



Carson City School District

Carson High School

School Performance Plan: A Roadmap to Success

Enter school name 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: Robert Chambers

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Phone: (775) 283-1910

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on 11/10/2022



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
Robert W. Chambers III	Principal(s) (required)
Cody Farnworth, Sue Moulden, Josh Billings, MaryAnne Weaver, Rodney Wade	Other School Administrator(s) (required)
Shanell Cavener, Jason Macy, Scott Vickrey, Candi Robles, Jennifer Minifie, Johanna Cardinal, Jennifer Chandler, Devin Nielsen	Teacher(s) (required)
Leticia Servin	Paraprofessional(s) (required)
Dan Thornton	Parent(s) (required)
Sydney Romeo	Student(s) (required for secondary schools)
Blain Osorio	Tribes/Tribal Orgs (if present in community)
	Specialized Instructional Support Personnel (if appropriate)
<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/carson_city/carson_high_school/2022



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"> Carson High School managed the negative educational impacts of the COVID 19 epidemic well and minimize student academic loss-when compared to surrounding schools. Carson High School offers excellent programing for all students: CTE, Advanced Placement, Jump Start College, extra and co-curricular activities and courses. Carson High School has an excellent faculty and staff that cares about their students' education and social emotional well-being. 	<ul style="list-style-type: none"> Carson High School has an opportunity to grow in all core subject areas.
<p>Problem Statement: Because of the COVID 19 pandemic, which caused 2 years of interrupted education, Carson High School's state assessment scores have been negatively impacted.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> Due to the "do no harm" educational philosophy that came out of the COVID 19 pandemic, CHS students experienced interrupted access to rigorous curriculum. Due to the pandemic CHS students experienced 2 years of high absenteeism rates. 	

Student Success	
<p>School Goal: By the end of first semester and third quarter, all CHS students will have been exposed to and taught ACT style test questions in ELA, Math, and Science. By the end of fourth quarter CHS chronic absentee rate will reduce by at least 10% of our previous absenteeism rate.</p>	<p>Aligned to Nevada's STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2</p>



Formative Measures:

- ACT School Profile (past 5 years)
- Chronic Absenteeism report

X STIP Goal 3

X STIP Goal 4

STIP Goal 5

STIP Goal 6

Improvement Strategy:

- Departmental PLCs will design curricular access to ACT style materials and questions. CHS administration will provide professional development, time and resources to support all departments in the development of ACT support curricula.
- CHS administration and faculty will meet with families to identify why students are chronically absent and develop restorative plans to provide a framework for success.

Evidence Level: (3-Promising): Schools and districts can make concrete changes that encourage data use within schools. These changes need to ensure that teachers, principals and district staff have a thorough understanding of their roles in using data, and skill to use data appropriately. (IES Practice Guide What Works Clearinghouse).

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

- Allocate time in the PD calendar for all departments.
- Meet with the families and students of chronically absent students
- Develop restorative plans for chronically absent students.

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

- Time
- Departmental time to access needs and materials
- Maintain funding for intervention specialist.

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

- Implementation Challenge: Outside of core classes, helping them support their students and school with ACT style questions.
- Potential Solution: Professional development time to crosswalk/cross departmental time where

Lead: *Who is responsible for implementing this strategy?*
Carson High School
Administration in conjunction
with School Support Team,
and CHS certified staff.



- non-core classes can support specific ACT skills
- Changing the perception that school attendance is not important.

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

- Administration will financially support all departments to purchase any materials needed.
- Maintain funding for intervention specialist.

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: Equal access to assessments with regards to language, appropriate scaffolding while maintaining grade level rigor.
- Support: Specific vocabulary support through AVID strategies and teachers using TESL strategies.

Foster/Homeless:

- Challenge: The transient nature of the students makes it difficult to provide access to material.
- Support: Make assessments questions available throughout the educational process, not only during tests, but also as warm up problems and class discussions

Free and Reduced Lunch:

- Challenge: While this is a special population, their access to classes and curriculum are not affected by their FRL status
- Support: Students will have access to high quality curriculum and assessments.

