

# School Performance Plan

School Name  
MOAPA VALLEY HS

Address (City, State, Zip Code, Telephone):  
2400 ST. JOSEPH STREET  
OVERTON, NV 89040, 7023972611

Superintendent/Region Superintendent: Jesus Jara / Dustin Mancl

For Implementation During The Following Years: 2020-2021

**The Following MUST Be Completed:**

<b>Title I Status:</b>	NA
<b>Designation:</b>	NA
<b>Grade Level Served:</b>	High School
<b>Classification:</b>	5 Star
<b>NCCAT-S:</b>	Initial

<b>*1 and 2 Star Schools Only:</b>	Please ensure that the following documents will be available upon request	<input type="checkbox"/> Use of Core Instructional Materials	<input type="checkbox"/> Scheduling	<input type="checkbox"/> Model School Visits
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Members of Planning Team \* ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
Marquessa Aikele	Parent	Lindsey Dailey	Parent
Teri Holzer	Parent	Amee Houghtalen	Parent
Chad Leavitt	Parent	Louise Culler	Registrar
Kim Hardy	Teacher	Hal Mortensen	Principal
Geniel Ozaki	Counselor	Gary Watkins	

## COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### DATA REVIEWED & ANALYZED:

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Statewide Assessments	Achievement Gap Data	Achievement Gap Data
NA	NA	NA
NA	NA	NA
NA	NA	NA
Other:	Other:	Other:
Other:	Other:	Other:

**Summary Statement:** Please provide a brief description for how the analyzed data will impact your Inquiry and Action Planning process.

Moapa Valley High School continues to have one of the highest graduates in Clark County School District and the state of Nevada.

Our graduation rate for the 2019-20 school year was 98.2%, which is an increase of over 2% from the previous year. We are especially proud of this accomplishment, as it was achieved amidst the pandemic adversity. Community members, parents, faculty and staff made a concerted effort to keep students connected to school and focused on graduating in spite of our country's historic challenges.

2018/2019: Graduation Rate was at 96%. Science CRT scores dipped from 40% to 30%. The ACT scores, CTE scores and CTE assessments are above district averages. MVHS offered 108 dual enrollment/CSN courses. The WIDA scores went from 0% to 7.8%. Chronic Absenteeism needs improvement. The school was a 5-Star school.

For the 2017/2018 school year, graduate rate is at 98.3%. AP courses and assessment is at 80% success rate. The ACT scores, CTE courses and CTE assessments is above district averages. The number of students taking CSN courses has increased from 48 to 144. English Language Proficiency score is under-performing compared to district averages. The schools was a 4-star school.

By analyzing our data we have noticed the following trends:

In 2020, there were a total of 58 exams administered with a 50% pass rate.

In 2019, there were a total of 78 exams administered with a total

AP Exam results for the 2015/2016, a total of 100 students took the AP classes; 74 students took the AP exam and 36 students (49%) passed the AP exams. For the 2020-21 school year, 103 students are taking CSN classes and we have 67 students enrolled in a total of six AP classes currently being offered.

Math scores continue to increase. There was an increase in MGP from 54 in 2013 to 55 in 2014. The minority subgroup had the largest increase from 54 to 68. The FRL subgroup continued to increase from 53 to 55.

In reading, however, according to the NSPF, Moapa Valley High School decreased in graduation rate from 92% in 2012 to 89% in 2013. In reading, there was a decline in MGP from 57 in 2013 to 42 in 2014.

Graduation rate was 90% for the 2015/2016 school year. The percent of students graduating with an Advanced Diploma for the 2015/2016 school year is 38%. This is a decrease from 41.9 to 38%.

EOC results indicate the class of 2019 that in 2015/2016 that 79% have passed the Math I and 80% have passed English I.

For the 2015/2016 year, a total of 100 students took the AP classes; 74 students took the AP exam and 36 students (49%) passed the AP exams.

For the 2016/2017 year, the students completed the math and English EOC, science CRT and the ACT test. The State of Nevada is now incorporating the math and English EOCs into the courses

and students will take the EOC as a final exam. All students who did not pass the EOC test but passed the class are proficient. All students who failed the class are required to retake the class.

## HIGH SCHOOL GRADUATION RATES

If you serve high school graduation seniors you must fill in the graduation rates for all subpopulations.

