



## Clark County School District

# Moapa Valley High School

### School Performance Plan: A Roadmap to Success

*Moapa Valley High School* 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: Hal Mortensen**

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**School Designations:** ☐ Title I ☐ MRI ☐ CSI ☐ TSI ☐ ATSI

*Our SPP was last updated on 8.2.23.*



## 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/moapa\\_valley\\_innovative\\_high\\_school/2023](http://nevadareportcard.nv.gov/DI/nv/clark/moapa_valley_innovative_high_school/2023).

*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
Hal Mortensen	<b>Principal(s)</b> <i>(required)</i>
Duane McMinn. Mitch Ozaki	<b>Other School Leader(s)/Administrator(s)</b> <i>(required)</i>
Dallas Larsen, Kenna Higgins, Mark Cottle, Bryan Linford, Lisa Cornwall	<b>Teacher(s)</b> <i>(required)</i>
Brittney Lawrence	<b>Paraprofessional(s)</b> <i>(required)</i>
Camille Christensen	<b>Parent(s)</b> <i>(required)</i>
Charlemagne Serrano	<b>Student(s)</b> <i>(required for secondary schools)</i>
	<b>Tribes/Tribal Orgs</b> <i>(if present in community)</i>
Geniel Ozaki	<b>Specialized Instructional Support Personnel</b> <i>(if appropriate)</i>
<i>*Add rows as needed</i>	



## 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
School Data Presentation	10.4.23	The community is interested in increasing program opportunities for our students. They feel that the Code of Conduct has created disruptions to everyone's learning. They understand that we are limited with what we can focus on due to the limited number of staff bring in CTE complete programs.
School Data Survey	10.5.23	The community reviewed the school data. Attendance was a focus. Students not being in class to receive synchronous instruction does not necessarily show up in actual class grades but can influence high-stakes testing results.
SOT Meeting May and June	5.3.23 & 6.7.23	SOT discussed progress towards SPP: Roadmap goals and continued improvement strategy efforts. Advice and feedback was solicited to inform decisions about SPP: Roadmap revisions.



## 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
Data Reviewed	Map Growth Data Graduation Rates Act Data NSPF	Panorama Data	Tier I Curriculum
	Areas of Strength: MVHS has highly qualified teachers. The teachers are using CCSD Tier I instructional materials and Tier II and III interventions. Pacing Guides and Teacher Clarity guides are being used in classes.		
	Areas for Growth: MVHS will continue to work on improving Tier I instruction. Credit retrieval options will now be limited because of moving from a 4x4 block to a 6-period day. Tiered instruction improvements will need to continue to be made for struggling students.		
Problem Statement	This year will be spent adjusting to a 6-period day. APEX courses will be used for credit retrieval.		
Critical Root Causes	The change from an 8-period day to a 6-period day will have a negative impact on our students with advanced diplomas types because students lost the opportunity to take electives, credit retrieval or CTE classes this school year.		

#### Part B

Student Success	
School Goal: Increase the Science CRT pass rate from 34.2% in 2023 to 39.2% in 2024.	Aligned to Nevada's STIP Goal: Goal 3: All students experience continued academic growth



<b>Improvement Strategy:</b> <i>Parents/Students will be informed of the importance of the science proficiency exam to the school's overall performance.</i>	
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Counselor -Level 4, Coaching-Level 2, Social Worker-Level 4</i>	
<b>Intended Outcomes:</b> <i>Increase student success in the Science CRT exam.</i>	
<p><b>Action Steps:</b> Staff will be trained and given support time for frequent department meetings to meet the needs of credit-deficient students. Develop and execute an advisory period for all students for tracking purposes. Administration, Counselor, and Social Workers will meet regularly to execute a plan to address credit-sufficient students</p> <p>Increased focus on academic expectations in parent communications. Counselors inform students and parents via registration documents, individual conferences, and group presentations of the requirements for students to pass all courses and the respective EOCs, to take the ACT exam, to take the science CRT, as well as earning 23 credits in order to graduate.</p>	
<p><b>Resources Needed:</b></p> <ul style="list-style-type: none"><li>Professional Learning for Science department that focuses on standards and standard-based assessment construction.</li></ul>	
<p><b>Challenges to Tackle:</b></p> <ul style="list-style-type: none"><li>Lack of collaboration horizontally and vertically to recognize and track students who have credit deficiencies within the department/collaborative meetings. Lack of a strong mentoring program to track credit-deficient students over time. We have added grade-level PLC teams that will meet to discuss specific student concerns.</li></ul>	
<b>Improvement Strategy:</b> <i>Increase collaborative time for science teachers to allow them to ensure vertical alignment of curriculum.</i>	
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Evaluate - Level 2</i>	
<b>Intended Outcomes:</b> <b>Increase scores on the Science CRT</b>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"><li><i>Department Meetings monthly</i></li><li><i>Professional development in assessment construction</i></li></ul>	
<p><b>Resources Needed:</b></p> <ul style="list-style-type: none"><li>Professional Development Time</li></ul>	



