



## Washoe County School District

# North Valleys High School

## School Performance Plan: A Roadmap to Success

*North Valleys 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.*

**Principal:** Tomas Macaluso

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**Email:** [tmacaluso@washoeschools.net](mailto:tmacaluso@washoeschools.net)

**Phone:** 1-775-677-5499

**School Designations:**  Title I  CSI  TSI  ATSI

*Our SPP was last updated on September 20, 2023*



# 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.*

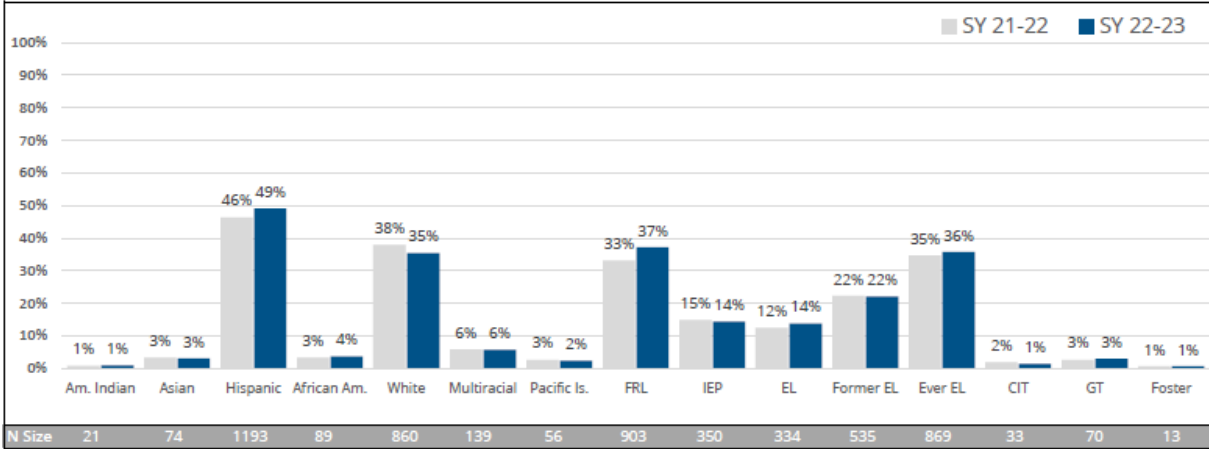
Name	Role
Tomas Macaluso	<b>Principal(s)</b>
Lisa Love, Mathew Biggins, Ignacio Chavez, Michelle Williams	<b>Assistant Principals</b>
Keegan Bosier	<b>Dean of Students</b>
TBA	<b>Dean of Students</b>
Emily Roberts	<b>Social Studies Teacher – Department Chair</b>
Danielle Springmeyer	<b>Math Teacher – Department Chair</b>
Ali Arciniega	<b>Special Education Teacher – Department Chair</b>
Dr. Deborah Shaw	<b>English Teacher – Department Chair</b>
Mary Netri	<b>Science Teacher – Department Chair</b>
Yvette DePaepe	<b>Librarian</b>
Joani Zunino	<b>Counselor – Department Chair</b>
Katrina Galli	<b>School Social Worker</b>
Sarah Hunt	<b>Fine Arts Department Chair</b>
Monet Papustidis	<b>World Language Department Leader</b>
Chris Pondok	<b>Physical Education Department Leader</b>

Sherri Lenz	<b>CTE Department Chair</b>
Marcie Villacorta	<b>EL Facilitator</b>
Heidi Gibbs	<b>Administrative Assistant</b>
Randel Love	<b>Paraprofessional(s)</b>
Ashley Stephenson, Christine McBride, Tawna Eldridge	<b>Parent(s) (required)</b>
KC De La Rosa	<b>Student(s) (required for secondary schools)</b>
	<b>Tribes/Tribal Orgs (if present in community)</b>
Nadine Brennan	<b>Specialized Instructional Support Personnel</b>
<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/washoe/north\\_valleys\\_high\\_school/2023](http://nevadareportcard.nv.gov/DI/nv/washoe/north_valleys_high_school/2023)

### Student Demographics & Special Populations



**Student Performance Data:**

9<sup>th</sup> grade ELA, Math, Bio credit attainment Percentage

**Earning Full Algebra I Credit-NVHS**

The denominator includes all 9th grade students enrolled on last day of school, including those who did not attempt an Algebra I credit. Does not

include students who completed Algebra I credit in summer after 9th grade.

