

School Performance Plan

School Name
Liberty HS

Address (City, State, Zip Code, Telephone):
3700 Liberty Heights Ave.
Henderson, NV 89052, (702) 799-2270

Superintendent/Assistant Chief: Pat Skorkowsky / Kristy Keller

For Implementation During The Following Years: 2016-2017

The Following MUST Be Completed:

Title I Status: Not_Served

Designation: NA

Grade Level Served: High School

Classification: 3 Star

NCCAT-S: Not Required

***1 and 2 Star Schools Only:** Please ensure that the following documents will be available upon request Use of Core Instructional Materials Scheduling Model School Visits

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
Tarsha Hillmon	Assistant Principal	Derek Bellow	Principal
Anu Pande	Science Teacher	Serena Lynaugh	Counselor
Susan Slykerman	Librarian	Ralph Iavazzi	Counselor
Sean Klein	Science Teacher	Jessica Maleskey	English Teacher
Margaret Harmon	Assistant Principal	Alexander Panis	Counselor

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)
SAT/ACT Assessments	Achievement Gap Data	Achievement Gap Data
Teacher/Administrator Observation Data	NA	Individualized Education Programs (IEP)
Summative Assessments	NA	Approaches to Testing Accommodations
Statewide Assessments	NA	Teacher/Administrator Observation Data
Other:	Other: WIDA Scores	Other:
Other:	Other:	Other:

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

Analysis of the above said data sets will provide Liberty High School the opportunity to focus on specific subgroups. Currently Liberty High School has 65 credit deficient seniors of 604 enrolled. Liberty High School's graduation rate decreased from 80.44% in 2014 to 77.20% in 2015. According to the HS Cohort Visualization data the graduation rate for 2016 increased to 83.6%. Interventions are being implemented to assist credit deficient students to regain credit and complete required state exams, thereby continuing to improve Liberty High School's graduation rate. Additionally, Advanced Placement data provided by the College Board was analyzed. The 2015 results indicated that 42.2% of students scored a 3 or higher on the AP exams. In 2016, 46.7% scored a 3 or higher on the AP exams. The school performance plan team will be able to make decisions on Site-Based Collaboration, curriculum and assessment needs, and family engagement plans in order to increase overall student achievement on campus.

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	NA
<input checked="" type="checkbox"/> Asian	83.70%
<input checked="" type="checkbox"/> Black	59.15%
<input checked="" type="checkbox"/> Hispanic	78.48%
<input checked="" type="checkbox"/> Two or More Races	80.95%
<input checked="" type="checkbox"/> Pacific Islander	80%
<input checked="" type="checkbox"/> White	77.84%
<input checked="" type="checkbox"/> FRL	69.01%
<input checked="" type="checkbox"/> IEP	31.67%
<input checked="" type="checkbox"/> ELL	36.67%

NOTES:

The HS Cohort Visualization graduation data for the Class of 2016 has not been finalized. Therefore, this data is a representation of the graduating Class of 2015. The NA groups are due to the small N count, therefore no data is available.

HOPE 2 Intervention

Focus of Intervention:

Liberty High School's HOPE 2 Intervention Plan targets reducing the over-representation of diverse student populations regarding suspensions, behavioral school referrals and expulsions from Liberty High School. The implementation of this goal provided students who otherwise might have been placed out of school for their negative behavior choices an alternative to losing instructional time by placing them into our In-House Suspension room. The plan that was implemented during the 2015-2016 school year had a very positive overall impact upon the school by greatly reducing the total percentage of all students and also the percentage of students within each of the ethnic sub-groups by decreasing the number of students whom would have lost instructional time as a consequence for their negative behavioral choices. As of the end of the third quarter of the 2015-2016 school year, Liberty High School has shown an 85% decrease in Expulsions, 95% decrease in referrals to Behavior Schools, and a 67% decrease in the number of students suspended as compared to the 2014-2015 school year.