Subpopulation	Percentage of Students
<input checked="" type="checkbox"/> AM In/Ak Native	100
<input type="checkbox"/> Asian	
<input type="checkbox"/> Black	
<input checked="" type="checkbox"/> Hispanic	97
<input checked="" type="checkbox"/> Two or More Races	100
<input type="checkbox"/> Pacific Islander	
<input checked="" type="checkbox"/> White	98
<input checked="" type="checkbox"/> FRL	
<input checked="" type="checkbox"/> IEP	100
<input checked="" type="checkbox"/> ELL	100

**NOTES:**

## HOPE 2 Intervention

**Focus of Intervention:**

Focus on students who struggle with behavior, social issues and academics.

**Monitoring Plan:**

Quarterly Behavioral Reports, Quarterly Grade Reports.

**Evaluation Plan:**

Review of the Behavioral and Grade Reports at the end of each semester.

## COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

<b>Based on the CNA, identify all that apply:</b>	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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**Priority Need/Goal 1:**

Increase or maintain the percentage of students graduating each year.

**Root Causes:**

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. lack of information from the Nevada Department of Education with regard to EOC exams and now EOC is administered as a final exam.

**Measurable Objective 1:**

Increase the graduation rate from 98% to 100% as measured by the NSPF.

<b>Monitoring Status</b>
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount  Needed for  Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline,  Benchmarks, and  Position Responsible	Monitoring  Status
<b>1.1 Professional Development (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
Staff will be trained and given support time for frequent department meetings to meet the needs of credit deficient students. Develop and execute and 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.		CCSD DataLab , NSPF, quarter and semester grades, and department meeting agendas, notes, and sign in sheets.	Administration, Teacher - Quarterly	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>1.2 Family Engagement (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</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.	Parent Night, Parent Link, JR/SR Counseling	Administration, Counselors- quarterly		N/A

Comments:

<b>1.3 Curriculum/Instruction/Assessment (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
Staff will be trained and become well versed in Canvas due to the distance education protocol set forth by the district. Staff will create assessment and align instruction to NVACS to increase student success. Staff will collaborate monthly in department meetings to identify individual students and differentiate instruction. Three credit retrieval courses will be offered for credit deficient students.	Prep buy out for proficiency classes for mathematics, English and Science. (Credit Retrieval).	CCSD DataLab, Department meeting agenda, notes and sign-in sheets.	Administration, counselors and teachers - quarterly.	N/A

Comments:

<b>1.4 Other (Optional)</b>	<b>Continuation From Last Year:</b>		<b>NCCAT-S Indicators:</b>	
				In Progress

Comments:

## COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

<b>Based on the CNA, identify all that apply:</b>	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input checked="" type="checkbox"/> Other
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**Priority Need/Goal 2:**

Increase the number of students completing Advanced Placement (AP), Dual-credit College courses, and Career and Technical Education (CTE) courses AND take the AP and CTE assessments each year.

**Root Causes:**

There is a lack of collaboration and PLC time to discuss and monitor individual students' academic progress and identify students for AP, college course and CTE courses. There is lack of information from the Nevada Department of Education what is required of the school for the NSPF.

**Measurable Objective 1:**

Increase the percent of students graduating with an Advanced Diploma and Advance Honors Diploma from 44% (2016) to 52% (2017) to 45.7% (2018) to 44% (2019) to 45% in (2020) to 48% in (2021) as measured by NSPF.

**Measurable Objective 2:**

Increase the number of students taking a college course from 17 courses (2017), 48 courses (2018), 108 courses (2019) to 150 courses in (2020) and 175 in (2021) as measured by Infinite Campus student enrollment records.

**Measurable Objective 3:**

Increase exponentially each year the number of students in AP courses, Dual-Credit Credit courses and CTE courses as measured by Infinite Campus student enrollment records.

**Measurable Objective 4:**

Increase the number of students receiving the College and Career Readiness (CCR) diplomas from 34 students (2019) to 50 students in (2020) to 75 in (2021) as measured by the NSPF.

