

Boulder City High School Plan of Operation

Boulder City High School
Clark County School District

Mrs. Amy Wagner
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Boulder City, NV 89005-3707

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Overview

Plan Name

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Plan Description

In conjunction with School Organizational Team, Boulder City High School goals and budget.

School Organizational Team Members: Amy Wagner--Principal; Bill Strachan--Teacher; Chris Bires--Teacher; Jennifer Solorio--Support Staff; Andrew Huxford--Parent; Jason Howard--Parent; Sherri Jorgensen; Lauren Stewart--Student

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Implement Communication Plan	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
2	Increase Graduation Rate	Objectives: 2 Strategies: 3 Activities: 3	Academic	\$0
3	Enhance Data Utilization	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	Improve Students' Passing Rate on State Mandated Exams	Objectives: 2 Strategies: 2 Activities: 2	Academic	\$0
5	Increase Student Perception of School Safety	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$3000
6	Increase Students Taking AP/Dual Credit and CTE Courses	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
7	Increase Cultural Competency of School Staff	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Implement Communication Plan

Measurable Objective 1:

collaborate to improve communication among school leadership, staff, and other stakeholders by 06/01/2018 as measured by staff and community engagement surveys.

Strategy 1:

Communication Plan - The school will expand its use of technological resources to inform all stakeholders (students, staff, parents, community) of overall school mission and important initiatives and programs as well as upcoming events which support the school mission. Educational leaders will work with staff, community, and parents to maintain and to increase the sense of ownership and engagement that strengthens the school community through an effective communication plan. Communication plans will be designed to increase the percentage of parents who report that they are informed of their child's progress and feel welcome at school. Two-way communication is vital to the success of its organization and its leaders because a culture is created wherein people have a tremendous opportunity to be heard.

Activity - Stakeholder Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Expand use of local media, including print and television, to inform community about the academic and extra-curricular activities at Boulder City High School using such concepts as principal communication, video newsletters, staff/teacher spotlights, coachs' corners, and local news items which are of interest or importance to the school and to Boulder City.	Community Engagement	01/21/2014	06/01/2018	\$0	No Funding Required	Administration

Activity - Staff Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A communication plan will be implemented to include monthly informal meetings which will include a focus on collaborative instructional strategies, data analysis, upcoming events, academic support for struggling students, and also serve as a conduit for staff input regarding professional development activities and their effectiveness. A principal bulletin/video newsletter will serve to reinforce programs and/or concepts relative to the school's improvement process, to inform staff of important upcoming events, and to celebrate staff successes. The school will utilize Google classroom and calendar to keep everyone up to date with all items.	Other	01/21/2014	06/01/2018	\$0	No Funding Required	Administration

Goal 2: Increase Graduation Rate

Measurable Objective 1:

100% of All Students will demonstrate a proficiency to earn a standard Nevada high school diploma in English Language Arts by 06/01/2018 as measured by graduation rate over the next five years.

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(shared) Strategy 1:

Credit Retrieval Program - The program will offer students the opportunity to make-up credits in all core content areas within and outside the school day. A content teacher is available for assistance if needed. Students work at their own pace to finish needed credits. The credit recovery program's aim is to help schools graduate more students by giving those who have fallen behind the chance to recover credits through a multitude of different strategies, often online.

Activity - Credit Recovery Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have the opportunity to recover lost credits during and after the school day when all core content classes are available.	Academic Support Program	08/26/2013	06/01/2018	\$0	No Funding Required	Specific core content teachers, counselors, and administrators

(shared) Strategy 2:

School Based Mentoring - At-risk students identified by staff will be connected with a supportive adult to learn to avoid high-risk activities and to be more successful in the school environment. Students will be referred to the mentoring program who are credit deficient and struggling in school. School will work with the feeder middle school to identify possible incoming freshmen who are needing mentor services based on grades and other factors. Administrators and counselors will assist with the mentoring program and meet with students as needed. The school based mentoring program will promote academic success, and prosocial behaviors. Research indicates that these types of mentoring programs have been reported to have an impact on school performance, truancy, attendance, and misbehavior.