2021	2022	2023
School-45%	School-51%	School-48%
District – 59%	District- 67%	District – 68%

**Earning Full English 1-2 Credit-NVHS**

The denominator includes all 9th grade students enrolled on last day of school, including those who did not attempt an English I-II credit. Does not

include students who completed English I-II credit in summer after 9th grade.

2021	2022	2023
School-61%	School-77%	School-70%
District-68%	District-80%	District-79%

**Earning Full Biology Credit by End of 9<sup>th</sup> Grade-NVHS**

The denominator includes all 9th grade students enrolled on last day of school, including those who did not attempt a Biology credit. Does not

include students who completed Biology credit in summer after 9th grade.

2021	2022	2023
School-53%	School-66%	School-58%
District-65%	District-73%	District-73%

**10<sup>th</sup> Grade Core Credit Attainment – NVHS**

The percentage of students who have completed at least one credit in Math, English, Science and Social Studies by the end of 10th grade (10th grade summer

credits not included).

2021	2022	2023
School- 43% District-54%	School-48% District-61%	School-53% District-64%



# 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"> <li>● 10<sup>th</sup> grade core credit attainment increased by 5% from 2022-2023. 10<sup>th</sup> grade core credit attainment has shown a steady increase from 2021-2023.</li> <li>● Students feeling that they can build relationships and feeling safe on campus has stayed consistent and shown an improvement in many areas including:               <ul style="list-style-type: none"> <li>○ Adult Support</li> <li>○ SEL: Relationship Skills</li> <li>○ Attitudes towards substance abuse</li> <li>○ Responsible Decision making</li> </ul> </li> <li>● AP enrollment increased 18% from 2021-2022-2022-2023. It is on trend to make another increase in the 2023-2024 year.</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● 9<sup>th</sup> grade core credit attainment</li> </ul>
<p><b>Problem Statement:</b> Graduation rate for the 2022-23 school year was approximately 84.1% which shows an increase. 9<sup>th</sup> grade core credit attainment is at 59% and 10<sup>th</sup> grade is at 53%, these are both below the district average.</p> <p><b>Critical Root Causes of the Problem:</b> Students have academic holes from the two years of school during the pandemic. The lack of hands-on support, virtual learning, and varying levels of access left students will credit challenges and incomplete understanding of the content that they took those years. Difficulty working with online learning programs and the challenges this type of learning present vs. traditional school models. Need for academic intervention with detailed focus, i.e., math specifically and special education. Less access to SEL instruction during the pandemic. Other duties at home lead to less focus on school, i.e., being a caretaker, working. Less adherence to SEL practice implementation in student life. Fewer extra-curricular activities during the pandemic. Students feel less connected to school and learning. Lack</p>	



of preparedness. Student belief in themselves to meet the challenge of these courses. Finding more ways to stretch those students who are achieving at high levels and keeping them engaged. Student's needs have changed; working to meet these different needs for stretch learning.

### Student Success

**School Goal:** North Valleys High School will increase graduation rate from 84% to 86% or greater, through a focus on credit attainment and credit recovery in all grades while working to close the achievement gap in math courses and with our special education population.

**Formative Measures:**

- Graduation data, core credit attainment for 9<sup>th</sup> and 10<sup>th</sup> grade students, overall number of F in all grade spring 2022. School Climate Survey data. Advanced Placement courses, Honors courses, CTE pathway completer courses.

**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:** Offer structured and targeted math support classes during the school day as well as after school and lunch time drop-in tutoring. North Valleys High School instructional staff will engage in Professional Learning Communities (PLCs). By meeting routinely, instructional staff members will collectively analyze assessment data to improve instructional strategies for all students, including those who have an Individual Education Plan (IEP) and those who are identified as English Language Learners (EL). Through PLC groups by content area, departments will identify Essential Learnings to focus instruction.

