Clark County School District

The Delta Academy High School

School Performance Plan: A Roadmap to Success

The Delta Academy High School 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.

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School Designations: ☑ **Title I**   ☐ **MRI**   ☐ **CSI**   ☐ **TSI**   ☐ **ATSI**

Our SPP was last updated on October 26, 2023.

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/delta_academy/2023/nspf/hs.

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
Bruce Congleton	**Principal(s)** *(required)*
Kyle Konold, Lashon Fredricks	**Other School Leader(s)/Administrator(s)** *(required)*
Jennifer Rudolph, Mary Congleton	**Teacher(s)** *(required)*
Jen Cann	**Paraprofessional(s)** *(required)*
Lori West, Jesse Fox	**Parent(s)** *(required)*
Xavier Murillo	**Student(s)** *(required for secondary schools)*
	Tribes/Tribal Orgs *(if present in community)*
	Specialized Instructional Support Personnel *(if appropriate)*
Add rows as needed	

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
CI Team/Parent Meeting	5/30/2023	No community members showed up for the event. CI team reviewed the results from the Cognia accreditation review. The root cause of lower-than expected gains was identified as limited individualization of the content due to the online curriculum. It was decided to give the teachers the responsibility to create lesson plans, find the content and deliver that content in class. The online curriculum will only be used as a resource.

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 Success			
	Student Performance	**Social and Emotional Learning**	**Access to Rigorous Texts and Tasks**
Data Reviewed	*SRI, SMI, SBAC and ACT*	*Internal climate survey sent in January, 2023*	*Access available, but participation is not pushed to students or parents*
	Areas of Strength: Students and staff feel the school is safe. Students and parents feel the staff are approachable and helpful.		
	Areas for Growth: Increase student participation in remediation/tutoring programs before and after school.		
Problem Statement	Students are performing below grade level expectations in all areas.		
Critical Root Causes	The results from the Cognia accreditation review identified the root cause of lower-than expected gains was limited individualization of classroom content due to the online curriculum. Students receive inconsistent Tier II intervention and remediation to reduce the academic deficiencies and learning gaps.		

Part B

Student Success	
School Goal: Increase the percent of all students proficient on the ELA ACT from 38.3% in 2022 to 40.0% in 2024 as measured by the NSPF. Increase the percent of all students proficient on the Math ACT from 18.7% in 2022 to 26.7% in 2024 as measured by the NSPF.	**Aligned to Nevada's STIP Goal:** *Goal 3: All students experience continued academic growth.*

Improvement Strategy: Delta teachers will be required to create lesson plans, find the content, deliver that content in class and make necessary adjustments to meet the diverse learning needs of the students.. Provide targeted Tier II instruction based on analysis of student assessment data for small groups of students who are not making adequate progress in Tier I instruction.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: Analyze Data – level 3; Achieve 3000 - level 1*

Intended Outcomes:
 Students receiving Tier II interventions will show larger than average growth on progress monitoring measures (SMI and SRI).

Action Steps:
- Determine what financial resources are available for these activities.
- *Extend the school day by one hour for academic remediation.*
- *Offers before-school and after-school tutoring.*
- Identify timeline for completing SRI and SMI testing.
- Administer the SRI and SMI to all students and use that data to create intervention groups.
- Work with current ELA and Math teachers to individualize instruction and create groups that have similar areas in need of improvement.
- Students will work in small groups with targeted intervention goals and receive additional support on ELA and Math strategies.

Resources Needed:
- Budget for administering the SRI and SMI
- Classroom instructional materials
- Continued teacher professional development on how to individualize instruction for students
- Intervention materials
- Additional pay for teachers to work extended day and before-and after-school tutoring

Challenges to Tackle:
- Poor student attendance during before -and after-school tutoring programs. Delta has changed its policy to require attendance for all students who have a C or below in any core course. Online students who are failing and miss two weeks of tutoring will be required to attend the traditional-model program or will be withdrawn from school.

1003(a) Improvement Strategy: *Provide evidence-based Tier II instruction to reduce the academic deficiencies and learning gaps for identified students based on data.*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: Achieve3000 Literacy (2)*

Intended Outcomes: Through consistent, evidence-based instruction and intervention, students will acquire the skills necessary to access grade-level, Tier I instruction in the area of English Language Arts.

Action Steps: Implement CCSD's Teaching and Learning expectations for Tier II instruction:
- Analyze MAP Growth Assessment data to identify students scoring below the 40th percentile in reading.
- Students identified as needing further assessment are administered a diagnostic or curriculum-based assessment to determine specific instructional needs, as prescribed in the Tiered Instruction Flowchart.
- Based on the data, educators collaboratively determine each student's specific need(s) for Tier II instruction, including skill-specific intervention.
- Communication will be provided to parents/guardians for students who are provided with Tier II instruction.
- Provide small group, Tier II instruction and intervention to identified students using Achieve3000 Literacy.
- Progress monitor data to monitor student improvement on identified knowledge, skill, and/or concept deficits.
- School teams analyze the data to determine whether Tier II instruction has been effective in improving student performance and make adjustments to the plan.