Activity - Mentoring Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mentor teachers will meet with identified mentor students to discuss academics, attendance, and behavior on a continual basis.	Academic Support Program	09/13/2013	06/01/2018	\$0	No Funding Required	Administration

(shared) Strategy 3:

ZAP Program - The vision of the ZAP (Zeros Aren't Permitted) program is to create a school climate which fosters academic success for those students not turning in homework assignments. Students are referred to ZAP by their teacher for missing assignments. Once a week, students assigned to ZAP will stay after school in the cafeteria with licensed staff, completing incomplete assignments. The goal of the ZAP intervention is to prevent students failing due to missing assignments.

Activity - ZAP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The goal of the ZAP intervention is to prevent students failing due to missing assignments.	Tutoring, Behavioral Support Program, Academic Support Program	08/24/2015	06/01/2018	\$0	No Funding Required	ZAP Teacher and Administration

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Measurable Objective 2:

100% of All Students will demonstrate a proficiency to earn a standard Nevada high school diploma in Mathematics by 06/01/2018 as measured by graduation rate over the next five years.

(shared) Strategy 1:

Credit Retrieval Program - The program will offer students the opportunity to make-up credits in all core content areas within and outside the school day. A content teacher is available for assistance if needed. Students work at their own pace to finish needed credits. The credit recovery program's aim is to help schools graduate more students by giving those who have fallen behind the chance to recover credits through a multitude of different strategies, often online.

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Goal 3: Enhance Data Utilization

Measurable Objective 1:

collaborate to use data for student achievement progress monitoring by 06/01/2018 as measured by department and STPT notes, as well as item analysis results from individual teacher assessments.

Strategy 1:

Data Analysis - The objective of this strategy is to promote teacher reflection about student performance, the utilization of data to drive instruction, and future academic interventions. Effective educational leaders use data extensively to guide them and their school in decision making, setting and prioritizing goals, and monitoring student progress toward continuous improvement. The school community (teachers, students, and parents) are engaged in using data to analyze strengths, weaknesses, threats, and opportunities for school improvement utilizing various strategies to propel teaching and learning.

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive and use training on various data streams in order to make informed decisions about instructional effectiveness. Data sources will include results from informal (Ticket Out the Door activities, warm-ups, student responder activities, class discussions, etc), formative, and summative assessments.	Professional Learning	02/05/2014	06/01/2018	\$0	No Funding Required	Teachers and administration

Goal 4: Improve Students' Passing Rate on State Mandated Exams

Measurable Objective 1:

100% of All Students will demonstrate a proficiency by passing the End of Course Exams in English Language Arts by 06/01/2018 as measured by student's scoring at the proficient level.

(shared) Strategy 1:

Instructional Strategies Professional Development - Teachers will receive professional development on instructional strategies geared toward struggling students and at-risk population so all students have the tools to pass the state mandated tests. A wide body of research shows that the single greatest factor affecting student achievement is classroom instruction. Studies indicate that teaching strategies are critical to the overall achievement of a classroom and to the academic success of each student.

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Activity - Professional Development on Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development on instructional strategies geared toward struggling students and at-risk population during times set aside for professional development such as School Based Collaborative Time (SBCT) or Professional Learning Communities (PLC).	Professional Learning	08/21/2013	06/01/2018	\$0	No Funding Required	Administration

(shared) Strategy 2:

Technology Professional Development - Teachers will receive professional development on incorporating technology such as Google Classroom, Flipped classrooms, tablet computers and other technology in order to raise student engagement and to improve student achievement. The integration of technology into instruction has positive effects on student achievement and significant gains have been reported in reading, math, and science achievement when comparing participating students to their non-participating peers. In using technology for instruction and learning, students gain more than just knowledge in core subject areas---they also acquire skills necessary to be productive and competitive in the workplace, in higher education, and in military or community service. Educators are finding that the use of technology increases student engagement and empowers individualized instruction.