**Evidence Level:** Tier 3 - Promising Evidence.

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

- Determine what financial resources are available
- Identify staff members to teach math support classes
- Identify students needing support and schedule them into the appropriate support class
- Identify specific students needing support
- Work with teachers to develop support math instruction as determined by student need or learning gaps

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

- Funding to pay teachers for tutoring time
- Recruitment and hiring plan
- Differentiated math curriculum materials, pacing guide
- Location of various tutoring opportunities
- Transportation for after school tutoring

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

- **Implementation Challenge: Finding financial resources given limited budget, Hiring and retaining highly qualified math teachers, getting students to attend after school and lunch time tutoring, Burn out factor for teachers and Master scheduling**
- **Potential Solution:** North Valleys High School instructional staff will engage in Professional Learning Communities (PLCs). By meeting routinely, instructional staff members will collectively analyze assessment data to improve instructional strategies for all students, including those who

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

**Math Department Leader  
Math content area PLCs,  
Freshman Teams, School  
Psychologist, Case Managers  
and Alpha Teams.**





*have an Individual Education Plan (IEP) and those who are identified as English Language Learners (EL). Through PLC groups by content area, departments will identify Essential Learnings to focus instruction.*

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

- General Budget, ESSER Grant

**Resource Equity Supports<sup>1</sup>:** *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:** The lack of consistent schooling led to inconsistent learning, credit attainment, and SEL instruction. Finally, we also had a staffing shortage in qualified EL instructors and bussing issues.
- **Support:** *Track credit attainment to measure if any disparities exist compared to majority groups and monitor growth data through EL teachers. Additionally, we have hired 4 qualified and experienced EL instructors. Teachers incorporate strategies that target all language domains (listening, speaking, reading, and writing) into lessons and students are placed in appropriate support classes based on data collected on individual students. Instructional staff members collectively analyze assessment data to improve instructional*

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<sup>1</sup> “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)



*strategies for all students, including those who have an Individual Education Plan (IEP) and those who are identified as English Language Learners (EL). Through PLC groups by content area, departments identify Essential Learnings to focus instruction.*

**Foster/Homeless:**

- Challenge: NVHS showed a vanished rate of 19% last year. This population also had less access to our school supports as a result of their attendance and engagement in school.
- Support: *Counselors and attendance officers have reengaged with students and are tracking credit attainment and attendance. We are continually looking to reengage vanished students.*

**Free and Reduced Lunch:**

- Challenge: This group has less consistent access to the school and its supports, as a result of their attendance, engagement, and transportation. Many students work full or part time jobs to support themselves or their families.
- Support: *Administrators, Counselors and attendance officers have reengaged with students and are tracking credit attainment, attendance and making home visits as needed. Meeting routinely, instructional staff members collectively analyze assessment data to improve instructional strategies for this group. Additionally, our food pantry reaches out to struggling students and their families.*

**Migrant:**

- Challenge: *N/A*
- Support: *N/A*

**Racial/Ethnic Groups:**

- Challenge: Our students of color struggled throughout the pandemic and the recovery. They showed a significant decrease in credit attainment and overall engagement in school. These students had less consistent access to the school, and its supports as a result of their attendance and transportation. Many students many took on full or part time jobs to support themselves and school became a secondary thought. Finally, this population also had less access to our school supports as a result of their attendance and engagement in school. This population is also often identified under our FRL and even CIT and often overidentified with a student with IEP services. This population required the same supports.
- Support: *Administrators, Counselors and attendance officers have reengaged with students and are tracking credit attainment and attendance. Seminar movement, lunch and after school tutoring provide students with opportunities to master concepts and skills in all content areas. Meeting routinely, instructional staff members will collectively analyze assessment data to improve instructional strategies for all students, including those who have an Individual Education Plan (IEP) and those who are identified as English Language Learners (EL). Through PLC groups by content area, departments will identify Essential Learnings to focus instruction.*



