



## Clark County School District

# Spring Valley High School

### School Performance Plan: A Roadmap to Success

*Spring 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.*

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**Phone:** 702-799-2580

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

*Our SPP was last updated on 11/12/2024*



## 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/spring\\_valley\\_high\\_school/2024/nspf](http://nevadareportcard.nv.gov/DI/nv/clark/spring_valley_high_school/2024/nspf).

## 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
Tara Powell	<b>Principal(s) (required)</b>
Lisa Ancona Jaclynn Rasnick Michael Oliver Olivia Cooper Stefania Barker Angelica Strong	<b>Other School Leader(s)/Administrator(s) (required)</b>
Matthew Marinucci Amy DeVaul Tiffany Hemberger Lisa Withrow Michael Bucher Danielle Flanigan Heather Allen Felicia Bonanno Marcus Teal	<b>Teacher(s) (required)</b>
Lisa Oana	<b>Paraprofessional(s) (required)</b>
Tameisha Sappington	<b>Parent(s) (required)</b>



Jeannine Theriault Julianne Kyner Mark Hillers	
Hayley Rizor	<b>Student(s)</b> <i>(required for secondary schools)</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
SOT Meeting	05/2024	SOT discussed progress towards SPP: Roadmap goals and continued improvement strategy efforts. Advice and feedback was solicited to inform decisions about SPP: Roadmap revisions.
SOT Meeting	08/2024	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	<ul style="list-style-type: none"> <li>Student proficiency data in mathematics and English as measured by the state summative assessment (ACT)</li> <li>EL student proficiency data as measured by the state summative assessment (WIDA)</li> </ul>	<ul style="list-style-type: none"> <li>Nevada School Climate / Social Emotional Learning Survey</li> <li>School Lifeline / Panorama Data</li> </ul>	<ul style="list-style-type: none"> <li>PLC data</li> <li>Focal Point data</li> <li>Tier I instructional materials</li> </ul>
	<i>Areas of Strength:</i> <ul style="list-style-type: none"> <li>2024 ELA proficiency rate 59.2% as measured by state summative assessment.</li> </ul>		
	<i>Areas for Growth:</i> <ul style="list-style-type: none"> <li>Mathematics proficiency rate (26.7% proficiency rate as measured by 2024 state summative assessment)</li> <li>EL proficiency rate (7.6% proficiency rate as measured by 2024 state summative assessment)</li> </ul>		
Problem Statement	Due to the lack of strong tier I instruction and standards-aligned assessments in the areas of English and mathematics, students are not proficient as measured by the state summative assessment.		
Critical Root Causes	<ul style="list-style-type: none"> <li>Lack of consistent strong tier I instruction</li> <li>Lack of consistently aligned learning tasks with student performance outcomes</li> <li>Lack of appropriate level of rigor</li> <li>Lack of standards-aligned assessments</li> </ul>		



## Part B

Student Success	
<p><b>School Goal:</b></p> <ul style="list-style-type: none"> <li>All students will increase proficiency in ELA from 59.2% to 65.12% by 2025 as measured by the state summative assessment. Increase the number of students proficient in ELA by 10% by end of the year as measured by the ACT.</li> <li>All students will increase proficiency in mathematics from 26.7% to 32.04% by 2025 as measured by the state summative assessment. Increase the number of students proficient in mathematics by 20% by end of the year as measured by ACT.</li> <li>Increase proficient EL students from 7.6% to 9.12% by 2025 as measured by state summative assessment as measured by the WIDA.</li> </ul>	<p><b>Aligned to Nevada's STIP Goal:</b></p> <ul style="list-style-type: none"> <li>GOAL 3: All students experience continued academic growth.</li> <li>GOAL 4: All students graduate future-ready and globally prepared for postsecondary success and civic life.</li> <li>GOAL 5: All students have access to new and continued educational opportunities supported by funding that is administered transparently, consistently, and in accordance with legislative or grant guidelines.</li> </ul>
<p><b>Improvement Strategy:</b> <i>Standards-aligned tier I instruction and formative and summative assessments.</i></p> <p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>MyPerspectives - level 3, HMH Geometry I- level 4, Big Ideas Math - level 4, CERT - level 3, ExactPath - level 2, Achieve3000 - level 1</i></p>	
<p><b>Intended Outcomes:</b></p> <ul style="list-style-type: none"> <li>Increase equity and access for all students to rigorous grade appropriate curriculum. This will be monitored through the master scheduling and course registration process by comparing year of year data of enrollment of diverse students in accelerated coursework.</li> <li>Increase overall student achievement by providing students with strong tier I instruction. This will be monitored through classroom observations (Evaluwise), instructional walks (form) and strategist observations.</li> <li>Increase in the number of students College and Career Ready by exit. This will be monitored by the state summative assessment (ACT), AP pass rate, IB pass rate, CTE completion and readiness assessment.</li> <li>Increase student proficiency in English and mathematics. This will be monitored by the state summative assessment (ACT) along with MAP Growth Assessment data in grades 9 and 10.</li> <li>Increase EL student proficiency. This will be monitored by WIDA assessment.</li> </ul>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>Teachers will PLC at minimum two (2) times per week to analyze data and work collaboratively to support student learning and teacher practice.</li> </ul>	



