White Pine County School District

Steptoe Valley High School

2023-2024 School Performance Plan:
A Roadmap to Success

Steptoe Valley High School has established their school improvement roadmap for the 2023-24 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Kelly Sturgeon or Kenna Hall for more information.

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School Designations: ☑ Title I   ☑ CSI   ☐ TSI   ☐ ATSI   ☐ Zoom   ☐ Victory

School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act (ESSA)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

		Enrollment Data									
	Total	**Am In/ AK Native**	**Asian**	**Hispanic**	**Black**	**White**	**Pacific Islander**	**Two or More Races**	**IEP**	**EL**	**FRL**
School	34	0.8%	5.44%	43.6%	12.15%	29.27%	1.47%	7.29%	29.4%	0%	63.8%
District	1,307	3.21%	0.54%	19.51%	0.61%	69.63%	0.31%	6.2%	16.65%	1.98%	74.61%
State	481,345	0.82%	5.51%	43.44%	11.76%	29.97%	1.48%	7.03%	12.41%	13.37%	73.15%

		Student Performance Data								
		Math			**ELA**			**Science**	**ELPA**	
Academic Year	**School/ District**	**Proficiency**	**Growth (MGP)**	**Growth (AGP)**	**Proficiency**	**Growth (MGP)**	**Growth (AGP)**	**Proficiency**	**Proficiency**	**Growth (AGP)**
2021	**School**	0.0%	N/A	N/A	0.0%	N/A	N/A	0.0%	N/A	N/A
	District	22.4%	N/A	N/A	41.2%	N/A	N/A	20.1%		
2022	**School**	0.0%	N/A	N/A	0.0%	N/A	N/A	0.0%	N/A	N/A
	District	13.5%	N/A	N/A	35.6%	N/A	N/A	15.8%		
2023	**School**	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	District	23.6%	N/A	N/A	36.6%	N/A	N/A	16%	N/A	N/A

4 Year ACGR			
	Grad Rate 2020-2021	Grad Rate 2021-2022	Grad Rate 2022-2023
School	46.7%	52.94%	62.5%
District	83.2%	82.9%	89.7%

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	384	378	366
District	349	356	322

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
Kelly Sturgeon	**Principal(s)** *(required)*
Kenna Hall	**Other School Leader(s)/Administrator(s)** *(required)*
Russell Pantello, Veronica Nelson	**Teacher(s)** *(required)*
Michele Maestes	**Paraprofessional(s)** *(required)*
Rebecca Kelly, Misty Steiner	**Parent(s)** *(required)*
Kayla O'Brien, Brianna Watts	**Student(s)** *(required for secondary schools)*
	Tribes/Tribal Orgs *(if present in community)*
Brad Campbell	**Specialized Instructional Support Personnel** *(if appropriate)*

School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partners.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Event 2			
Personal meetings with each student and family prior to the beginning of instruction in 2023.	August 23 - Sept 3	14 Families	Families are requesting continued consistent communication on their child's academic progression and behavior.

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 Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
	Student Success		
Data Reviewed	• ACT data (district and school) • 4 Year ACGR (district and school) • Science Proficiency • Schools PLP Course Data	• School Climate Data (yearly/quarterly)	• Review of School PLP curriculum with a focus on ELA • Percentage of students enrolled in dual enrollment courses
Problem Statement	• SVHS currently has no students meeting expected proficiency on the ACT math assessment. • There is currently a significant gap between students that are reaching expected proficiency on the ACT ELA assessment and those that are not. • SVHS currently does not have any students enrolled in dual credit courses.		
Critical Root Causes	• By definition, Steptoe is a school for at risk students. Students enrolled have multiple barriers which have caused them to struggle in the traditional school setting. • Student attendance - Chronic Absenteeism Rate was 79.3.% for the 2022-2023 school year, 77.3% for the 2021-2022 school year and 62.2% during the 2020-2021 school year • Students that enroll at SVHS enroll as severely credit deficient. • Past negative school experiences both academically and socially • Lack of students skills in math and ELA • An assumption of environmental concern with regard to how education is viewed in the home • Low socio-economic status of students		

Part B

Student Success	
School Goals: 1. Increase the graduation rate from 62.5% to 67% by June 2024.	**Aligned to Nevada's STIP Goal:** Goal 3: All students experience continued academic growth.