Resources Needed:
Title I 1003(a) funds will provide:
- Achieve3000 Literacy
- Implementation managers

Additional Resources:
- Teaching and Learning Expectations for Tier II Instruction
- Student assessment and progress monitoring data
- Monitoring tool data

Challenges to Tackle:
- Student absenteeism; *Potential Solution*: Provide Multi-Tiered Systems of Support for attendance, along with contact/contracts with families.

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

English Learners: Use of home language in curriculum documents and instruction

Foster/Homeless: Ensure the students have the necessary school supplies, enough food to eat and that they have transportation to and from school.

Free and Reduced Lunch: Ensure the students have the necessary school supplies, enough food to eat and that they have transportation to and from school.

Migrant: Ensure the students have the necessary school supplies, enough food to eat and that they have transportation to and from school.

Racial/Ethnic Minorities: Track formative data across racial groups to measure if any disparities exist during intervention.

Students with IEPs: Ensure the tutors have reviewed the students' IEPs and are following the individual accommodations listed in the IEPs.

Inquiry Area 2 - Adult Learning Culture
Part A

Adult Learning Culture			
	Instructional Practice	**Instructional Leadership**	**Systems and Structures that Support Continuous Improvement**
Data Reviewed	Classroom observations and surveys	observations and surveys	observations and surveys
	Areas of Strength: Staff believes the school provides ample professional development opportunities and feel the school is a safe and nurturing environment for students.		
	Areas for Growth: Increase the ability for teachers to individualize classroom instruction.		
Problem Statement	There are many data points, programs and resources available to the teachers, but no cohesive unified plan to analyze data to determine which program and/or resource would be best for each student.		
Critical Root Causes	For the past few years, teachers have not had the ability to individual instruction due to the online curriculum.		

Part B

Adult Learning Culture	
School Goal: Increase the frequency and quality of individualizing classroom instruction from 0% to 50% as measured by classroom observations.	**STIP Connection:** *Goal 3: All students experience continued academic growth.*

| **1003(a) School Goal**: By the end of the 2023-2024 school year, 100% of identified staff will receive ongoing professional learning sessions for teachers during professional learning communities (PLCs), focusing on high-quality Tier II English Language Arts (ELA) instruction and intervention as measured by sign-in sheets and PLC observations. | |

Improvement Strategy:
Provide teachers with classroom instructional materials. During the weekly PLC meetings, commit a portion of that time for ongoing professional development in the area of effective individualization of instruction to meet the diverse needs of the learner.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: Analyze Data – level 3*

Intended Outcomes:
The diverse learning needs of the students will be met through individualizing instruction and small group Tier II instruction with targeted intervention goals. These students will show larger than average growth on progress monitoring measures (SMI and SRI).

Action Steps:
- Determine what financial resources are available for these activities.
- Create professional development schedule and identify the vendor to provide the PD..
- Identify timeline for completing SRI and SMI testing.
- Work with current ELA and Math teachers to determine which program and/or intervention group is most appropriate for each student.

Resources Needed:
- Budget to pay for instructional materials and professional development.
- Budget to administering the SRI and SMI
- Intervention materials
- Additional pay for teachers to work extended day and before-and after-school tutoring

Challenges to Tackle:
- Ensure the teachers have the necessary skills and time to plan and implement individualizing instruction.
- Delta will commit a portion of PLC time for teacher PD and will hire a third party vendor to provide that ongoing PD.

1003(a) Improvement Strategy: Analyze student performance data to plan to respond to all students' learning needs and inform Tier II instructional decisions.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: Analyze data in PLCs (3); Build a committed staff and provide professional development (1); Multi-Tiered Systems of Support (MTSS) (1); Achieve3000 Literacy (2)*

Intended Outcomes: Teachers will provide strong Tier II instruction and intervention to identified students and increase student achievement in English Language Arts.

Action Steps:
- Teachers will participate in job-embedded professional learning provided by the Achieve3000 Literacy implementation manager.
- Teachers will participate in on-site coaching and collaboration with grade-level peers.
- Teachers will participate in Professional Learning Communities following the CCSD Teaching and Learning Cycle to analyze data to inform Tier II instruction.
- Teachers will participate in a book study, add-on days for planning and data analysis, Saturday institutes, and/or a literacy conference.
- Administration and coaches will use a look-for tool during instructional walks to provide real-time feedback and coaching opportunities aligned to the program model to support teacher growth and development.
- Implementation managers will provide at least 3 on-site coaching days per grade level, per teacher.