- Teachers will utilize the District pacing guides, learning progressions and intentions, backward assessment planning, instruction and instructional materials to align with the standards.
- Teachers will consistently use assessment data (formative, summative, ACT, MAP, ExactPath, ThinkCerca ,etc) to address learning opportunities (intervention or acceleration) and ensure students master their learning at the appropriate level of rigor.
- Teachers will incorporate AVID strategies that support literacy across all curriculum.
- Professional development on creating and using learning intentions, progressions and success criteria.
- Administrators and content strategists will attend PLCs regularly.
- Administrator and content strategists will facilitate professional learning and coaching.
- Administrators will be instructional leaders and conduct frequent classroom observations with substantive feedback sessions.
- Teachers will utilize the District pacing guides, learning progressions and intentions, backward assessment planning, instruction and instructional materials to align with the standards.
- Teachers will consistently use assessment data (formative, summative, ACT, MAP, CERT, ExactPath, Achieve3000,etc) to address learning opportunities (intervention or acceleration) and ensure students master their learning at the appropriate level of rigor.
- Teachers will incorporate AVID strategies that support literacy across all curriculum.
- Professional development on creating and using learning intentions, progressions and success criteria.
- Administrators and content strategists will attend PLCs regularly.
- Administrator and content strategists will facilitate professional learning and coaching.
- Administrators will be instructional leaders and conduct frequent classroom observations with substantive feedback sessions.

**Resources Needed:**

- Professional development on unwrapping the standards, utilizing District pacing guides, utilizing learning progressions towards learning intentions, backward assessment plannings, creating rigorous aligned learning tasks with student outcomes, and facilitating rigorous tier I instruction aligned to the NVACS/NGSS.
- Professional development on reading, disaggregating and utilizing data to inform and differentiate instruction.
- Professional development on creating standards aligned summative and formative assessments.
- Professional learning on how to effectively utilize the PLC as a lever to improve student achievement and promote equity.
- Professional learning calendar based on teacher and school needs to include: AVID, IB, EL, Literacy, teaching strategies, CTE, math, social studies, science, English, special education, equity and diversity.

**Challenges to Tackle:**

- Time needed for professional learning sessions.
- Consistency of fidelity of implementation in practice throughout all classrooms.



- Challenges will be addressed by dedicating Mondays and Tuesdays from 1:20 pm-2:00 pm as PLC time. This is non-negotiable and there is a structure, protocol, calendar and agenda with expectations around data, assessment and tier I instruction. Additionally, budget money has been allocated for differentiated professional learning that teachers can access each month. The consistency of fidelity of implementation will be addressed through calibration activities and accountability for administrators and strategists.

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

##### English Learners:

- Teachers will ensure they are teaching grade level standards at the appropriate level of rigor and providing differentiation and scaffolding for diverse learners.
- EL students will be scheduled with the ELL strategist to support English language development.
- School-wide professional learning will be provided to meet the needs of diverse learners.
- School-wide EL strategies will be implemented to support English language learners.
- School-wide focus on discourse structures will be implemented to increase academic discourse and provide equity and access for all learners.

##### Foster/Homeless:

- The school social worker regularly meets with Title I/HOPE students to ensure their basic social-emotional needs are being met which ensures students have the tools necessary to be successful in the classroom. Additionally, the school has implemented a full MTSS team to address the needs of all students (social-emotional, behavioral and academic). Grade level counselors will also meet with the students to ensure academic, behavioral and social-emotional needs are met.