2. Increase the percentage of students participating in post-secondary preparation participation from 30.7% to 46.6%. 3. Increase the percentage of students successfully completing post-secondary preparation to 50%.	Goal 4: All students graduate future-ready and globally prepared for postsecondary success and civic life. 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.

Improvement Strategy for Goal 1:
Monitor student achievement throughout the school year, analyze data, and modify instruction to meet the ongoing instructional needs of students. SVHS will implement school-wide PLC structure including collaborative team meetings. (twice a month)

Evidence Level: Strong evidence

Intended Outcomes:
SVHS staff will be able to determine the progress of students toward grade level standards and adjust support as needed to ensure credit completion.

Action Steps:
- Determine schedule for staff to meet on a regular basis to participate in professional development, evaluate data, and identify students in need of additional support
- Create a structure to guide staff during the collaborative team meetings
- Utilize Linc Learning to create playlists of professional development to provide staff learning around collaborative team meetings.

Resources Needed:
- Linc Learning
- Format/templates for team meetings to ensure focus on student learning and growth

Challenges to Tackle:
- Conduct collaborative meetings that are agendized and focused on student learning.
- Use of data to drive instruction and create targeted interventions to meet student needs.

Improvement Strategy for Goal 2 and 3:
Improve access to dual credit courses in order to connect schoolwork with college and career readiness. Our Teacher and Family Engagement Specialist will conduct home visits to build family engagement and create plans for post-secondary success. The specialist will work to explore options for post-secondary preparation participation and ensure students are enrolled and completed dual credit courses through Great Basin College.

Evidence Level: Strong evidence

Intended Outcomes: Increase the number of students participating in dual credit classes and post-secondary programs. Additionally, student and family engagement will increase through home visits and post-secondary planning. Students enrolled in dual credit courses will become better prepared for career or college after high school.

Action Steps:
- Evaluate current dual credit offerings
- Determine funding available for dual credit courses
- Reach out to stakeholders to determine what post-secondary programs would be beneficial for students entering our community after graduation
- Partner with local community college to determine what courses are eligible for dual credit
- Partner with stakeholders in order to provide career exploration
- Survey students to determine possible post secondary interests
- School schedule and structures to support internships and work study programs
- Utilize Linc Learning to provide staff learning around collaborative team meetings.
- Complete ESSA based training through Parent Teacher Home Visits, https://pthvp.org/
- Meet with students to determine post-secondary plans and determine possible post-secondary preparation opportunities.
- Enroll students in post-secondary preparation opportunities.

Resources Needed:
- Possible transportation to Great Basin Community College to participate in dual credit courses
- Education for students on the benefits of participating in dual credit courses, internships, and career exploration
- Training for successful home visits
- Funding to pay for tuition and supplies for post-secondary opportunities
- Linc Learning
- Parent Teacher Home Visits, https://pthvp.org/

Challenges to Tackle:
- Lack of interest in post-secondary planning
- Collaboration between WHS and Great Basin College to create an offering of dual credit courses available
- Location of SVHS limits availability to offer live classes
- Student, family, or staff mindset that students may not want or are unable to participate in dual credit courses.
- Mindsets of families around school partnership due to negative prior experiences.

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

English Learners:
We will communicate about dual credit course availability in the home language of our English Learners. In addition, when needed we will have an interpreter available for intake interviews with the family and all other communication from the school.

For our second improvement strategy, SVHS will utilize the Hope funds to provide scholarships for students interested in enrolling in dual credit courses through Great Basin Community College.

Foster/Homeless:
For our foster/homeless population we will conduct intake interviews prior to initial enrollment and at the beginning of each school year to review transcripts and collaboratively create an academic plan to ensure progress towards graduation. We will build relationships with the families to support school and family communication by contacting families on a bi-weekly basis to share progress towards course progress and completion.

For our second improvement strategy, SVHS will utilize the Hope funds to provide scholarships for students interested in enrolling in dual credit courses through Great Basin Community College.

