

Lincoln County School District

Lincoln County High School

2023-2024 School Improvement Plan

Classification: 3 Star School



Mission Statement

We strive to empower students to make positive choices that create pathways leading to their success, independence, and happiness.

Vision

We strive to empower students to make positive choices that create pathways leading to their success, independence, and happiness.

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 http://nevadareportcard.nv.gov/DI/nv/lincoln/lincoln_county_high_school/2023

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Comprehensive Needs Assessment

Revised/Approved: November 29, 2023

Student Success

Student Success Areas of Strength

Math is LCHS strongest area of with 63% of our school scoring higher than the 41%tile according to our MAPS data. There has been a push with Algebra standards and mastery before moving onto Geometry and Algebra II.

Student Success Areas of Growth

Factors contributing to low reading scores include limited access to high-quality reading materials, insufficient literacy instruction, and varying levels of support at home. As a result, a substantial number of students are not achieving the expected reading proficiency for their grade level. This problem not only hinders their academic success but also has broader implications for their overall academic development and future career opportunities. Addressing the root causes of low reading scores and implementing effective interventions is crucial to ensure that all students have the opportunity to develop strong reading skills and reach their full potential.

Problem Statements Identifying Student Success Needs

Problem Statement 1: Forty-two percent of the students at LCHS are scoring lower than the 41%tile in reading according to MAPS data. **Critical Root Cause:** Factors contributing to low reading scores include limited access to high-quality reading materials, insufficient literacy instruction, and varying levels of support at home. As a result, a substantial number of students are not achieving the expected reading proficiency for their grade level.

Adult Learning Culture

Adult Learning Culture Areas of Strength

The teachers at LCHS have been working diligently to improve and hone their proficiency scales. Many teachers are transitioning to standards based grading and away from traditional grades.

Adult Learning Culture Areas of Growth

Many teachers are trying to fit proficiency scales with curriculum that is not necessarily standards based. They are struggling to find meaningful activities that not only engage the learners, but assess the standards.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1: Instruction is still complacent, homogenous and teacher centered, teachers are struggling to transition to standards based grading. **Critical Root Cause:** Many teachers are struggling with the transition to standards-based grading, as it represents a significant shift from traditional grading practices. This transition presents various challenges, including the need for clear understanding and implementation of standards, communication with students and parents, grading consistency, and the alignment of teaching and assessment strategies.

Connectedness

Connectedness Areas of Strength

According to a recent student survey 83% of students who participated believe that at LCHS, there are lots of chances for students at this school to get involved in sports, clubs and other school activities outside of class. Of the 83% who believe there are opportunities to get involved 74% participate in school activities.

Problem Statements Identifying Connectedness Needs

Problem Statement 1: According to student survey, the students at LCHS feel there is a lack of respect in student to student relationships. **Critical Root Cause:** Stress and Emotional Well-being: High levels of stress, anxiety, or emotional challenges experienced by students may lead to less patience and tolerance, contributing to perceived disrespect among peers

Priority Problem Statements

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
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Expenditures
- Prior year improvement plans - Formative and summative reviews

Accountability Data

- State assessment performance report

Student Data: Assessments

- SAT, ACT, PSAT or ASPIRE

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Social Emotional Learning
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Teacher evaluation
- Administrator evaluation

Parent/Family/Community Data

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

Support Systems and Other Data

- Master schedule
- Course offerings
- Budgets/entitlements and expenditures data


Inquiry Areas


Revised/Approved: May 9, 2024


Inquiry Area 1: Forty-two percent of the students at LCHS are scoring lower than the 41%tile in reading according to MAPS data


School Goal 1: By April 2024 only 30% of students will score lower than the 41% in reading according to MAPS data.

Improvement Strategy 1 Details	Reviews			
<p>Improvement Strategy 1: Incentivize progress on MAPS testing with raffle tickets and class competitions. LCHS students have not taken the MAPS scores seriously and the staff feels that if we add the incentive for improvement we may see results.</p> <p>Action Step's Expected Result/Impact: Although students will focus on the incentive, we hope that they will start to focus on improving their scores and looking into ways/ strategies to help with improvement.</p> <p>Position Responsible: staff, teachers, principal</p> <p>Identify All That Apply: FRL, IEP, Foster/Homeless</p> <p>- Evidence Level: Has Rationale</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

 No Progress





 Accomplished

 Continue/Modify

 Discontinue





Inquiry Area 2: Instruction is still complacent, homogenous and teacher centered, teachers are struggling to transition to standards based grading. Using the Modern Teacher platform, teacher will engage in professional learning to develop these skills.

School Goal 1: 92% of the teachers at LCHS will complete three of the 4 PL goals on the Modern Teacher platform by April 2024

Improvement Strategy 1 Details	Reviews			
Improvement Strategy 1: Time will be given at the end of contract day to utilize PL platform. Position Responsible: Principal and accelerated teacher will follow through with making sure progress is being made towards the goals	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Inquiry Area 3: According to student survey, the students at LCHS feel there is a lack of respect in student to student relationships.

School Goal 1: Through student lead activities, spirit days and student spotlight we hope to decrease the the percentage of students who do not respect each other from 62.3 % to 45%.

Improvement Strategy 1 Details	Reviews			
Improvement Strategy 1: Weekly spirit days, monthly pep assemblies and student spotlight. Position Responsible: All staff, Pep club, video club and cheerleaders.	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
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