##### Free and Reduced Lunch:

- Student subgroup data is monitored to ensure that we are maximizing support opportunities for students. Demographic data will be utilized to pinpoint opportunities in student achievement. We will provide student groups with tiered instructional support to meet their academic needs (e.g. APEX class for credit deficient; change of placement, invitation to succeed- after school tutoring, etc.).

##### Migrant:

- N/A

##### Racial/Ethnic Minorities:

- Student subgroup data is monitored to ensure that we are maximizing support opportunities for students. Demographic data will be utilized to pinpoint opportunities in student achievement. We will provide student groups with tiered instructional support to meet their academic needs (e.g. APEX class for credit deficient; change of placement, invitation to succeed- after school tutoring, etc.).



Students with IEPs:

- We will implement and follow all IEPs, 504s, and BIPs to ensure that students are able to access instruction in the classroom. Instruction aligned to the grade-level standard for the course will be provided (e.g. CC classes, resource classes).
- Case managers and SEIF will work with teachers to provide additional support in implementing IEPs, as needed.
- Professional learning will be provided to all special education teachers on best practices, writing and implementing IEPs and behavior plans.
- Additionally, special education teachers attend PLCs with the general education teachers to provide equity and access to all learners.
- Teachers will utilize scaffolding and differentiation to provide students with support to ensure mastery of learning.





## Inquiry Area 2 - Adult Learning Culture

### Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	<ul style="list-style-type: none"> <li>Grade distribution data between teachers teaching the same courses</li> <li>Formative and summative assessments and the student outcome data</li> <li>Classroom observation data</li> <li>Historical performance data</li> <li>MAP and CERT data</li> </ul>	<ul style="list-style-type: none"> <li>Implementing the PLC+ framework.</li> <li>Leadership facilitates professional learning and coaching aligned to the needs of educators (and in support of improved student achievement).</li> <li>Leadership will continue frequent classroom observations, both formal and informal, evaluative and non evaluative (e.g. walkthroughs).</li> <li>Leadership will facilitate peer observations, quarterly.</li> </ul>	<ul style="list-style-type: none"> <li>All teachers are provided time to participate in their PLC at minimum two (2) times per week to analyze data and work collaboratively to support student learning and teacher practice.</li> <li>Staff are provided professional learning opportunities aligned to the CIP/SPP, IB plan, and AVID site plan. Targeted professional learning is also provided based on subject/content area PLCs.</li> <li>Staff are provided structured time during staff development days to work in PLCs to review data, design standards-aligned assessments (backwards assessment model), and develop rigorous, standards-aligned assessments.</li> </ul>
	<b>Areas of Strength:</b> <ul style="list-style-type: none"> <li>Teachers are receptive to and participate in the weekly PLCs (Mondays and Tuesdays).</li> </ul>		
	<b>Areas for Growth:</b> <ul style="list-style-type: none"> <li>Using the backward assessment planning model to align instruction with NVACS/NGSS.</li> <li>Using summative data and benchmark formative assessment data to support instruction (scaffolding and</li> </ul>		



	differentiation).
<b>Problem Statement</b>	Due to the lack of a consistent professional learning community (PLC) structure and support along with embedded professional learning, there is a lack of equity and access to standards-aligned tier I instructional materials for students. There are also inconsistencies with common formative and summative assessments between teachers teaching the same course and alignment to the standards.
<b>Critical Root Causes</b>	<ul style="list-style-type: none"> <li>• <i>Lack of Tier I aligned instruction, instructional tasks, materials and assessments</i></li> <li>• <i>Lack of collective teacher efficacy</i></li> <li>• <i>Lack of purposeful and strategic planning utilizing pacing guides</i></li> </ul>

