



Clark County School District

Las Vegas Academy of the Arts HS

School Performance Plan: A Roadmap to Success

Las Vegas Academy of the Arts HS 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.

Principal: Scott Walker

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Phone: 702-799-7800

School Designations: None Title I CSI TSI TSI/ATSI

Our SPP was last updated on [Click here to enter a date.](#)



School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Scott Walker	Principal(s) <i>(required)</i>
Sarah Robinson, Susan Thornton, Jennifer Shuler	Other School Administrator(s) <i>(required)</i>
Bianca Bautista, Aidan Gorman, Kristine Kelley, Jeremy Paredes, Jenny Valdez,	Teacher(s) <i>(required)</i>
Annette Tekely	Paraprofessional(s) <i>(required)</i>
Kelly Mabel, Brian Downey, Tom Anderson, David Churchill, Lezlie Koepp	Parent(s) <i>(required)</i>
Jaidan Palmer	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
	Specialized Instructional Support Personnel <i>(if appropriate)</i>
<i>Add additional members/roles as necessary</i>	

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/las_vegas_academy_of_the_arts/2022/nspf/.



School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> LVA has an almost 100% graduation rate 70.22% of juniors in 2022 scored at or above the English ACT benchmark 	<ul style="list-style-type: none"> Math and Science proficiency for the ACT
<p>Problem Statement: Only 51.09% of junior students meet the 21 benchmark score for the ACT. The composite score is impacted by low proficiency in the Math and Science portions of the ACT.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> Students do not read questions properly Students score low in the areas of Math and Science which affect the overall composite score 	

Student Success	
<p>School Goal: Increase the percentage of junior students scoring the composite ACT benchmark score (21) or higher from 51.09% to 53% by April 2023.</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> Increase the percentage of students reaching the Science benchmark of 23 as measured by the ACT practice tests questions from a baseline 36.8 % of students in March 2022 to 38% of students by the end of Semester 2, May 2023. Increase the average composite score for students in all four subject area benchmarks as measured ACT from a baseline of 30.02% of students in March 2022 to 33% of students by the end of Semester 2, May 2023. Increase the average MAP Math score for students in scoring in the 61st percentile or higher from 	<p>Aligned to Nevada’s STIP Goal:</p> <p>Goal 3: All student experience continued academic growth</p>



38% in Fall 2022 for students in 9th and 10th grade to 40% in May 2023.

Improvement Strategy: *Analyze student data to identify needs and develop high-quality Tier 1 instructional plans*

Evidence Level: *Professional development - level 4; Data-driven instructional planning through PLCs - level 3; MAP assessments - level 3*

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- *Department Chairs/teachers will collaborate across the curriculum to analyze data, identify needs & develop analytical reading skills to improve ACT benchmark and composite score. This action includes staff development in data analysis and analytical reading workshops for the faculty. Training in DOK 3, test preparation strategies. Planned and strategic practice on ACT test questions.*
- *Parents/guardians can engage in opportunities to understand the importance of the ACT through CREW Day-College Readiness Education Workshops and targeted communications on opportunities to assist students in ACT Test Preparation and practice.*
- *Teachers will analyze available data, ACT & MAP data to form baseline tests to use with their SLG and lesson planning development. Provide tutoring through office hours, ACT preparation sessions (boot camps, pre-test prep sessions).*
- *August Parent/Guardian survey [addressing communication, academic support]; From September to April, parents are informed of benefits students taking and reaching the ACT benchmark scores. Providing parents with information on how to best prepare to the ACT Parents are provided with information on assisting their students with resources to improve their scores. Parents are provided with information on mathematics test preparation opportunities.*
- *Teachers will analyze available data, MAP data, ACT trend data in the development of their SLG, and lesson planning. Focused mathematics tutoring through office hours and weekly open tutoring sessions. ACT preparation questions are integrated with instruction. Teachers will collaborate on common academic vocabulary to use across the curriculum to show connective skills between all courses.*
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Lead: *Who is responsible for implementing this strategy?*

LVA Administration Team



Resources Needed: *What resources do you need to implement this improvement strategy?*

- Experts to lead on Depth of Knowledge Training for faculty
- Funds for ACT bootcamps [faculty stipend, bootcamp materials, student notebooks]
- Funds for additional PLC [tutoring training, faculty PLC for tutoring and bootcamp prep]

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- Implementation Challenge: Teacher ability to use data to drive tier 1 instruction
- Potential Solution: Provide PL on data-driven instruction

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Weighted funds will be used to pay for teacher salaries to reduce class size and extra-duty pay to provide focused tutoring opportunities for identified subgroups with low reading score/ACT subsection scores.

Resource Equity Supports¹: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: LVA ELLs historically score low on the ACT, no specific curriculum for ELLs,
- Support: After-school tutoring in ELA, Science and Math, lunch & learn, designated ELL tutoring

Foster/Homeless: N/A

- Challenge:
- Support:

Free and Reduced Lunch: N/A

- Challenge:
- Support:

Migrant: N/A

¹ “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)



- Challenge:
- Support:

Racial/Ethnic Groups:

- Challenge: *Minority students score lower on state assessments*
- Support: After-school tutoring in ELA, math, and science, lunch & learn

Students with IEPs:

- Challenge: *Our students with IEPs tend to score low on the composite ACT score*
- Support: After-school tutoring, lunch & learn, assigned study skills/resource classes



Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> LVA teachers are experts in the subject that they teach. Many have masters degrees in their subject area. 	<ul style="list-style-type: none"> Increase the amount of DOK used in instruction
<p>Problem Statement: In classroom walkthroughs, 47.5 % of lessons had a level 3 of DOK observed. Higher levels of DOK affect the cognitive rigor of instruction where teachers can assess for student understanding and therefore impact targeted instruction to address academic deficits. Only 4.9% of lessons were observed with levels of DOK 4.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> Teachers do not strategically plan for incorporating different DOK levels in lessons Teachers are observed doing most of the work during instruction 	