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)



- Migrant:**
- Challenge: The transient nature of the students makes it difficult to provide access to material
 - Support: Specific vocabulary support through AVID strategies and teachers using TESL strategies.
- Racial/Ethnic Groups:**
- Challenge: Racial and ethnic groups have access to all regular educational classes where ACT style questions will be taught.
 - Support: Track formative ACT data across racial groups to measure if any disparities exist.
- Students with IEPs:**
- Challenge: Students with IEPs will have the same access to ACT style questions and teaching as all other students; however, they may need differentiation and scaffolding to experience success.
 - Support: Following the students IEP, offering support in study skills classes.

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● Each administrator used the Nevada Educator Performance Framework (NEPF) to evaluate ALL teachers at Carson High School. ● Metacognition training was provided to ALL teachers and administrators at Carson High School during the 2021-2022 school year. ● Carson High School is an AVID school with many trained teachers on staff and materials available for all. 	<ul style="list-style-type: none"> ● Inter-rater reliability among all administrators. ● A true understanding of what NEPF Standard 4 is asking by all administrators and teachers. ● The level of rigor to be raised by all departments and teachers. ● A true understanding of Success Criteria by all.
<p>Problem Statement: Although the entire staff received metacognition training throughout the 2021-22 school year, not all teachers were unable to reach mastery or grow .33 points on their final evaluation.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> ● CHS did not meet the goal last year to improve NEPF Standard 4 on all teachers' evaluations. This was due to inter-rater reliability among administrators as well as a clear understanding of NEPF standard 4 by all teachers and administrators. 	



Adult Learning Culture

School Goal: By the end of the interval of instruction, 100% of Carson High School teachers will improve student achievement and chronic absenteeism by demonstrating mastery or showing growth of at least .33 points on Standard 4 of NEPF.

Formative Measures:

- Review of last year’s NEPF standard 4 teacher progress.
- Review of last year’s Chronic Absenteeism rating.

Aligned to Nevada’s STIP Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 4
- STIP Goal 5 STIP Goal 6

Improvement Strategy: Provide training to all certified staff on Standard 4 of NEPF. The use of AVID strategies throughout the PD process to help fortify connections between staff and students on metacognition.

Evidence Level: (1-Strong): There is evidence that self-regulation/monitoring leads to improved academic performance.

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

- Provide time for all departments to meet and provide professional development on:
 1. Metacognition
 2. Data-driven discussions within all PLCs
 3. Rigor and how it looks in the classroom
 4. Transforming Educators to Hold High Expectations
 5. Making connections with students in order for them to want to come to school

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

- TIME
- PD on metacognition strategies
- PD for Dept. Charis on Raising Rigor and High Expectations to share with their departments
- PD on Success Criteria and what it looks like

Lead: *Who is responsible for implementing this strategy?*
Carson High School Administration in conjunction with School Support Team, and AVID site team (for PD).



- What Works Clearinghouse IES Practice Guide: Using Student Achievement Data to Support Instructional Decision Making for all Stakeholders
- Purchasing a “AVID Culturally Relevant Teaching: A Schoolwide Approach” resource book for all Department Chairs to share with their teachers
- Specifically highlighting Chapter 5/Unit 3: Transforming Educators Holding High Expectations
- Inter-rater reliability training and practice for all administration using teachers that have been EXEMPT this year due to 2 consecutive years being deemed Highly Effective

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

- **Implementation Challenge:**
- Not enough time for quality PD to take place
- Teachers not taking the trainings serious enough; instead taking sick time on early release days
- Teachers not bringing data to their PLC meetings
- Teachers not being able to put their ego aside
- Teachers struggling to make connection with students
- Teachers not understanding what Success Criteria is and what it looks like
- Teachers not having their own confidence to raise the rigor in their own classroom
- Administrators not valuing the NEPF process
- **Potential Solution:**
- To offer well planned out and high quality professional development sessions
- Provide school wide AVID training on increasing rigor in the classroom
- Provide AVID training on Holding High Expectations to the School Support Team to take back to their departments
- Provide school wide AVID training on the Inquiry based process
- Making sure that all administrators stress the importance of the goal and trainings offered so that teachers will not ask for the day off
- Teachers bringing their data to share with their colleagues whether positive or not
- Showing teachers that if they raise their confidence level and then share the purpose and relevance (Success Criteria) of their lessons.... Students will come!