## Part B

Adult Learning Culture	
<p><b>School Goal:</b></p> <p>By the end of 2024-2025 school year, 100% of classroom observations will show evidence of: learning intentions posted on the board and explicitly expressed to students; students are able to articulate the intention and what success looks like; and checks for understanding are conducted throughout the instructional period as measured by classroom walkthrough data.</p> <p>By the end of the 2024-2025 school year, 100% of PLC meetings will at minimum, at least two (2) times per week, analyze data and work collaboratively to support student learning and teacher practice as measured by PLC observations and confirmatory artifacts.</p>	<p><b>STIP Connection:</b></p> <ul style="list-style-type: none"> <li>• GOAL 2: All students have access to effective educators.</li> <li>• GOAL 6: All Students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</li> </ul>
<p><b>Improvement Strategy:</b> <i>Staff members will actively participate in their PLC</i></p>	
<p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>PLCs - level 2</i></p>	
<p><b>Intended Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Improve tier I instruction, alignment of learning tasks and assessments through the backward assessment model with the implementation of effective professional learning communities. This will be monitored with administrators and strategists attending PLC meetings. Additionally, classroom observation data from administrators, strategists and instructional walks will be gathered to ensure implementation with fidelity. Lastly, teams of core content strategists review summative assessments, plans and learning tasks</li> </ul>	



and provide substantive feedback on a quarterly basis to ensure alignment with the standards and pacing guides.

**Action Steps:**

- Professional learning provided to all teachers on building collective efficacy through PLCs. Teachers will meet in PLCs on Monday and Tuesday of each week at minimum and will utilize the DuFour Model along with PLC+ Handbook.
- Teachers will participate in professional learning sessions designed to improve the PLC structure and process and effectively utilize the PLC as a lever to improve student achievement and promote equity.
- The PLC team will backwards plan starting with the summative assessment to create highly rigorous and standards-aligned lesson plans in order to facilitate tier I instruction to ensure equity and access for all students.
- Professional development on unwrapping the standards, utilizing District pacing guides, utilizing learning progressions towards learning intentions, backward assessment plannings, creating rigorous aligned learning tasks with student outcomes, and facilitating rigorous tier I instruction aligned to the NVACS/NGSS.
- Professional development on reading, disaggregating and utilizing data to inform and differentiate instruction.
- Teachers will use the PLC to share and analyze data from standards-aligned common formative and summative assessments and instructional practices aligned to the standards. Instructional decisions will be made based on the data discussed.
- Professional learning calendar based on teacher and school needs to include: AVID, IB, EL, Literacy, teaching strategies, CTE, math, social studies, science, English, special education, equity and diversity.
- Administrators and content strategists will attend PLCs regularly and support PLCs through professional learning, participation in meetings, reviewing PLC data, and providing feedback on shared data and instructional practices.
- Administrator and content strategists will facilitate professional learning and coaching.
- Administrators will be instructional leaders and conduct frequent classroom observations with substantive feedback sessions.

**Resources Needed:**

- Money to pay for professional learning and PLCing outside of the contracted work day.
- Professional learning that supports teaching and learning.

**Challenges to Tackle:**

- We started this process last year and have made changes to support this initiative. We have made progress and now our challenge is to ensure teachers are engaging in the process with complete fidelity.
  - Potential Solution#1: Professional learning on how to effectively utilize the PLC as a lever to improve student achievement and promote equity by reviewing data and student work samples.
  - Potential Solution #2: Professional learning calendar based on teacher and school needs to include: AVID, IB, EL, Literacy, teaching strategies, CTE, math, social studies, science, English, special education, equity and diversity.



- Potential Solution #3: Provide time and opportunity for teachers to engage in PL, implement strategies learned in PL, participate in peer observations, and use PLCs to revisit/revise strategies used.

**Improvement Strategy:** *Provide professional learning opportunities that support the standards-aligned backward assessment planning planning to increase equity and access for all students*

**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *Build a committed staff through professional development - level 1*

**Intended Outcomes:**

- Rigorous tier I instruction aligned to the standards along with aligned instructional tasks and assessments. This will be monitored through classroom observations and instructional rounds.
- Common summative and formative standards aligned assessments. This will be monitored by administrators attending PLCs and then reviewing in teams the assessments and learning tasks to ensure alignment to the standards and pacing guides.
- Effective and cohesive PLCs that build collective efficacy, analyze data to make instructional decisions, embrace collaboration and support enhancing teacher practice. PLCs have been implemented with a specific structure, protocols, agenda and calendar. Administration and strategists will attend PLCs regularly to ensure PLCs are being implemented with fidelity and are building collective efficacy.
- Increased teacher pedagogy that supports student learning. This will be monitored through attendance at staff development day, PLCs, and professional learning sessions. Additionally, classroom observations will be used to monitor implementation of learned pedagogy as it must translate into practice.

