



Washoe County School District
North Valleys High School
2021-2022 School Performance Plan:
A Roadmap to Success

North Valleys High School has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Desiree Mandeville for more information.

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School Designations: Title I CSI TSI ATSI Zoom Victory



School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	2244	1%	3%	44%	3%	40%	3%	7%	16%	13%	35%
District	20939	1%	5%	41%	3%	43%	1%	5%	13%	11%	33%
State	481345	.82%	5.51%	43.44%	11.76%	29.97%	1.48%	7.03%	12.41%	13.37%	73.15%

Student Performance Data

9th grade ELA, Math, Bio Credit attainment Percentage

Algebra 1 credits *Percent of students with one or more credits in algebra or equivalent by end of 9th grade

2018	2019	2020	2021
School - 53%	School - 58%	School- 59%	School-45%
District- 75%	District- 73%	District- 77%	District-61%

English 1-2 credits * Percent of students with one or more credits in English 1-2 or equivalent by end of 9th grade year

2018	2019	2020	2021
School- 82%	School- 80%	School-84%	School-62%
District- 85%	District- 83%	District-87%	District-69%



Biology - *Percent of students earning a full biology credit by the end of 9th grade year

2018	2019	2020	2021
School- 72% District-79%	School- 69% District- 81%	School-76% District-86%	School-54% District- 69%

9th grade combined core credit attainment * Percentage of students who have completed at least one credit in Math, English and Science by the end of 9th grade.

2018	2019	2020	2021
School- 53% District- 71%	School-57% District- 71%	School- 59% District- 76%	School-45% District- 59%

10th grade combined core credit attainment

10th grade combined core credit attainment * Percentage of students who have completed at least two credits in Math, English, Science and one credit in Social studies by the end of the 10th grade.

2018	2019	2020	2021
School-46% District- 63%	School- 45% District-64%	School-54% District- 70%	School- 44% District- 57%

4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	88%	88%	85%
District	84%	86%	85%

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	342	332	310
District	359	345	334



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
Desiree Mandeville	Principal
Lisa Love, Laura Gingerich, Yvette Deighton, Tomas Macaluso	Assistant Principals
Ignacio Chavez	Dean
Vanessa Nelson	Dean
Beth Whalen	Dean
Michelle Williams	Special Education Teacher/Department Chair
Carlyn Perona	Special Education Teacher
Danielle Luna	ELA Teacher
Emily Roberts	Social Studies Teacher/Department Chair
Danielle Springmeyer	Math Teacher/ Department Chair
Yvette DePaepe	Librarian
Christina Lafoon	Counselor/Department Chair
Sheralyn Aguilar, Randel Love	Paraprofessionals
Heidi Gibbs	Administrative Assistant
Trevor Hutton	Classified staff
Jeff Bellows/Bratina Thomas	Parents
Marcie Villacorta	EL Teacher



Tatum Hawkinson	Student
Avery Bellows	Student

School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partner.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Parent Outreach	8/2/2021	300+	9 th grade orientation and sharing of our school's data. Lots of parent questions about what it all means.
Parent Outreach	9/10/2021	100+	Virtual review of data and welcome back to school
Staff Outreach	8/3/2021	115	Review of data and plan for reopening of school
Leadership Staff Outreach	11/1/2021	22	Temperature check with Teacher team of leader regarding current status of things. Positive overall
Student Outreach	8/27/2021	49	Meeting with Student Leadership. They are nervous having all students back in the building and yet, excited to have everyone back. Discussion about how to rebuild culture after 18 months of "not" normal school
School Data Files 2020-2021	9/2021		School Data profile 2010-2021
Graduation Data	8/2021		Graduation Rate – higher than expected with COVID issues



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	Graduation data, core credit attainment for 9 th and 10 th grade students, overall number of F in all grade spring 2020.	School Climate Survey data	Advanced Placement courses, Honors courses, CTE pathway completer courses
Problem statement	Graduation rate for the 2020-21 school year was approximately 82% which shows a drop of 3%. 9 th grade core credit attainment is at 45% and 10 th grade is at 44%, these are both below the district average.	70% of our students stated that they feel they can build relationships and 89% felt safe on our campus.	Enrollment in AP and honors classes were down along with other programs
Critical Root Causes	Pandemic Student apathy toward a return to more normal schooling Student re-engagement and positive school habits Less hands-on support and shift to	Pandemic Less access to SEL instruction in the past 18 months Other duties at home that lead to less focus on school, i.e. being a care taker, working	Lack 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



