

Act 2 - Status Check 1 Part of the Plan of Operation

Directions:

- Rate the overall status of each improvement strategy:
 - Strong** - on track;
 - At Risk** - requires some refinement and/or support; or
 - Needs Immediate Attention** - requires immediate support
- Identify specific **Lessons Learned (Now), Next Steps, and Needs**

Note:
The status you enter will automatically update the accompanying cell on the Master Tracker tab.



Inquiry Area 1 - Student Success

Increase the Science CRT pass rate from 35.2% to 40% in 2023 to 45.2% in 2024.

Improvement Strategies	Intended Outcomes/Formative Measures	Status <i>Are we implementing the improvement strategy as planned?</i>	Now (Lessons Learned) <i>What does our progress monitoring data reveal about progress toward our goal? What challenges with implementation and gaps in performance are we noticing?</i>	Next (Next Steps) <i>What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?</i>	Need <i>What do we need from others in this room and others outside of this room to be successful in taking action?</i>
Increase collaborative time for science teachers to allow them to ensure vertical alignment of curriculum.	Increase the Science CRT pass rate from 35.2% to 40% in 2023 to 45.2% in 2024.	Strong	The lack of shared planning times, singleton course teachers, and other trainings on PD days makes increased collaboration difficult.	Teachers will continue to work in vertical teams to ensure curriculum alignment	

Inquiry Area 2 - Adult Learning Culture

Adjust to the grading reform measures. School moved to 90% Summative/10% Formative structure while increasing student discourse during instructional time.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Teachers will work to build assessments that measure standards according to NVACS.	Adjust to the grading reform measures. School moved to 90% Summative/10% Formative structure while increasing student discourse during instructional time as measured by instructional leader formal and walkthrough observations	Strong	Not having a partner to work on assessment development has been a challenge for Singleton teachers. They are continuing to work in vertical teams to accomplish this.		The district needs to provide times for teachers are small schools to collaborate with teachers from other schools who teach the same subject. This would be an equitable solutions for small schools that have difficulty because of using vertical teams instead of full PLCs.

Inquiry Area 3 - Connectedness

Increase the number of students graduating with Advanced, Advanced Honors, and College and Career Ready Diplomas from 69% in 2022 to 72% in 2023 to 75% in 2024.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
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	Increase the number of students graduating with Advanced, Advanced Honors, and College and Career Ready Diplomas from 69% in 2022 to 72% in 2023 to 75% in 2024.	Strong	MVHS's small staff has many people teaching many different subjects. We are nearly a point of capacity with what we are capable of offering unless more staff is added.	MVHS will be adding more partnership courses next year with Nevada- Reno. ENG 101, 102, and MATH 126, 127 are planned additions. Additionally, Diesel Tech will be added when possible.	