Monitoring Plan:

The School-Wide Behavior Committee will develop a plan that will outline the steps that will be taken to identify students who need to be placed into the In-House Suspension room. The criteria will be based on the Behavior Offenses and Consequences set forth in the Behavior Guidelines for Secondary Students. Infinite Campus will be utilized to track the discipline referrals of all students, by ethnicity and gender who are placed into the In-House Suspension room as a mean to evaluate the effectiveness of the use of the In-House placement as an intervention to help students with negative behaviors. Each quarter the attendance of students placed into the In-House will be analyzed to determine if the percentages of students (broken down by ethnicity and gender) increases or decreases as compared to the previous quarter.

Evaluation Plan:

At the end of the 2016-2017 school year discipline data for the year will be compared to year end data from the previous year. This comparison will indicate whether an decrease in overall percentages of suspensions, referral to behavior school or expulsions occurred due to the ability to place students into In-House in lieu of out of school placements. Using this data we will determine if adjustments need to be made to the program.

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

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

Increase the percentage of students graduating each year.

Root Causes:

According to the HS Cohort Visualization data, currently 42% of the 604 seniors are credit deficient and/or in need of completing one or more End of Course exams. The credit deficient seniors represent 10.8% of our current senior class, meaning they have earned less than 16.5 credits. After reviewing additional data, including subgroup graduation rates and grade distribution data, the root causes are high failure rates in core 9th and 10th grade classes.

Measurable Objective 1:

Increase the percentage of Grade 12 students that are credit sufficient from 89.2% to 95% by 2017 as measured by Infinite Campus data.

Measurable Objective 2:

Increase the percentage of students passing English 9, English 10, Algebra I and Geometry from 82% to 95% by 2017 as measured by student grade distributions in Infinite Campus.

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
1.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Teachers will meet in their Professional Learning Community (PLC) during Site-Based Collaboration Time (SBCT) to foster peer collaboration, instructional alignment to the standards, and sharing of best practices. Advertise our current after school tutoring program for students in core classes.	Licensed teachers in core subject areas oversee virtual high school. After school tutoring teacher and student's peers.	Student credit tracking and enrollment into course specific classes with the availability of after school tutoring for assistance in core subject areas.	Semester credit checks conducted by counselors. Curriculum AP and Principal will regularly review documentation from each PLC.	On Task

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
Send certified letters to parents of credit deficient seniors. Notify parents of seniors lacking progress in virtual credit retrieval classes.	Certified letters and postage; Infinite Campus Parent Portal; Parent-teacher-Counselor conferences; student conferences	Research all returned mail to verify student enrollment. Schedule credit checks and complete student four year academic plan.	Semester/Counselor Secretary/Counselors/Registrar/Curriculum AP	On Task

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
Identify seniors that are credit deficient and enroll them in credit retrieval programs. Identify underclassmen in danger of failing core courses and encourage them to seek after school tutoring.	Names of seniors that are credit deficient, credit retrieval courses; names of underclassmen in danger for failing core courses; teachers and student peers to provide after school tutoring opportunities	Student grades and credits earned in Infinite Campus; after school tutoring sign-in sheets; HS Cohort Visualization dashboard and Infinite Campus data	Counselors and Assistant Principal will identify credit deficient seniors and underclassmen in danger of failing core courses each semester. National Honor Society advisor will arrange tutoring opportunities. Teachers will provide after school tutoring.	On Task

Comments:

1.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

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

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

Increase the number of students enrolling in Advanced Placement (AP) courses and participating in the corresponding examinations. .

Root Causes:

Upon analysis of student AP enrollment and number of AP exam participation, there is a need for increased awareness of the support available for students to be successful in AP courses and on the corresponding examinations.

Measurable Objective 1:

Increase the number of students enrolled in AP courses from 815 to 896, which is a 10% increase.

Measurable Objective 2:

Increase the number of students participating in the corresponding exam from 446 in 2016 to 624 in 2017, which is a 40% increase.