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Measurable Objective 2:

100% of All Students will demonstrate a proficiency by passing the End of Course Exams in Mathematics by 06/01/2018 as measured by student's scoring at the proficient level.

(shared) Strategy 1:

Instructional Strategies Professional Development - Teachers will receive professional development on instructional strategies geared toward struggling students and at-risk population so all students have the tools to pass the state mandated tests. A wide body of research shows that the single greatest factor affecting student achievement is classroom instruction. Studies indicate that teaching strategies are critical to the overall achievement of a classroom and to the academic success of each student.

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Goal 5: Increase Student Perception of School Safety

Measurable Objective 1:

collaborate to create an environment of school safety by 06/01/2018 as measured by student surveys and dean's data report.

Strategy 1:

School Culture Program - The school will utilize a three prong approach to infuse the school culture with respect, acceptance, and inclusion. A motivational speaker will speak to our students about respect, anti-bullying, and finding the leader in all of us. Student Council will partner with speaker in getting out the positive message. Additionally, student council will facilitate a "You Matter" week involving activities to promote positive school culture and being connected to the school. Project Wisdom character education program will be utilized to improve school climate and decrease discipline referrals.

Activity - Character Building Presentation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A motivational speaker will speak to our students about respect, anti-bullying, and finding the leader in all of us. Student Council will partner with speaker in getting out the positive message.	Other	03/25/2015	06/01/2018	\$3000	Other	Administration

Activity - You Matter Week	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Council will facilitate a "You Matter" Week on campus to include activities that allow for students to connect to one another.	Behavioral Support Program	02/02/2015	06/01/2018	\$0	No Funding Required	Administration

Activity - Project Wisdom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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A campus wide approach which includes weekly deliverable character education messages and access to a database of quality materials which work to build character and social-emotional competencies. This program has a collection of thought-provoking messages designed for the PA system delivered daily. It also contains lesson plans that integrate character education into all areas and weekly professional support for educators.	Behavioral Support Program	10/01/2015	06/01/2018	\$0	No Funding Required	Administrative team
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Goal 6: Increase Students Taking AP/Dual Credit and CTE Courses

Measurable Objective 1:

A 10% increase of All Students will demonstrate a behavior to increase the number of students who complete Advanced Placement (AP), Dual Credit and Career and Technical Education (CTE) courses each year in Career & Technical by 06/01/2018 as measured by registration documents.

Strategy 1:

AP/Dual Credit and CTE Course Awareness - The school will encourage more students to participate in Advanced Placement (AP), Dual Credit and Career and Technical (CTE) courses during the school day. During the registration process, counselors will discuss the benefits of taking an AP/Dual Credit or CTE course in high school and how that these course best prepare students for post-secondary success.

Activity - AP/Dual Credit Course Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the registration process, counselors will present to all classes regarding the benefits to completing an Advanced Placement (AP)/Dual Credit course.	Academic Support Program	02/02/2015	06/01/2018	\$0	No Funding Required	Administration

Activity - CTE Course Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the registration process, counselors will present to all classes regarding the benefits to completing a Career and Technical Course (CTE).	Academic Support Program	02/02/2015	06/01/2018	\$0	No Funding Required	Administration

Goal 7: Increase Cultural Competency of School Staff

Measurable Objective 1:

collaborate to participate in mandatory cultural competency professional development sessions each year by 06/01/2018 as measured by sign-in sheets.

Strategy 1:

Cultural Competency Professional Development - All staff will participate in a professional development session provided by the District's Equity and Diversity Department.

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Activity - Cultural Competency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in a professional development session provided by the District's Equity and Diversity Department.	Professional Learning	09/01/2015	06/01/2018	\$0	No Funding Required	Administration