Adult Learning Culture	
<p>School Goal: <i>The percent of classroom observations that show evidence of instruction and student work at higher DOK levels (3 or higher) will be 50% by the end of the first semester (2022) and 53% by the end of the second semester (2023) as measured by the LVA classroom walkthrough tool.</i></p> <p>Formative Measures:</p> <ul style="list-style-type: none"> Increase the percentage of DOK 3+ in lessons to 50% of observations including higher level DOK by December 2022. Increase the percentage of DOK 3+ in lessons to 53% of observations including higher level DOK by May 2022. Increase the percentage of who is doing the work in the classroom from 44.9% where the teacher is mainly doing the work and processes, to where 50% of the time students are doing the work and processes as measured by LVA instructional rounds data by May 2022. 	<p>Aligned to Nevada's STIP Goal:</p> <p>Goal 4: All students graduate future-ready and globally prepared for postsecondary success and civic life</p>



Improvement Strategy: Analyze instructional data to identify which subjects and instructors need to increase the DOK levels in the classroom.

Evidence Level:

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Teachers will engage in Professional Development on the effective use of DOK strategies.

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Experts to deliver DOK professional learning to staff

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- Implementation Challenge: Staff buy in
- Potential Solution: differentiated training, department specific training

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- General fund

Lead: *Who is responsible for implementing this strategy?*

LVA Administration,
Department Chairs

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: ELLs tend not to speak up and verbalize their ideas
- Support: Use targeted small group/paired discussion to increase the amount of discourse. Provide opportunities to engage in academic discourse. After-school tutoring for ELLs. Sentence frames for discussion.

Foster/Homeless: N/A

- Challenge:
- Support:

Free and Reduced Lunch: N/A

- Challenge:



- Support:

Migrant: N/A

- Challenge:
- Support:

Racial/Ethnic Groups:

- Challenge: *Students do not connect to the classroom environment, students may not connect to the work. (27% of students in the 2022 school survey said they participated less than 50% of class time, 79 students out of 1558 students reported that “This school encourages an appreciation of student diversity and respect for each other.”*
- Support: Make work culturally relevant to all, ensure to plan for all students to participate

Students with IEPs:

- Challenge: *All students need opportunities for higher level questions*
- Support: social skills, co-teaching, faculty training

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • Our Counseling Department and Social Workers provide comprehensive support for students. 	<ul style="list-style-type: none"> • Chronic attendance issues
<p>Problem Statement: Prior to the pandemic in 2018-19, LVA had an 8.1% chronic attendance rate. When students came back to school after the pandemic our chronic attendance rate jumped to 24.8% in 2021-22. Student achievement is impacted when students do not attend school.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> • COVID has impacted students attending school. • Students do not interact with their teachers when they are assigned to home due to COVID. • Parents do not send doctor’s notes when their child visited a doctor. 	

Connectedness



<p>School Goal: <i>Reduce the percent of students chronically absent from 24.8% in 2021-22, to 22% by 2023, as measured by the NSPF.</i></p> <p>Formative Measures: Monitor attendance: decrease the number of chronically absent students from 24.8% to 24% by December 2022.</p> <p>Decrease the number of chronically absent students from 24.8% to 22% by May 2023.</p>	<p>Aligned to Nevada’s STIP Goal:</p> <p>Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated</p>
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<p>Improvement Strategy: Analyze student attendance to identify students who have chronic attendance issues.</p> <p>Evidence Level:</p> <p>Action Steps: <i>What steps do you need to take to implement this improvement strategy?</i></p> <ul style="list-style-type: none">● <i>Regular monitoring of attendance</i>● <i>Contact with parents to address attendance issues</i>● <i>Provide resources to parents/students as needed depending on why the student is being chronically absent</i>● <i>Referrals to the Harbor for chronic attendance issues</i>● <i>Submit truancy referrals and educational neglect packets</i>● <i>Counselors and social workers will provide support and resources for students with chronic attendance issues</i> <p>Resources Needed: <i>What resources do you need to implement this improvement strategy?</i></p> <ul style="list-style-type: none">● Attendance officer visits to residences● Citizenship incentives● Additional staff to assist in the attendance office and address attendance issues <p>Challenges to Tackle: <i>What implementation challenges do you anticipate? What are the potential solutions?</i></p> <ul style="list-style-type: none">● <i>Implementation Challenge: COVID is still impacting student attendance</i>	<p>Lead: <i>Who is responsible for implementing this strategy?</i></p> <p>Attendance Office at LVA</p>
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- *Potential Solution: Communication about how students can still “attend” virtually for attendance when it is a COVID issue*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *Student generated funds for citizenship incentives*
- *General fund*

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge:
- Support: Ensure all communication is available in the student’s home language.

Foster/Homeless: N/A

- Challenge:
- Support:

Free and Reduced Lunch: N/A

- Challenge:
- Support:

Migrant: N/A

- Challenge:
- Support:

Racial/Ethnic Groups: N/A

- Challenge:
- Support: Increase our outreach to minority students

Students with IEPs:

- Challenge: *Some students with IEPs have health issues that affect their attendance*
- Support: Supplemental home services, assigned guidance/mentor teachers to help students connect to school



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	10/5/22	<ul style="list-style-type: none"><li data-bbox="961 380 1885 516">● <i>Parents acknowledged students' struggles with math. One suggestion was to provide students with fun math work over the summer break. Parents were excited to learn about the Paper Tutoring instant online school work support for students.</i><li data-bbox="961 526 982 548">●