**Students with IEPs:**

- Challenge: Our students’ population with IEPs struggled throughout the pandemic and the recovery as we move forward. This group had less consistent access to the school and its supports. Attendance suffered which meant students had decreased access to IEP supports and appropriate curriculum. Finally, we also had a staffing shortage in qualified Special Education instructors.
- Support: *Track credit attainment to measure if any disparities exist compared to majority groups and monitor growth data through student’s case managers. Seminar movement, lunch and after school tutoring provide students with opportunities to master concepts and skills in all content areas. Meeting routinely, instructional staff members will collectively analyze assessment data to improve instructional strategies for all students, including those who have an Individual Education Plan (IEP) and those who are identified as English Language Learners (EL). Through PLC groups by content area, departments will identify Essential Learnings to focus instruction.*

**Inquiry Area 2 - Adult Learning Culture**

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>● Effective use of PLC time</li> <li>● Refocus on engaging school wide SEL instruction</li> <li>● Collaboration within departments on grading best practices.</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Finding financial resources given limited budget</i></li> <li>● <i>Getting new staff members up to speed</i></li> <li>● <i>Professional development limited time once students are in the building</i></li> <li>● <i>Resistance to changing grading practices</i></li> </ul>
<p><b>Problem Statement:</b> <i>Staff is concerned about the learning gaps the pandemic has caused and how to remedy these.</i></p> <p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>● <i>Pandemic, loss of student engagement, loss of positive school habits, shift to virtual learning, lack of consistent academic interventions, lack of student socialization and adherence to social and school norms, inequitable grading practices among many staff members</i></li> </ul>	

**Adult Learning Culture**



**School Goal:** *Monthly staff meetings will have a professional development component that revolves around sound instruction practices and review. Monthly staff meetings will have a professional development component that revolves around sound instruction practices and reviews equitable grading strategies. Staff meetings will be measured by PL attendance, PLC attendance, and walkthrough observations. As 2023-24 is a baseline year, NVHS will measure data and create a goal based on increased numbers for SY 2024-25.*

**Formative Measures:**

- Staff Professional Development attendance, PLC attendance and observations, the evaluation process and engagement with administrators.

**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:** *PLC strategy. Have highly effective teachers model instructional practices; organize observations of high effective instruction and organize time for teachers to observe each other and discuss next steps of implementation in their own classrooms.*

**Evidence Level:** Tier 3 - Promising Evidence

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

- *Create PD timeline*
- *Continue monthly professional development with renewed focus*
- *Continue weekly PLC meetings, assessment reviews*
- *Implement instructional walk-throughs and observations along with debrief sessions and implementation monitored by administrators and department leaders*
- *Identifying and recruitment of model instructors*

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

- *Funding for substitute teachers*

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

**School Leadership Team  
Department leaders,  
Teaching Staff.**



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

- *Implementation Challenge: Finding financial resources given limited budget. Getting new staff members up to speed. Professional development limited time once students are in the building. Resistance to changing grading practices.*
- *Potential Solution: Use professional development time each month to share strategies for re-engaging of our students through staff work on the Pandemic Population as well as staff work on equitable grading practices.*

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

- *IPIP credit*

**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: This group had less consistent access to the school overall, as many stayed at home helping care for younger siblings and many took on full or part time jobs to help the family. The lack of consistent schooling led to inconsistent learning, credit attainment, and SEL instruction. Finally, we also had a staffing shortage in qualified EL instructors.*
- *Support: Track credit attainment to measure if any disparities exist compared to majority groups and monitor growth data through EL teachers. Additionally, we have hired qualified and experienced EL instructors and have a full EL staff. Teachers work in school and department PLC's and share best practices, to incorporate strategies that target all language domains (listening, speaking, reading, and writing) into lessons. Students take these strategies to learn and process new abstract content in all content areas. Meeting routinely, instructional staff members will collectively analyze assessment data to improve instructional strategies for all students, including those who have an Individual Education Plan (IEP) and those who are identified as English Language Learners (EL). Through PLC groups by*



*content area, departments will identify Essential Learnings to focus instruction.*

**Foster/Homeless:**

- Challenge: NVHS showed a vanished rate of 19% last year. This population also had less access to our school supports as a result of their attendance and engagement in school.
- Support: *Counselors and attendance officers have reengaged with students and are tracking credit attainment and attendance.*