Resources Needed:
Title I 1003(a) funds will provide:
- Achieve3000 Literacy
- Implementation managers
- Look-for tools (Instructional walks and PLC)
- Funding for a literacy conference, books, and extra-duty pay for Saturday institutes

Additional Resources:
- Teaching and Learning Expectations for PLCs (Plan and Analyze)
- Student assessment and progress monitoring data
- Monitoring tool data
- District personnel for Saturday institutes

Challenges to Tackle:
- Teacher attendance; *Possible Solution:* Offer incentive to teachers who attend all PLCs, add-on days, institutes, and conferences.
- Fidelity to the program model; *Possible Solution:* Implementation managers will provide additional coaching days to address program fidelity.

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

 English Learners: Use of home language in curriculum documents and instruction

Foster/Homeless: Ensure the students have the necessary school supplies, enough food to eat and that they have transportation to and from school.

Free and Reduced Lunch: Ensure the students have the necessary school supplies, enough food to eat and that they have transportation to and from school.

Migrant: Ensure the students have the necessary school supplies, enough food to eat and that they have transportation to and from school.

Racial/Ethnic Minorities: Track formative data across racial groups to measure if any disparities exist during intervention.

Students with IEPs: Ensure the tutors have reviewed the students' IEPs and are following the individual accommodations listed in the IEPs.

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	**Staff**	**Family & Community Engagement**
Data Reviewed	observations and surveys	observations and surveys	observations and surveys
	Areas of Strength: The students that do attend the academic and enrichment programs offered at Delta enjoy the experience and their attendance results in higher grades and attendance rates.		
	Areas for Growth: Increase student participation in remediation/tutoring programs before and after school.		
Problem Statement	A very low percent of the online students and families participate in the before – and after-school academic remediation programs, enrichment programs or parent workshops.		
Critical Root Causes	Many parents are unaware of the programs offered at Delta. Many parents are unable or unwilling to drop their children off early or let them stay late due to other responsibilities.		

Part B

Connectedness	
School Goal: *Increase the student and parent participation in the school's after-school programs either in person or via Zoom from 1% to 25% by the end of the 2023-2024 school year, as measured by Zoom attendance and sign-in sheets.*	**STIP Connection:** *Goal 6: All students and adults learn and work together in a safe environment where identities and relationships are valued and celebrated.*
Improvement Strategy: Increase effective communication between school and home regarding the student programs and parent workshops offered at Delta. **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: Creating a positive school climate and culture - level 3*	
Intended Outcomes: We will see an increase in student and parent participation in the programs at Delta which will in turn increase school satisfaction and academic	

performance.

Action Steps:
- Determine what financial resources are available for these activities.
- Research various communication tools to determine which would be most effective to increase the awareness of the programs offered at Delta
- Provide child care services and/or translation services so parents can attend the workshops. Also, give the parents the option to attend the parent workshops via Zoom.

Resources Needed:
- Cost of new communication tool
- Extra pay for child care worker
- Extra pay for translation services

Challenges to Tackle:
- Ensure staff and parents are trained on the new communication tool so it can be used with efficacy.
- Ensuring that all parents are aware of the workshops and of the child care and translation services.
- Starting on July 31st and continuing until August 31st, Delta will host weekly parent informational meetings. All parents are required to attend at least one of these sessions. All programs, services and attendance requirements will be reviewed with the parents.

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

English Learners: Use of home language in curriculum documents and instruction

Foster/Homeless: Ensure the students have the necessary school supplies, enough food to eat and that they have transportation to and from school.

Free and Reduced Lunch: Ensure the students have the necessary school supplies, enough food to eat and that they have transportation to and from school.

Migrant: Ensure the students have the necessary school supplies, enough food to eat and that they have transportation to and from school.

Racial/Ethnic Minorities: Track formative data across racial groups to measure if any disparities exist during intervention.

Students with IEPs: Ensure the tutors have reviewed the students' IEPs and are following the individual accommodations listed in the IEPs.

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)
PCFP	$5,820,000.00	General Operations	1, 2, 3
Title I	$600,455.10	Provides additional resources to students and parents	1, 2, 3
ESSER III	$369,172.33	Address learning loss and provide additional resources to remedy the challenges faced during the road to recovery from the COVID pandemic	1, 2, 3
21st CCLC	$116,000.00	Provides before- and after-school academic and enrichment programs	1, 2, 3
Title III	$5,940.00	Provide QTEL professional development to our teachers.	1, 2, 3
Title I 1003(a)	District Award $6,373,983.44	District contract with the 95 Percent Group LLC, ThinkCERCA, and McGraw HIll to provide professional services to designated schools. Funding also provides substitutes, prep buy-out, licensed and support staff extra duty pay, out of district travel, training supplies, books, flexible seating.	1, 2, 3