- Instructional Rounds with ELL Department

**Challenges to Tackle:**

- Teachers do not share a common planning time during the school day. Teachers will meet in Vertical PLC achievement teams before school to review Teacher Clarity Guides and ensure consistency in Learning Intentions, Progressions, and Student Success Criteria.
- Very few teachers teach the same classes. Teachers will be encouraged to collaborate with teachers from other schools to form virtual PLCs.

**Equity Supports. What, specifically, will we do to support the following student groups around this goal?**

English Learners: All students have access to Achieve3000, Exact Path, ThinkCERCA, and Discovery Education via Canvas. Instructional rounds will be conducted with the ELL department to improve instructional strategies.

Foster/Homeless: Guidance counselors and MLT will monitor student progress.

Free and Reduced Lunch: Students will be provided breakfast upon arrival. They will have the opportunity to get lunch during the nutrition break.

Migrant: N/A

Racial/Ethnic Minorities: Approved curriculum will be used that allows for multicultural materials and content.

Students with IEPs: Special education case workers will monitor student progress

All students will have access to 'Paper' online tutoring program.

For all students, we will decrease the percentage of students "Chronically Absent" from 40% in 2022-2023 to 35% during the 2023-2024 school year.

## 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>	<i>Nevada Educator Performance Framework Tier 1 Observation Data Teachers utilizing Teacher Clarity guides and pacing guides along with Tier I instructional material.</i>	<i>Administration conducting more frequent walk-in observations and providing immediate feedback to their assigned teaching staff. Observation cycles were completed with focus on Tier I instruction using NEPF data.</i>	<i>Teachers and Administrators reviewing the NEPF and understanding what a teaching model using NEPF standards and indicators is to look like.</i>
	<i>Areas of Strength: MVHS's teaching staff has continued to work to improve Tier I instruction using the NEPF as a guide for good teaching and learning.</i>		
	<i>Areas for Growth: Increase collaborative time and develop a method for teachers to improve Tier I instruction.</i>		
<b>Problem Statement</b>	<i>MVHS lacks the opportunity for meeting in grade level teams to discuss student needs and differentiate instruction for those students in need.</i>		
<b>Critical Root Causes</b>	<i>Small departments and lack of common planning times.</i>		

## Part B

Adult Learning Culture	
<b>School Goal:</b> <i>By the end of the school year, 100% of PLC meetings will follow a consistent structured PLC aligned with the Teaching and Learning Cycle and walkthrough observation data will show that in 80% of observations, tasks and instruction will be fully aligned with the standards.</i>	<b>STIP Connection: Goal 6:</b> <b>All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</b>  <b>Goal 2:</b> <b>All students have access to effective educators.</b>
<b>Improvement Strategy:</b> <i>Teachers will work to build assessments that measure standards according to NVACS.</i>	
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Professional Learning - Level 3</i>	
<b>Intended Outcomes:</b> <i>Improve standards-based assessment.</i>	
<b>Action Steps:</b> <ul style="list-style-type: none"> <li>• <i>Staff development time dedicated to improving assessments.</i></li> </ul>	



<b>Resources Needed:</b> <ul style="list-style-type: none"><li>● <i>Increased collaboration time for staff.</i></li></ul>
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>● Lack of collaboration horizontally and vertically to recognize and track students who have credit deficiencies within the department/collaborative meetings. Lack of a strong mentoring program to track credit-deficient students over time. Grade-level PLC teams were formed to meet the needs of specific student concerns.</li></ul>
<b>Improvement Strategy:</b> <i>Conduct stakeholder surveys to determine what strategies are working with building and how to improve communication.</i>
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Family Engagement - Level 4, Analyze Data - Level 2</i>
<b>Intended Outcomes:</b> Get stakeholder input on grade reform and the understanding of standards-based assessment
<b>Action Steps:</b> <ul style="list-style-type: none"><li>● <i>Grade reform presentation and town hall on its impacts on grades</i></li></ul>
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>● <i>Communication regarding the rationale for grade reform.</i></li></ul>
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>● <i>The traditional view of formative assessments being a more impactful part of a student's grade in a class. Teachers will emphasize the importance of formative assessments being the building blocks to summative assessments.</i></li></ul>
<b>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</b>
English Learners: All students have access to Achieve3000, Exact Path, ThinkCERCA, and Discovery Education via Canvas. Instructional rounds will be conducted with the ELL department to improve instructional strategies.  Foster/Homeless: Guidance counselors and MLT will monitor student progress.  Free and Reduced Lunch: Students will be provided breakfast upon arrival. They will have the opportunity to get lunch during the nutrition break.  Migrant: N/A  Racial/Ethnic Minorities: Approved curriculum will be used that allows for multicultural materials and content.