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

- Principal Fund
- AVID resources are already available



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: Students not having the self-confidence to be successful in rigorous classes, nor having the knowledge and skills to self-monitor their own learning.
- Support: Making connections with their teachers, clearing understanding the purpose and relevance of new learning, taking action based on their own self-monitoring process, and being provided more instructional support during their Directed Studies class, specifically on their own Standard 4 of NEPF requirements.

Foster/Homeless:

- Challenge: Students not having the self-confidence to be successful in rigorous classes, nor having the knowledge and skills to self-monitor their own learning.
- Support: Making connections with their teachers, clearing understanding the purpose and relevance of new learning, and then taking action based on their own self-monitoring process, specifically on their own Standard 4 of NEPF requirements.

Free and Reduced Lunch:

- Challenge: Students not having the self-confidence to be successful in rigorous classes, nor having the knowledge and skills to self-monitor their own learning.
- Support: Making connections with their teachers, clearing understanding the purpose and relevance of new learning, and then taking action based on their own self-monitoring process, specifically on their own Standard 4 of NEPF requirements.

Migrant:

- Challenge: Students not having the self-confidence to be successful in rigorous classes, nor having the knowledge and skills to self-monitor their own learning.
- Support: Making connections with their teachers, clearing understanding the purpose and relevance of new learning, and then taking action based on their own self-monitoring process, specifically on their own Standard 4 of NEPF requirements.

Racial/Ethnic Groups:

- Challenge: Students not having the self-confidence to be successful in rigorous classes, nor having the knowledge and skills to self-monitor their own learning.
- Support: Making connections with their teachers, clearing understanding the purpose and relevance of new learning, and then taking action based on their own self-monitoring process, specifically on their own Standard 4 of NEPF requirements.

Students with IEPs:

- Challenge: Students not having the self-confidence to be successful in rigorous classes, nor having the knowledge and skills to self-monitor their own learning.



- Support: Making connections with their teachers, clearing understanding the purpose and relevance of new learning, taking action based on their own self-monitoring process, and being provided more instructional support during their General Studies class, specifically on their own Standard 4 of NEPF requirements.

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • Carson High School has implemented a Homeroom period twice a month and utilizes the Character Strong curriculum • Carson High School utilizes the Parent Square program to communicate with all families. • Carson High School acquires important information through a variety of parent, staff and student surveys. 	<ul style="list-style-type: none"> • Carson High School reports that better communication is needed to inform all stakeholders of extra-curricular activities • Carson High School believes that better implementation of the Character strong program during homeroom is needed and staff “buy in” is increased. • Carson High School reports that parent engagement needs to increase • Carson High school student to student relationships is also an area of growth.
<p>Problem Statement: Student Problem statement: Per the 2021-22 NV-SCSEL survey, only 44% of Carson High School students reported that students respect one another.</p> <p>Parent Problem Statement: Only 2.5% of families responded to the 22-23 Parent Survey.</p> <p>Staff problem Statement: No common definition of connectedness throughout staff.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> • COVID 19 changed how students interacted with each other, and coming back to school in person in a “normal” fashion was a difficult adjustment • A lack of understanding of how staff feels connected and disconnected to their job. • Parents at the secondary level are less likely to be highly involved in school because their child is older and more independent. 	



Connectedness

School Goal:

Student: - By the Spring 2023 NV-SCSEL Survey 60% or more of CHS students will report that students respect one another.

Parent: By the end of the 22-23 school year, the number of families responding to the 22-23 Parent Survey will increase to at least 25%.