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
<b>2.1 Professional Development (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	



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.	Teachers, Counselors; Curriculum Engine; SBCT and department meeting times.	Staff Development Agendas, sign in sheets, and department meeting agendas.	Administration, Counselors, Teachers-Quarterly	N/A
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>2.2 Family Engagement (Required)</b>		<b>Continuation From Last Year:</b> <b>Yes</b>	<b>NCCAT-S Indicators:</b>	
Parent nights for college and career awareness to increase communication of student levels to address early identification of career and college prep path.	Parent Night, JR/SR counselor meetings	Parent Night sign in, Counselor sign in.	Administration, Counselors-Quarterly	N/A

Comments:

<b>2.3 Curriculum/Instruction/Assessment (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
Addition of AP courses, Dual College course and CTE course to increase the number of attending such courses.	Time for counselors and administration to work on the master schedule	Department meeting agendas	Administration, Counselors and Teachers-Quarterly	N/A

Comments:

<b>2.4 Other (Optional)</b>	<b>Continuation From Last Year:</b>		<b>NCCAT-S Indicators:</b>	
				N/A

Comments:

## COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

<b>Based on the CNA, identify all that apply:</b>	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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**Priority Need/Goal 3:**

Increase the science proficiency rate and increase the English Language Proficiency rate.

**Root Causes:**

They were directed that students only had to take the science exam and the school was not informed the science proficiency rates were required. There are only 15 EL students who have taken the WIDA or similar for many years. 9 of the 15 EL students are also in special education programs and already receiving Tier II supports so it impedes their growth in the WIDA.

**Measurable Objective 1:**

Increase the science proficiency rate from 40.3% (2018), 30% (2019) to 40% in (2020) and 45% in 2021 as measured by the NSPF.

**Measurable Objective 2:**

Increase the WIDA proficiency rate from 0% (2018), 7.5% (2019) and 7.8% (2020) to 10% proficiency in (2021) as measured by NSPF.

**Monitoring Status**

N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
<b>3.1 Professional Development (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
Teachers will receive training on spiraling lessons.		Training notes and sign-in sheets	Science Teachers Administrators	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>3.2 Family Engagement (Required)</b>		<b>Continuation From Last Year:</b>  <b>Yes</b>	<b>NCCAT-S Indicators:</b>	
Parents/students will be informed of the importance of the science proficiency exam to the school's overall performance.	EL parents/guardians will be informed of their student's WIDA data and the upcoming WIDA assessment dates.	WIDA scores and Communication to parents	Administration; counselors - Quarterly	N/A

Comments:

<b>3.3 Curriculum/Instruction/Assessment (Required)</b>	<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>
		N/A

Comments:

<b>3.4 Other (Optional)</b>	<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>
		N/A

Comments:

## COMPONENT III: Budget Plan

**COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS:** Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I , Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Hope2	30000	Track attendance, tardies, and chronic absenteeism.	Goals 1, 2 and 3

## Plan for improving the school climate

**Goal:**

Improve the School Climate for stakeholders including students, faculty, staff and community members by implementing relevant, timely and consistent communications and activities to support a safe, nurturing and effective organization.

**Action Plan:** How will this plan improve the school climate?

#1. Administer stakeholder surveys to determine any deficiencies and measure annual growth. #2. Provide students with autonomy to plan and present events that impact the morale of the students and school. #3. Provide weekly communications to students, faculty and staff regarding relevant news and info on upcoming events and accomplishments. #4. Provide opportunities to share data and seek organizational input from parents and community members.

**Monitoring Plan:** How will you track the implementation of this plan?

#1. Comparative survey results #2. Parent Input #3. Student attendance and discipline comparisons.

**Evaluation Plan:** What data will you use to determine if the climate of the school has been improved through the implementation of this plan?

Positive results of data evaluation (surveys, student discipline, student attendance, parent/community feedback)

## APPENDIX A - Professional Development Plan

### 1.1

Staff will be trained and given support time for frequent department meetings to meet the needs of credit deficient students. Develop and execute and 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.

#### **Goal 1 Additional PD Action Step (Optional)**

Staff will be trained and well-versed in the use of the Canvas platform as part of the CCSD distance learning protocol due to the pandemic.

### 2.1

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.

#### **Goal 2 Additional PD Action Step (Optional)**

### 3.1

Teachers will receive training on spiraling lessons.

#### **Goal 3 Additional PD Action Step (Optional)**

## APPENDIX B - Family Engagement Plan

### 1.2

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.