Free and Reduced Lunch:
For our free and reduced lunch population we will provide support for our first improvement strategy by creating relationships with the families to support school and family relationships by communicating on a bi-weekly basis to communicate progress towards course goals and completion.

For our second improvement strategy, SVHS will utilize the Hope funds to provide scholarships for students interested in enrolling in dual credit courses through Great Basin Community College.

Migrant:
For our migrant population, we will begin with an intake interview that will determine student credit needs towards graduation. An academic plan will be created and revisited on a regular basis to ensure progress towards graduation.

Racial/Ethnic Minorities:
Track data across racial/ethnic minorities to measure discrepancies of participation in CTE courses.

Students with IEPs:
Intake interview with students, families, and IEP case manager to determine academic and behavioral needs. Students will have regular check-ins with instructional staff to ensure progression in courses. Regular two-way communication between the school and families on

student progress. Students will also learn the procedure to enroll for Vocational Rehabilitation.

For our second improvement strategy, SVHS will utilize the Hope funds to provide scholarships for students interested in enrolling in dual credit courses through Great Basin Community College.

Inquiry Area 2 - Adult Learning Culture
Part A

Adult Learning Culture			
	Instructional Practice	**Instructional Leadership**	**Systems and Structures that Support Continuous Improvement**
Data Reviewed	• Student Growth and Achievement Data • Progress report on Schools PLP	• Student Growth and Achievement Data • School Climate Data	• School and Staff schedules
Problem Statement	• One highly qualified teacher is responsible for meeting the needs of students in all content areas. • Students work at their own pace to complete courses through PLP. This does not lend itself to whole group instruction. • Lack of collaboration with other content area teachers as there is one teacher that teaches all content areas		
Critical Root Causes	• By definition, Steptoe is a school for at risk students. There is one instructional staff, one teacher and family engagement specialist, and one .25 FTE paraprofessional. • Small instructional staff leads to isolation and lack of collaboration for best practices for instruction.		

Part B

Adult Learning Culture	
School Goal: Staff will utilize home visits to increase family engagement and support for students.	**STIP Connection:** Goal 2: All students have access to effective educators. Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.
Improvement Strategy: Staff will participate in professional development to support effective home-visits.	

Evidence Level 1 - Strong

Intended Outcomes:
Staff will increase competence in effective home visits to ensure that the school is partnering with the family to support student academic success and social-emotional well-being.

Action Steps:
- Utilize Linc Learning to provide professional learning on home visits.
- Complete ESSA based training through Parent Teacher Home Visits, https://pthvp.org/

Resources Needed:
- Funding for Parent Teacher Home Visits
- Linc Learning
- Schedule to accommodate home visits.

Challenges to Tackle:
- Mindsets of families around school partnership due to negative prior experiences
- Time to schedule home visits with teachers and/or administration
- Families that do not want school staff in their homes.

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

English Learners:
Student and family cultures will be respected as home visits are scheduled. An interpreter will be requested and provided if needed during home visits.

Foster/Homeless:
Student and family situations will be respected as home visits are scheduled. Home visits may be scheduled at alternative locations to support the current needs.

Free and Reduced Lunch:
Student and family situations will be respected as home visits are scheduled. Home visits may be scheduled at alternative locations to support the current needs.

Migrant:
Student and family situations will be respected as home visits are scheduled. Home visits may be scheduled at alternative locations to

support the current needs.

Racial/Ethnic Minorities:
Student and family situations will be respected as home visits are scheduled. Home visits may be scheduled at alternative locations to support the current needs.
Students with IEPs:
Student and family situations will be respected as home visits are scheduled. Home visits may be scheduled at alternative locations to support the current needs.