Staff: Identify what connectedness means to staff by the end of the 22-23 school year.

Formative Measures:

- Student SEL survey, parent survey, staff survey

Aligned to Nevada's STIP Goal:

- | | |
|--------------------------------------|---|
| <input type="checkbox"/> STIP Goal 1 | <input type="checkbox"/> STIP Goal 2 |
| <input type="checkbox"/> STIP Goal 3 | <input checked="" type="checkbox"/> STIP Goal 4 |
| <input type="checkbox"/> STIP Goal 5 | <input checked="" type="checkbox"/> STIP Goal 6 |

Improvement Strategy:

- Carson High School (CHS) administration will design and administer a staff survey to determine the definition of "connectedness" as it relates to CHS.
- Carson High School will utilize Parent Square to survey the families of CHS students.
- Carson High School will implement the 2023 NV-SCSEL survey to CHS students.

Evidence Level: Strong evidence to support engaging families to support student's connectedness to school, strong evidence that supports teaching SEL to students and relationship building within a school, strong evidence that supports teacher well-being and overall occupational satisfaction (What Works Clearinghouse).

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

- Student: Continue utilizing PBIS strategies and work to increase the fidelity of the Homeroom period.
- Parent: Send out parent/family survey using Parent Square and press releases from PIO (Mr. Dan Davis)
- Staff: Create and implement staff survey to determine what connectedness means to CHS. Department Chairs will bring their department definition to the Management Team. "What does it mean to be connected to: Staff, Student, and your Job"

Lead: *Who is responsible for implementing this strategy?*
Carson High School
Administration in conjunction
with School Support Team



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

- Time
- Departmental time to access needs and materials
- PD training on creating and effective Homeroom.
- PD on Success criteria and what it looks like regarding PBIS and Character Strong

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

- **Implementation Challenge:**
- Getting parents/families to respond to survey
- Changing perceptions of the Homeroom Period and its importance
- **Potential Solution:**
- Training for effective relationship building between staff-student and student-student
- To offer well planned out and high quality professional development sessions
- Provide school wide Character Strong /PBIS training on increasing connectedness.
- Provide training on Holding High Expectations to the School Support Team to take back to their departments

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

- Principal Fund
- Donations for PBIS activities.

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: Students not having the self-confidence to be successful in rigorous classes, nor having the knowledge and skills to self-monitor their own learning.
- Support: Making connections with their teachers, clearing understanding the purpose and relevance of new learning, taking action based on their own self-monitoring process.

Foster/Homeless:

- Challenge: Students not having the self-confidence to be successful in rigorous classes, nor having the knowledge and skills to self-



monitor their own learning.

- Support: Making connections with their teachers, clearing understanding the purpose and relevance of new learning, taking action based on their own self-monitoring process.

Free and Reduced Lunch:

- Challenge: All students will have the same access to same SEL Curriculum and Surveys
- Support: Making connections with their teachers, clearing understanding the purpose and relevance of new learning, taking action based on their own self-monitoring process.

Migrant:

- Challenge: All students will have the same access to same SEL Curriculum and Surveys
- Support: Making connections with their teachers, clearing understanding the purpose and relevance of new learning, taking action based on their own self-monitoring process.

Racial/Ethnic Groups:

- Challenge: All students regardless of Race/Ethnicity will have the same access to same SEL Curriculum and Surveys
- Support: Making connections with their teachers, clearing understanding the purpose and relevance of new learning, taking action based on their own self-monitoring process.

Students with IEPs:

- Challenge: Students with IEPs will have the same access to same SEL Curriculum and Surveys as all other students; however, they may need differentiation and scaffolding to experience success.
- Support: Following the students IEP, offering support in study skills classes.

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
Open House Night	8/29/22	<ul style="list-style-type: none"> • Families are satisfied with academic supports, extra/co-curricular activities, offered at CHS. CHS does a good job at communication in a variety of ways, but it could still be improved.