Students with IEPs: Special education case workers will monitor student progress.

All students will have access to 'Paper' online tutoring program.

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## Inquiry Area 3 - Connectedness

### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
<b>Data Reviewed</b>	<i>Students complete the Districtwide survey and Panorama Surveys</i>	<i>Staff complete the Districtwide Survey and the SPP Data Survey.</i>	<i>Staff complete the Districtwide Survey and the SPP Data Survey.</i>
	<i>Areas of Strength: The guidance department will continue to meet individually with students to ensure their scheduling needs are being met. They conduct student check-ins to help with SEL.</i>		
	<i>Areas for Growth: MVHS's small staff hinders what offerings are available. We continue to reach outside campus for help with coursework in CTE and Jumpstart programs.</i>		
<b>Problem Statement</b>	<i>Study skill improvements and time management will be a renewed focus with the change in schedule.</i>		
<b>Critical Root Causes</b>	<i>Our struggling students will need more Tiered Intervention in current classes due to the loss of credit retrieval classes.</i>		

### Part B

Connectedness	
<b>School Goal:</b> <i>Maintain the 2022-2023 percentage of students graduating with Advanced, Advanced Honors, and College and Career Ready Diplomas at 65% in 2023-2024.</i>	<b>STIP Connection:</b> <b>Goal 4- All students graduate future-ready and globally prepared for postsecondary success and civic life</b>
<b>Improvement Strategy:</b> Increased focus on academic expectations in parent communications. Counselors inform students and parents via registration documents, individual conferences and group presentations of the requirements for students to pass all courses and the respective EOCs, to take the ACT exam, to take the science CRT, as well as earning 22.5 credits in order to graduate	
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Counselor-Level 4, Family Engagement-Level 4</i>	
<b>Intended Outcomes:</b> <i>Maintain the percentage of advanced, advanced honors, and CCR diplomas obtained at graduation.</i>	



<b>Action Steps:</b> <ul style="list-style-type: none"><li>• Departments to discuss the individualized learning needs of students. Developed Department and collaborative teams to look at each student individually and identify for AP and CTE courses.</li></ul>
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>• Time for administration and counselors to work on the master schedule to maximize the course opportunity for students to meet the advanced diplomas.</li></ul>
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>• Lack of collaboration horizontally and vertically to recognize and track students who have credit deficiencies within the department/collaborative meetings. Lack of a strong mentoring program to track credit-deficient students over time.</li><li>• Losing two classes in our students' schedules will not allow the opportunity for extra electives for students.</li></ul>
<b>Improvement Strategy:</b> <i>Parent nights for college and career awareness to increase communication of student levels to address early identification of career and college prep path.</i>
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Family Engagement-Level 4</i>
<b>Intended Outcomes:</b> <i>Increase communication about programs being offered that lead to advanced diploma types.</i>
<b>Action Steps:</b> <ul style="list-style-type: none"><li>• <i>Addition of dual enrollment courses (Added Dual Enrollment CSN Environmental Science and UNR English 101/102 in 2023-2024 School Year)</i></li><li>• <i>Addition of CTE course offerings- (Added Diesel Technology in 2022-2023 School Year)</i></li></ul>
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>• <i>Additional staffing to increase course offering with CTE areas.</i></li><li>• <i>Return to Block Schedule to allow students to take more classes and increase lab experiences in CTE classes.</i></li></ul>
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>• <i>Lack of staffing and class size limitations.</i></li><li>• <i>Loss of 2 periods per student schedule</i></li><li>• <i>Loss of an AP English course to add UNR Dual Enrollment</i></li><li>• <i>Loss of one section of each CTE program due to change in the master schedule.</i></li></ul>



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## 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)
Hope2	\$30,000	School attendance and chronic absenteeism	Improvement in class attendance to ensure instructional needs are being met and students are progressing in classes needed to achieve advanced, advanced honors, and CCR diploma types.
Title III	\$1,500	Instructional Rounds for ELL students	Ensure that staff is utilizing strategies to promote higher achievement for ELL students- as well as best practices for all students.
General Budget	\$4,674,794.65	Staffing	All three goals