**Free and Reduced Lunch:**

- Challenge: Many students took on full or part time jobs to support themselves and school became a secondary thought. This population also had less access to our school supports as a result of their attendance and engagement in school.
- Support: *Administrators, Counselors and attendance officers have reengaged with students and are tracking credit attainment and attendance.*

**Migrant:**

- Challenge: *N/A*
- Support: *N/A*

**Racial/Ethnic Groups:**

- Challenge: They showed a significant decrease in credit attainment and overall engagement in school during the pandemic. This population also had less access to our school supports as a result of their attendance and engagement in school.
- Support: *Administrators, Counselors and Teachers are looking for ways to engage these students in school. We are working on increasing their involvement in extracurricular activities, as a way to engage them in school. We are also always looking to bring in resources to connect them to the community as well.*

**Students with IEPs:**

- Challenge: During the pandemic, attendance suffered which meant students had decreased access to IEP supports and appropriate curriculum. This left dramatic academic holes. We also had a staffing shortage in qualified Special Education instructors.
- Support: *Track credit attainment to measure if any disparities exist compared to majority groups and monitor growth data through student's case managers. We to hire the two allocations we have outstanding, to bring the school and this community even more support.*



## Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>● Dedicated school wide and grade specific SEL instruction</li> <li>● School wide effort to provide majority school communications in English and Spanish</li> <li>● Variety of clubs, activities, supports offered at lunch and after school</li> <li>● 65% of the student body believes they are contributing to making the school a better place.</li> </ul>	<ul style="list-style-type: none"> <li>● <i>NVHS will continue to teach direct SEL strategies through our Seminar grade level courses.</i></li> <li>● NVHS will implement the 4 pillars to guide the work we do on developing and sustaining culture. Pillar 3, “Connecting Students to School” is our focus.</li> <li>● <i>NVHS will continue to improve communication with families in multiple languages to help with positive growth for student well-being.</i></li> </ul>
<p><b>Problem Statement:</b> 70% of our students stated that they feel they can build relationships, which is an increase of 1%. and 73% felt safe on our campus.</p> <p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>● The negative impacts of social media, other duties at home that lead to less focus on school, less adherence to SEL practice implementation in student life. Student’s access to educational resources historically has led to gaps in foundational knowledge.</li> </ul>	

Connectedness	
<p><b>School Goal:</b> <i>NVHS will help our students feel accepted and connected to school with a more positive sense of self-awareness and self- concept measured by the student climate survey showing a growth from 73% to 74%.</i></p> <p><b>Formative Measures:</b></p>	<p><b>Aligned to Nevada’s STIP Goal:</b></p> <p><input type="checkbox"/> STIP Goal 1    <input checked="" type="checkbox"/> STIP Goal 2</p>



- Student Climate Survey

X STIP Goal 3     STIP Goal 4

STIP Goal 5     STIP Goal 6

**Improvement Strategy:** *NVHS will teach direct SEL strategies through our Seminar grade level courses.*

**Evidence Level:** Tier 1 - Strong Evidence

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

- Implementation of the 4 pillars
- Continued development of SEL lessons
- Direct instruction of SEL lessons, (focus varies per grade level)
- Lessons to include Digital Citizenship, Habitudes, financial literacy, career building, social awareness, School Connect, Adulting 101
- Use Microsoft Teams for instructional staff to access SEL lessons
- Revise SEL strategies per grade level lesson as needed
- Administration observations during SEL instruction
- Continued work by the Seminar committee to monitor SEL instruction implementation and adjustments
- Monthly newsletter informing about SEL resources and strategies
- Dedicated Seminar PLC time

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

- Funding for Habitudes and its resources
- Funding for School Connect and its resources
- Funding for Adulting 101
- Funding for SEL instructional leaders to build lesson database

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

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

**Seminar Curriculum Development Committee, Seminar Teachers and Leadership Team.**





- *Implementation Challenge:* Finding Funding sources with our limited budget and educating new staff members on grade level curriculum.
- *Potential Solution:* Potentially using small portions of our school general budget to support books and resources. Implementation of grade level PLCs for Seminar instruction. Utilizing time during district professional development days to train staff on SEL Seminar Curriculum.