Inquiry Area 3 - Connectedness
Part A

Connectedness			
	Student	**Staff**	**Family & Community Engagement**
Data Reviewed	- School Climate Data (yearly/quarterly) - Chronic Absenteeism - Discipline Data - Student engagement from Schools PLP	- Teacher/Staff Attendance - Teacher Retention	- School Climate Data for Parents - Event 2 Outreach Session Data
Problem Statement	- Chronic absenteeism rate for the 2022-2023 school year was at 79.3%. - Percentage of students completing the assigned Schools PLP courses on time and earning credit - Students feel disenfranchised with the education system - Students' current feeling toward the school and their peers due to school structures that do not promote school spirit, connectedness, or collaboration between students and staff.		
Critical Root Causes	- High SEL needs among student body - Past negative experiences with education system - Negative academic experiences of failure and lack of credits - Lack of executive functioning functioning skills (working memory, flexible thinking, self-control)		

Connectedness

School Goal: Increase SVHS Social Emotional Competence score from 70% to 88% as measured by the Nevada School Climate survey.	STIP Connection: Goal 4: All students graduate future-ready and globally prepared for postsecondary success and civic life Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.

Improvement Strategy:
Students and staff will participate in weekly advisory classes that will support social-emotional competencies and leadership skills.

Evidence Level 2 - Moderate

Intended Outcomes:
Our goal is for every student and staff to increase their social and emotional competencies in order to create a safe and supportive school climate.

Action Steps:
- Create a survey connected to the SEL question identified on the quarterly SEL data collected
- Survey students quarterly on the SEL question
- Co-create a school structure that supports weekly lessons and ongoing support (Advisory-7 Habits of Highly Effective Teens)
- Co-plan weekly advisory time.

Resources Needed:
- A common meeting place for student body and staff for SEL lessons
- Curriculum support for SEL instruction and executive functioning skills (i.e., Leader in Me)

Challenges to Tackle:
- School structure that will support whole-group instruction
- Addressing students' apathy and building buy-in for SEL and executive functioning skills

Improvement Strategy:
Create school organizations that promote the school community and improve SEL skills among students.

Evidence Level 2-Moderate
Intended Outcomes: Students will have an improved feeling of connectedness to the school, staff, and peers by participating in small personalized communities (Senior Class Advisor, Student Leadership, and other clubs).
Action Steps: ● Conduct a survey of interest for school organizations to identify needs ● Create a priority list from survey
Resources Needed: ● Funding to support clubs (materials, adult supervision) ● School structure to support clubs both during and after the school day (possible elective credit earned)
Challenges to Tackle: ● Students will need to meet an academic criteria for participating in clubs. ● Clubs that are held outside of the instructional day may be hard for some students to participate in.
Equity Supports. What, specifically, will we do to support the following student groups around this goal?
English Learners: The staff will foster relationships to elicit the needs of each student group. The school will work to create relevant clubs and/or organizations that meet the diverse needs of our student body. Foster/Homeless: The staff will foster relationships to elicit the needs of each student group. The school will work to create relevant clubs and/or organizations that meet the diverse needs of our student body. Free and Reduced Lunch: The staff will foster relationships to elicit the needs of each student group. The school will work to create relevant clubs and/or organizations that meet the diverse needs of our student body. Migrant: The staff will foster relationships to elicit the needs of each student group. The school will work to create relevant clubs and/or organizations that meet the diverse needs of our student body.

Racial/Ethnic Minorities:
The staff will foster relationships to elicit the needs of each student group. The school will work to create relevant clubs and/or organizations that meet the diverse needs of our student body.

Students with IEPs:
The staff will foster relationships to elicit the needs of each student group. The school will work to create relevant clubs and/or organizations that meet the diverse needs of our student body.

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)
Adult High School Regular Program	$ 77,243.71	.15 Extended school year teacher .30 reg teacher Extended school year for testing students .15 Admin Assistant	Increase the graduation rate from 46.7% to 60% by June 2022.
Title I	$1,000	Material to support home visits and family engagement	Increase staff's knowledge and captivity to meet the diverse needs of the student population.
1003a	$30,000	Partner with Parent Teacher Home Visits, https://pthvp.org/ to provide professional learning for staff.	Increase the graduation rate from 62.5% to 67% by June 2024. Increase the percentage of students participating in post-secondary preparation participation from 30.7% to 46.6%. Increase the percentage of students successfully completing post-secondary preparation to

			50%.
1003a	$133,766.	1 FTE teacher Parent teacher home visit	Increase the graduation rate from 62.5% to 67% by June 2024. Increase the percentage of students participating in post-secondary preparation participation from 30.7% to 46.6%. Increase the percentage of students successfully completing post-secondary preparation to 50%.