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
2.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Teachers and administrators will attend the national summer AP Conference in 2017 and the Silver State AP Summer Institute.	Funding for teachers and administrators to attend summer AP conferences.	SBCT sign-in sheet and the registration records for attendees of AP conferences.	Department Chairs; AP conference registration-- Administration	On Task

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Administrators and counselors will host an AP evening event for parents and students to explain the benefits of AP courses. The requirements to enroll, expected academic demands, and an overview of the Advanced diploma course of study will also be reviewed.	Time and location for evening event; refreshments for parents in attendance; flyers for event and description of AP courses available at Liberty HS.	Event flyers, event agenda, and family sign-in sheets	Lead Counselor and Curriculum Assistant Principal will organize and advertise AP event	On Task

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
Analyze the AP potential of students based on the PSAT results provided by the College Board.	Time to analyze Infinite Campus data for student performance and consider teacher recommendations. Counselors will meet with students to encourage AP enrollment based on the AP potential results.	Student grades in Pre-AP courses, student course requests, master schedule, Infinite Campus enrollment and College Board AP Potential data	Counselors are responsible for synthesizing student requests and teacher recommendations, teachers will submit recommendations by March of 2017, Curriculum AP will adjust master schedule to meet needs	On Task

Comments:

2.4 Other (Optional)		Continuation From Last Year: No	NCCAT-S Indicators:	
Advertise to the student population the financial assistance that has been provided by CCSD to off set the cost of the AP Examinations.	CCSD Funding	Course Expectations AP Class Presentations-AP Coordinator	Principal and Curriculum AP	On Task

Comments:

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

Based on the CNA, identify all that apply:	<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 percentage of school-based personnel trained in cultural competency.

Root Causes:

There is a need for training in the area of cultural competency as evidenced by the District student achievement gap data.

Measurable Objective 1:

By June 2017 99% of the staff will participate in mandatory cultural competency Site-Based Collaboration Time sessions during the 2016-2017 school year as measured by sign-in sheets.

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
3.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
The school's Equity and Diversity Education Department Liaison attends trainings and brings back information to staff. Information is shared in staff meetings.	Training materials from Equity and Diversity Education Department Equity and Diversity Education Department Liaison	Staff meeting sign- in sheets, agenda	The principal is responsible for ensuring this action step takes place during the 2016-2017 school year. Equity and Diversity Liaison is responsible for attending professional development quarterly and sharing information with the staff.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
3.2 Family Engagement (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

3.3 Curriculum/Instruction/Assessment (Optional)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Through the use of Hope 2 funds: 1. The continuation of an In-house suspension room will allow constant monitoring of the representation of students with varying discipline offenses. This will alert administration of any further needs at the staff level, such as diversity training and acculturation techniques. (SEOAC 9) 2. The use of an In-house suspension program will allow all students recommended for suspension to maintain positive relationships with staff, keep up with assignments from their current classes, and learn character building lessons to help them make better decisions in the future. (SEOAC 9)	Hope 2 grant funds to hire and maintain additional staff, a room designated for In-house suspension	Behavior data will be tracked in Infinite Campus and Deans' Office records.	Continue during the 2016-2017 school year. Site administration will maintain the policies and procedures of the In-house program.	On Task

Comments:

3.4 Other (Optional)	Continuation From Last Year:	NCCAT-S Indicators:	
			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)
Hope 2 Grant	\$50,000	Pay for staff position to run site-based In-House Suspension program to keep students on campus.	Goals 1 and 3
Student Generated Funds	\$1,000	Refreshments for AP night and AP student recognition luncheon.	Goals 1 and 2
High School Credit Retrieval Grant	\$43,666	Teaching positions for multiple sections of APEX. Also, extra duty pay for Saturday NHSPE Boot Campus and Graduation Coaching Program.	Goal 1
AP Financial Assistance-Instruction Unit	TBD	Pay for four Advancement Placement examinations over the course of one student's high school career	Goals 1 and 2

APPENDIX A - Professional Development Plan

1.1

Teachers will meet in their Professional Learning Community (PLC) during Site-Based Collaboration Time (SBCT) to foster peer collaboration, instructional alignment to the standards, and sharing of best practices. Advertise our current after school tutoring program for students in core classes.