**Action Steps:**

- Teachers will participate in professional learning designed to support unwrapping the standards, and utilizing learning progressions towards learning intentions.
- Professional learning provided to all teachers on building collective efficacy through PLCS and utilizing DuFour's four questions along with PLC+ Handbook.
- Professional learning on how to effectively utilize the PLC as a lever to improve student achievement and promote equity.
- Professional development on unwrapping the standards, utilizing District pacing guides, utilizing learning progressions towards learning intentions, backward assessment plannings, creating rigorous aligned learning tasks with student outcomes, and facilitating rigorous tier I instruction aligned to the NVACS/NGSS.
- Professional development on reading, disaggregating and utilizing data to inform and differentiate instruction.
- Teachers will participate in professional learning designed to create common summative and formative assessments that are aligned to the standards.



- Professional learning calendar based on teacher and school needs to include: AVID, IB, EL, Literacy, teaching strategies, CTE, math, social studies, science, English, special education, equity and diversity.
- Administrators and content strategists will attend PLCs regularly.
- Administrator and content strategists will facilitate professional learning and coaching.
- Administrators will be instructional leaders and conduct frequent classroom observations with substantive feedback sessions.

**Resources Needed:**

- Money to pay for professional learning outside of the contracted work day.
- Professional learning that supports teaching and learning.

**Challenges to Tackle:**

- Time needed for teachers to engage in the professional learning cycle with fidelity (learn, implement, reflect, adjust).
- Challenges will be addressed by dedicating Mondays and Tuesdays from 1:20 pm-2:01 pm as PLC time. This is a non-negotiable and there is a structure, protocol, calendar and agenda with expectations around data, assessment and tier I instruction. Additionally, budget money has been allocated for differentiated professional learning that teachers can access each month.

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

- PLCs will plan for and implement discourse strategies to support language development (aligned to the NVACS).
- PLCs will be focused on utilizing data (formative and summative) to support instructional decisions (teach, learn, assess, re-teach, re-learn, re-assess cycle) with all student groups.
- Teachers will provide strong Tier I instruction in alignment to standards and research based EL strategies.
- A support class has been created from newcomers to provide an extra level of support for students with limited language skills.

**Foster/Homeless:**

- Teachers will provide strong Tier I instruction and support and MTSS policy 6120.
- Teachers will receive professional learning designed to support students' basic and social-emotional needs (e.g. trauma-informed approach to teaching and learning; policy 6120, etc). Teachers will refer students to MLT when there is a concern about their well-being (basic, academic, behavioral, social-emotional).
- Grade level PLCs will discuss grade level and student data. Grade level PLCs will refer students to MLT when there is a concern about their well-being (basic, academic, behavioral, social-emotional).
- PLCs will be focused on utilizing data (formative and summative) to support instructional decisions (teach, learn, assess, re-teach, re-learn, re-assess cycle) with all student groups.
- School social worker will meet with students designated foster/homeless at least once a month as a check in for social-emotional, behavioral and academic needs.



Free and Reduced Lunch:

- Teachers will provide strong Tier I instruction and support and MTSS policy 6120.
- Teachers will receive professional learning designed to support students' basic and social-emotional needs (e.g. trauma-informed approach to teaching and learning; policy 6120, etc). Teachers will refer students to MLT when there is a concern about their well-being (basic, academic, behavioral, social-emotional).
- Grade level PLCs will discuss grade level and student data. Grade level PLCs will refer students to MLT when there is a concern about their well-being (basic, academic, behavioral, social-emotional).
- PLCs will be focused on utilizing data (formative and summative) to support instructional decisions (teach, learn, assess, re-teach, re-learn, re-assess cycle) with all student groups.

Migrant:

- N/A

Racial/Ethnic Minorities:

- Teachers will provide strong Tier I instruction and support and MTSS policy 6120.
- Teachers will receive professional learning designed to support students' basic and social-emotional needs (e.g. trauma-informed approach to teaching and learning; policy 6120, etc). Teachers will refer students to MLT when there is a concern about their well-being (basic, academic, behavioral, social-emotional).
- Grade level PLCs will discuss grade level and student data. Grade level PLCs will refer students to MLT when there is a concern about their well-being (basic, academic, behavioral, social-emotional).
- PLCs will be focused on utilizing data (formative and summative) to support instructional decisions (teach, learn, assess, re-teach, re-learn, re-assess cycle) with all student groups.