#### **Goal 1 Additional Family Engagement Action Step (Optional)**

### 2.2

Parent nights for college and career awareness to increase communication of student levels to address early identification of career and college prep path.

#### **Goal 2 Additional Family Engagement Action Step (Optional)**

Parent nights and corresponding activities will be conducted virtually until otherwise directed by CCSD due to the pandemic.

### 3.2

Parents/students will be informed of the importance of the science proficiency exam to the school's overall performance.

#### **Goal 3 Additional Family Engagement Action Step (Optional)**

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 1

**Priority Need/Goal 1:**

Increase or maintain the percentage of students graduating each year.

**Measurable Objective(s):**

- Increase the graduation rate from 98% to 100% as measured by the NSPF.

Status
N/A

**Comments:**

**1.1 Professional Development:**

**1.2 Family Engagement:**

**1.3 Curriculum/Instruction/Assessment:**

**1.4 Other:**

	Mid-Year	End-of-Year
1.1	Staff will be trained and given support time for frequent department meetings to meet the needs of credit deficient students. Develop and execute and 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.	In Progress
Progress		
Barriers		
Next Steps		
1.2	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.	N/A
Progress		



Barriers		
Next Steps		
1.3	Staff will be trained and become well versed in Canvas due to the distance education protocol set forth by the district. Staff will create assessment and align instruction to NVACS to increase student success. Staff will collaborate monthly in department meetings to identify individual students and differentiate instruction. Three credit retrieval courses will be offered for credit deficient students.	N/A
Progress		
Barriers		
Next Steps		
1.4		N/A
Progress		
Barriers		
Next Steps		

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 2

**Priority Need/Goal 2:**

Increase the number of students completing Advanced Placement (AP), Dual-credit College courses, and Career and Technical Education (CTE) courses AND take the AP and CTE assessments each year.

**Measurable Objective(s):**

- Increase the percent of students graduating with an Advanced Diploma and Advance Honors Diploma from 44% (2016) to 52% (2017) to 45.7% (2018) to 44% (2019) to 45% in (2020) to 48% in (2021) as measured by NSPF.
- Increase the number of students taking a college course from 17 courses (2017), 48 courses (2018), 108 courses (2019) to 150 courses in (2020) and 175 in (2021) as measured by Infinite Campus student enrollment records.
- Increase exponentially each year the number of students in AP courses, Dual-Credit Credit courses and CTE courses as measured by Infinite Campus student enrollment records.
- Increase the number of students receiving the College and Career Readiness (CCR) diplomas from 34 students (2019) to 50 students in (2020) to 75 in (2021) as measured by the NSPF.

Status
N/A

**Comments:**

**2.1 Professional Development:**

**2.2 Family Engagement:**

**2.3 Curriculum/Instruction/Assessment:**

**2.4 Other:**

	Mid-Year	End-of-Year
2.1	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.	
Progress		N/A
Barriers		
Next Steps		

2.2	Parent nights for college and career awareness to increase communication of student levels to address early identification of career and college prep path.	N/A
Progress		
Barriers		
Next Steps		
2.3	Addition of AP courses, Dual College course and CTE course to increase the number of attending such courses.	N/A
Progress		
Barriers		
Next Steps		
2.4		N/A
Progress		
Barriers		
Next Steps		

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 3

**Priority Need/Goal 3:**

Increase the science proficiency rate and increase the English Language Proficiency rate.

**Measurable Objective(s):**

- Increase the science proficiency rate from 40.3% (2018), 30% (2019) to 40% in (2020) and 45% in 2021 as measured by the NSPF.
- Increase the WIDA proficiency rate from 0% (2018), 7.5% (2019) and 7.8% (2020) to 10% proficiency in (2021) as measured by NSPF.

<b>Status</b>
N/A

N/A

**Comments:**

**3.1 Professional Development:**

**3.2 Family Engagement:**

**3.3 Curriculum/Instruction/Assessment:**

**3.4 Other:**

	Mid-Year	End-of-Year
3.1	Teachers will receive training on spiraling lessons.	N/A
Progress		
Barriers		
Next Steps		
3.2	Parents/students will be informed of the importance of the science proficiency exam to the school's overall performance.	N/A
Progress		

Barriers		
Next Steps		
3.3		N/A
Progress		
Barriers		
Next Steps		
3.4		N/A
Progress		
Barriers		
Next Steps		