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

- General Budget

**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:** Our EL student population has less consistent access to the school overall, as many stay at home helping care for younger siblings and many have taken on full or part time jobs to help the family. This is our second year as a Newcomer Center which has also led to an increased population of EL students. Finally, due to the higher numbers of EL student's general education teachers need additional training and on strategies to support EL learners in their classrooms.
- **Support:** *Track credit attainment to measure if any disparities exist compared to majority groups and monitor growth data through EL teachers. Additionally, we have hired qualified and experienced EL instructors and have a full EL staff. Teachers work in school and department PLC's and share best practices, to incorporate SEL strategies that target all language domains (listening, speaking, reading, and writing) into lessons. Students take these strategies to learn and process new abstract content in all content areas. Lessons that support our SEL include Digital Citizenship, Habitudes, financial literacy, career building, social awareness, School Connect, Adulting 101.*



*The implementation of the EL Site Facilitator model.*

**Foster/Homeless:**

- Challenge: Our CIT student population has less consistent access to the school, and it's supports as a result of their living situation and attendance. Our CIT student population also has less access to our school supports as a result of their attendance and engagement in school.
- Support: *Counselors and attendance officers have reengaged with students and are tracking credit attainment and attendance. Teachers work in school and department PLC's and share best practices, to incorporate SEL strategies. Students take these strategies to learn and process new abstract content in all content areas. Lessons that support our SEL include Digital Citizenship, Habitudes, financial literacy, career building, social awareness, School Connect, Adulting 101.*

**Free and Reduced Lunch:**

- Challenge: This student population is difficult to completely identify. This group has less consistent access to the school and it's supports as a result of their attendance, means and transportation.
- Support: *Administrators, Counselors and attendance officers have reengaged with students and are tracking credit attainment and attendance. Systemic way to properly identify FRL students in order to provide Tier 3 supports. Community support includes Angel Tree, Project 150, Food Pantry and FGA.*

**Migrant:**

- Challenge: N/A
- Support: N/A

**Racial/Ethnic Groups:**

- Challenge: Our students of color showed a significant decrease in credit attainment and overall engagement in school. These students have less consistent access to the school, and it's supports as a result of their attendance and transportation.
- Support: *Administrators, Counselors and attendance officers have reengaged with students and are tracking credit attainment and attendance. Teachers work in school and department PLC's and share best practices while also learning cultural competencies through Professional Development. Equity and diversity department.*

**Students with IEPs:**



- Challenge: Our IEP population has less consistent access to the school, and its supports. Attendance is a challenge which meant students have decreased access to IEP supports and appropriate curriculum. Finally, we also have a staffing shortage in qualified Special Education instructors.
- Support: *Track credit attainment to measure if any disparities exist compared to majority groups and monitor growth data through student’s case managers. Teachers work in school and department PLC’s and share best practices. All teachers are part of the IEP team that collaborate on how to best support student needs.*

## 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
Parent Outreach	3/8/2023	<ul style="list-style-type: none"> <li>● 9<sup>th</sup> grade orientation and sharing of our school’s data. Lots of parent questions about what it all means.</li> </ul>
Parent Outreach	8/23/2023	<ul style="list-style-type: none"> <li>● Open House. Parents raised questions about schedules and where things are located around the building as well as resources we have on campus.</li> </ul>
Graduation Data	8/10/2023	<ul style="list-style-type: none"> <li>● Sharing school data with community and how this data will drive future goals.</li> </ul>



ROTC Parent Night	Yearly	<ul style="list-style-type: none"><li>• Information about expectations of NVHS ROTC Cadets</li></ul>
FAFSA Night	Every 3 Weeks	<ul style="list-style-type: none"><li>• Parents were assisted with completing the FAFSA application to securing federal funding for the students to go to college</li></ul>
Special Education Parent Night	8/24/2023	<ul style="list-style-type: none"><li>• Q &amp; A session for parents and their rights and supports on campus.</li></ul>
Register My Athlete Support Night	July & August	<ul style="list-style-type: none"><li>• Parents were assisted with completing Register My Athlete for students to participate in Athletics</li></ul>



Senior Parent Night	8/23/202 3	<ul style="list-style-type: none"><li>● Provide information to families of senior students about graduation requirements, caps and gowns etc.</li></ul>
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