Students with IEPs:

- Teachers will provide strong Tier I instruction and support and MTSS policy 6120.
- Teachers will receive professional learning designed to support students' basic and social-emotional needs (e.g. trauma-informed approach to teaching and learning; policy 6120, etc). Teachers will refer students to MLT when there is a concern about their well-being (basic, academic, behavioral, social-emotional).
- PLCs will utilize data to plan for and implement differentiated instruction
- Provide professional learning to support implementation of tier 2 intervention strategies in the classroom (e.g. interventions using aligned programs; small group instruction, etc.)
- PLCs will be focused on utilizing data (formative and summative) to support instructional decisions (teach, learn, assess, re-teach, re-learn, re-assess cycle) with all student groups.
- An additional special education instructional facilitator (SEIF) has been hired to provide support for special education and teachers.



## Inquiry Area 3 - Connectedness

### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<ul style="list-style-type: none"> <li>2021 Nevada School Climate / Social Emotional Learning Survey</li> <li>2021-2022 Districtwide Survey</li> <li>2022-2023 Districtwide Survey</li> <li>2023-2024 Districtwide Survey</li> </ul>	<ul style="list-style-type: none"> <li>2021-2022 Districtwide Survey</li> <li>2022-2023 Districtwide Survey</li> <li>2023-2024 Districtwide Survey</li> </ul>	<ul style="list-style-type: none"> <li>2021-2022 Districtwide Survey</li> <li>2022-2023 Districtwide Survey</li> <li>2023-2024 Districtwide Survey</li> </ul>
	<p><i>Areas of Strength:</i></p> <ul style="list-style-type: none"> <li>Student - All student groups continue to report favorable conditions for engagement, safety, and social and emotional competence.</li> <li>Staff - Staff rated high for "I like my school." This trend continued in 2022-2023 survey data.</li> <li>Parent Responses - Parents rated feeling "welcomed at my child's school" highly - a trend that continued in 2022-2023 survey data and increased in 2024 data.</li> </ul>		
	<p><i>Areas for Growth:</i></p> <ul style="list-style-type: none"> <li>Student Responses - Based on 2024 survey data, students' social and emotional competence continues to be an area of focus for the upcoming school year, though data shows improvements were made year over year.</li> <li>Staff Responses - Staff sense of "this school promotes staff and teacher participation in decision-making that affects school practices and policies" (44.87% in 2022-2023; decreased to 42% in 2024).</li> <li>Parent Responses - Continue to communicate with and involve families with their child's education and their child's school.</li> </ul>		
Problem Statement	<p>Panorama survey data indicates that students report additional support is needed in the SEL areas of sense of belonging and emotional regulation. Seventeen percent of students do not feel safe at school.</p>		



<b>Critical Root Causes</b>	<p><i>2022-2023</i></p> <ul style="list-style-type: none"> <li>• <i>Students experienced significant trauma during the COVID-19 pandemic and other various circumstances in life, which they brought with them to school.</i></li> <li>• <i>Lack of systems in structures at school.</i></li> <li>• <i>Professional learning needed for trauma-informed approach to teaching.</i></li> <li>• <i>Lack of a cohesive Multidisciplinary Leadership Team (MLT).</i></li> </ul> <p><i>2023-2024</i></p> <ul style="list-style-type: none"> <li>• <i>Ongoing professional learning needed for positive behavior interventions and supports.</i></li> <li>• <i>Ongoing professional learning for trauma-informed approach to teaching.</i></li> <li>• <i>Redefine the structure of the MLT to better support the house office teams (biweekly house office team meetings; biweekly full MLT meetings).</i></li> </ul>
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## Part B

Connectedness	
<p><b>School Goal:</b></p> <ul style="list-style-type: none"> <li>• Increase the percent of students who feel safe at school from 86.52% to 90% by 2025 as measured by the Districtwide Survey.</li> </ul>	<p><b>STIP Connection:</b></p> <ul style="list-style-type: none"> <li>• GOAL 4: All students graduate future-ready and globally prepared for postsecondary success and civic life.</li> <li>• GOAL 6: All Students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</li> </ul>
<p><b>Improvement Strategy:</b> Implement consistent Multi-Tiered Systems of Support (MTSS) to address students academic, behavioral and social-emotional needs.</p> <p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Build a committed staff through professional development - level 1; Creating a positive school climate and culture - level 3; MTSS - level 1</i></p>	
<p><b>Intended Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Through professional learning, staff are able to implement a trauma-informed approach to teaching and learning which will ensure that we are better able to meet the needs of students (social-emotional and behavioral). This will be monitored through classroom observations to ensure needs of the whole child are being met (specific focus on NEPF 2.4 and 3.4). Also, Panorama data will be utilized</li> </ul>	





to identify trends. Weekly MTSS meetings will be utilized to disaggregate data to meet the needs of students' social-emotional, behavioral and academics.