Goal 1 Additional PD Action Step (Optional)

2.1

Teachers and administrators will attend the national summer AP Conference in 2017 and the Silver State AP Summer Institute.

Goal 2 Additional PD Action Step (Optional)

3.1

The school's Equity and Diversity Education Department Liaison attends trainings and brings back information to staff. Information is shared in staff meetings.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Send certified letters to parents of credit deficient seniors. Notify parents of seniors lacking progress in virtual credit retrieval classes.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Administrators and counselors will host an AP evening event for parents and students to explain the benefits of AP courses. The requirements to enroll, expected academic demands, and an overview of the Advanced diploma course of study will also be reviewed.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:

Increase the percentage of students graduating each year.

Measurable Objective(s):

- Increase the percentage of Grade 12 students that are credit sufficient from 89.2% to 95% by 2017 as measured by Infinite Campus data.
- Increase the percentage of students passing English 9, English 10, Algebra I and Geometry from 82% to 95% by 2017 as measured by student grade distributions in Infinite Campus.

Status
N/A

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	Teachers will meet in their Professional Learning Community (PLC) during Site-Based Collaboration Time (SBCT) to foster peer collaboration, instructional alignment to the standards, and sharing of best practices. Advertise our current after school tutoring program for students in core classes.	
Progress		
Barriers		
Next Steps		
1.2	Send certified letters to parents of credit deficient seniors. Notify parents of seniors lacking progress in virtual credit retrieval classes.	
Progress		

Barriers		
Next Steps		
1.3	Identify seniors that are credit deficient and enroll them in credit retrieval programs. Identify underclassmen in danger of failing core courses and encourage them to seek after school tutoring.	
Progress		
Barriers		
Next Steps		
1.4		
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

Increase the number of students enrolling in Advanced Placement (AP) courses and participating in the corresponding examinations. .

Measurable Objective(s):

- Increase the number of students enrolled in AP courses from 815 to 896, which is a 10% increase.
- Increase the number of students participating in the corresponding exam from 446 in 2016 to 624 in 2017, which is a 40% increase.

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	Teachers and administrators will attend the national summer AP Conference in 2017 and the Silver State AP Summer Institute.	
Progress		
Barriers		
Next Steps		
2.2	Administrators and counselors will host an AP evening event for parents and students to explain the benefits of AP courses. The requirements to enroll, expected academic demands, and an overview of the Advanced diploma course of study will also be reviewed.	
Progress		

Barriers		
Next Steps		
2.3	Analyze the AP potential of students based on the PSAT results provided by the College Board.	
Progress		
Barriers		
Next Steps		
2.4	Advertise to the student population the financial assistance that has been provided by CCSD to off set the cost of the AP Examinations.	
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

Increase the percentage of school-based personnel trained in cultural competency.

Measurable Objective(s):

- By June 2017 99% of the staff will participate in mandatory cultural competency Site-Based Collaboration Time sessions during the 2016-2017 school year as measured by sign-in sheets.

Status
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	The school's Equity and Diversity Education Department Liaison attends trainings and brings back information to staff. Information is shared in staff meetings.	
Progress		
Barriers		
Next Steps		
3.2		
Progress		

Barriers		
Next Steps		
3.3	Through the use of Hope 2 funds: 1. The continuation of an In-house suspension room will allow constant monitoring of the representation of students with varying discipline offenses. This will alert administration of any further needs at the staff level, such as diversity training and acculturation techniques. (SEOAC 9) 2. The use of an In-house suspension program will allow all students recommended for suspension to maintain positive relationships with staff, keep up with assignments from their current classes, and learn character building lessons to help them make better decisions in the future. (SEOAC 9)	
Progress		
Barriers		
Next Steps		
3.4		
Progress		
Barriers		
Next Steps		