p> <p><b>Position Responsible:</b> CIP Team</p> <p><b>Identify All That Apply:</b>                      FRL, EL, IEP, Migrant, Foster/Homeless, Racial/Ethnic Groups                      - <b>Evidence Level:</b>                      Moderate</p> <p><b>Problem Statements/Critical Root Causes:</b> Adult Learning Culture 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

### School Goal 1 Problem Statements:





Adult Learning Culture
<p><b>Problem Statement 1:</b> Reduced staff has an increased workload which means they have limited time to focus on instructional practices. <b>Critical Root Cause:</b> Reduced Budget</p>

**Inquiry Area 3: Connectedness**

**School Goal 1:** COB Admin and teachers will build positive relationships with students and guardians to help create a safe environment and culture of learning.

**Evaluation Data Sources:** \* AIR Survey  
\* Eleot Perception Survey

Improvement Strategy 1 Details	Reviews			
<p><b>Improvement Strategy 1:</b> Educators will work on overall attendance to show the staff the investment we have in our students and school. This will eliminate negative thoughts or comments about the staff working with the groups in instruction. Educators will attend weekly assessment meetings to support CYC staff programming and education.</p> <p><b>Action Step's Expected Result/Impact:</b> * Consider moving all appointments to non school days to help with the overall attendance of teachers and staff. * Have teachers attend CYC team meetings if available to give them input on their students.</p> <p><b>Position Responsible:</b> CIP Team</p> <p><b>Identify All That Apply:</b> FRL, EL, IEP, Migrant, Foster/Homeless, Racial/Ethnic Groups - <b>Evidence Level:</b> Moderate</p> <p><b>Problem Statements/Critical Root Causes:</b> Connectedness 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**School Goal 1 Problem Statements:**

<b>Connectedness</b>
<p><b>Problem Statement 1:</b> The high turnover rate of CYC staff and students makes it challenging to develop long-term, connected relationships. <b>Critical Root Cause:</b> * Reduced budget. * CYC staff shortage. * Student count has significantly dropped</p>

# Schoolwide and Targeted Assistance Title I Elements

## **1.1: Describe the school's strategies to attract effective, highly-qualified teachers to your school.**

Our plan is to attract highly-qualified teachers to our school through social media, focus on creating a compelling online presence. Develop a professional video showcasing the school's achievements, facilities, and positive work culture. Optimize social media platforms like LinkedIn, Twitter, and Facebook by regularly sharing updates about school events, achievements, and job opportunities. Utilize targeted advertising to reach educators with specific qualifications, emphasizing competitive benefits and professional development opportunities. Engage with educational networks, forums, and groups, encouraging current staff to share positive experiences. Leverage video content to provide a visual glimpse into the school's dynamic teaching environment and consider hosting virtual events to connect with potential candidates. Implement employee referral programs, and highlight the school's commitment to ongoing professional development.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Daniel Hunt	Academic Counselor	Counseling/Transition	100
Sherry Spencer	Teacher	Credit Recovery	100
Todd Packard	Teacher	ELA	100

# Continuous Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Doug Peterson	Physical Education/Computer Science
Classroom Teacher	John Willingham	Science/Technology
Classroom Teacher	Sherry Spencer	Credit Recovery/Teacher Strategist
Administrator	Matt Cameron	Principal
Parent	Bruce Burgess	Superintendant CYC/Student Guardian
Parent	Justin Barrow	Head Group CYC/Student Guardian
Academic Counselor	Daniel Hunt	Academic Counselor/Transitions
Classroom Teacher	Todd Packard	ELA
Classroom Teacher	Cameron Frehner	Math