- Through professional learning, staff are able to implement school policies designed to support student well-being. This will be monitored through classroom observations and disaggregation of discipline data by teachers and students. Weekly MTSS meetings will be utilized to disaggregate data to meet the needs of students' social-emotional, behavioral and academics.

**Action Steps:**

- Schoolwide focus on CAN. ("can period"). This approach focuses on finding ways to help students succeed and achieve by meeting their basic needs first.
- Positive-behavior interventions and supports (PBIS) will be implemented schoolwide for the 2023-2024 school year. 100% of staff will adopt and implement the PBIS model throughout campus (including classrooms, offices, and other meeting spaces) as measured by fidelity checks, classroom observations, and behavior data.
- Grade level administrator and counselor will provide academic, behavioral and social-emotional support for all students in their grade level.
- Every Friday the MLT will meet to analyze data and discuss academic, behavioral and social-emotional tier II and III students and appropriate interventions and supports.
- The MLT will utilize wrap-around services to support student achievement and ensure students' needs are being met (e.g. The Harbor, TPOP, Care Solace, UCF).
- Implement school safety protocols.
- Implement a system and structure to refer students to behavioral therapy vendors on campus (UCF and Hazel Health).
- Intentional focus on building relational capacity in the classroom setting.
- Intentional focus on building a positive culture and climate at Spring Valley High School.
- Staff will participate in professional learning sessions designed to support a trauma-informed approach to teaching and learning, equity training and relational capacity.
- SEL curriculum "Rethink" to be embedded in English classes.
- Small group sessions facilitated by counselors based on Panorama survey needs/results.

**Resources Needed:**

- Rethink curriculum
- Access to wraparound services for students.
- Professional learning for teachers of academic interventions (MLT tier II and tier III academic interventions through APEX) to support student success in credit-retrieval.

**Challenges to Tackle:**

- Time needed for all staff to participate in professional learning sessions and have opportunities to implement/reflect upon their



practice.

- Time needed to meet regularly with the MLT.

Challenges will be addressed by dedicating Mondays and Tuesdays from 1:20 pm-2:0 1pm as PLC time. This is a non-negotiable and there is a structure, protocol. calendar and agenda with expectations around data, assessment and tier I instruction. Additionally, budget money has been allocated for differentiated professional learning that teachers can access each month.

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

English Learners:

- EL students will be scheduled with the ELL strategists to support English language development. The strategists will also work to ensure that students feel safe and supported at school. The strategists will refer students to MLT who are in need of additional support.

Foster/Homeless:

- The school social worker regularly meets with Title I/HOPE students to ensure their basic social-emotional needs are being met and ensures students have the tools necessary to be successful in the classroom.
- All staff will be provided professional learning to support students' needs. Staff will refer students to MLT who are in need of additional support.

Free and Reduced Lunch:

- All staff will be provided professional learning to support students' needs. Staff will refer students to MLT who are in need of additional support.

Migrant:

- N/A

Racial/Ethnic Minorities:

- All staff will be provided professional learning to support students' needs. Staff will refer students to MLT who are in need of additional support.

Students with IEPs:

- Case managers and SEIF will ensure their caseload students' needs are being met. Referrals will be made to the MLT, as needed.
- All staff will be provided professional learning to support students' needs. Staff will refer students to MLT who are in need of additional support.



## 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)
General Funds	\$15,821,031.13	Staffing and instructional materials	Student Success Adult Learning Culture Connectedness
At-Risk Weighted Funds	\$804,546.60	Staffing and prep buy outs to lower class size	Student Success Adult Learning Culture Connectedness
EL Weighted Funds	\$443,548.16	Staffing and prep buy outs to lower class size	Student Success Adult Learning Culture Connectedness