	<p>virtual with mixed levels of success</p> <p>Difficulty working with online learning program and the challenges this type of learning present vs. traditional school models.</p> <p>Need for academic intervention with detailed focus, i.e. math specifically and special education.</p>	<p>Less adherence to SEL practice implementation in student life</p> <p>Less extra-curricular activities in the past 18 months.</p> <p>Students feeling less connected to school and learning, i.e. distance learning impact</p>	<p>Student's needs have changed; working to meet these different needs for stretch learning.</p>
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Part B

Student Success	
<p>School Goal: <i>North Valleys High School will increase graduation rate from 82% to 85% 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.</i></p>	<p>Aligned to Nevada's STIP Goal: <i>Goal 3</i></p>
<p>Improvement Strategy: <i>Offer structured and targeted math support classes during the school day as well as after school and lunch time drop-in tutoring.</i></p> <p>ESSA Level of Evidence 3</p>	

**Intended Outcomes:**

Students working in these targeted math support classes will receive an extra hour of support on in math working on their skill gaps daily. Students will earn their math credit.

Action Steps:

- *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:

- *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:

- *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*
- *Master scheduling*

Improvement Strategy:

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.

ESSA Level of Evidence 3**Intended Outcomes:**

Core credit attainment will increase in all grade levels.

**Action Steps:**

- *Provide teachers with time to work in PLC groups*
- *Provide instructional staff with Professional development on proven teaching strategies*
- *Determine what financial resources are available*
- *Identify staff members to model and teach staff during professional development*
- *Monitor student credit attainment during each quarter and semester*
- *Department leaders and administration monitoring of instruction through walk-throughs and observations*
- *Work on equitable grading practices*

Resources Needed:

- *Time for teachers to work together to do the work in their subject groups*
- *Hiring of fully Licensed and highly effective teachers for instruction*
- *Fostering teachers willing to train and instruct their fellow colleagues during PD times*
- *Continuation of PLC time for teachers to development improved assessments*
- *Funding for teachers to collaborate outside of contract hours*

Challenges to Tackle:

- *Continued work on equitable grading in the classroom, especially our core courses*
- *Finding financial resources given limited budget*
- *Hiring and retaining highly qualified and effective teachers*
- *Scheduling*

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

English Learners: *Track credit attainment to measure if any disparities exist compared to majority groups and monitor growth data through EL teachers*

Foster/Homeless:

Free and Reduced Lunch:

Migrant: N/A

Racial/Ethnic Minorities: *Track credit attainment across racial groups to measure if any disparities exist compared to majority groups*

Students with IEPs: *Track credit attainment to measure if any disparities exist compared to majority groups through case managers monitor*



growth data for this population

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	PLC process and effectiveness, Essential Learnings for each subject area, observations both administratively and through peers, staff climate survey and equitable grading work, <i>Pandemic Population</i> staff book study	Department Leader work with administrative team, hiring, modeling and staff professional development, Climate surveys	Professional Learning Communities, Continued Wednesday instructional staff collaboration time, monitoring of student data, staff work on equitable grading practices and implementation, Professional development trainings/offering
Problem Statement	<i>Staff is concerned about the learning gaps the pandemic has caused and how to remedy these.</i>		
Critical Root Causes	<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>		

Part B

Adult Learning Culture	
School Goal: <i>Monthly staff meetings will have a professional development component that revolves around sound instruction practices and reviews equitable grading strategies.</i>	STIP Connection: Goal 2
Improvement Strategy: <i>Have highly effective teachers model instructional practices; organize walk-throughs and observations of high effective instruction and</i>	



organize time for teachers to observe each other and discuss next steps of implementation in their own classrooms.

ESSA Level of Evidence 3

Intended Outcomes:

Instructional practices, especially in the core content areas will improve, showing an increase in student credit attainment.

Action Steps:

- *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:

- *Funding for substitute teachers*

Challenges to Tackle:

- *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*

Improvement Strategy:

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.

ESSA Level of Evidence 3

Intended Outcomes:

Instructional and grading practices, especially in the core content areas will improve, showing an increase in student credit attainment.

Action Steps:

- *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*
- *Create study group for equitable grading work*

Resources Needed:

- *Funding for substitute teachers*
- *IPIP credit*

Challenges to Tackle:

- *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*

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

English Learners: *Track credit attainment to measure if any disparities exist compared to majority groups and monitor growth data through EL teachers*

Foster/Homeless:

Free and Reduced Lunch:

Migrant: N/A

Racial/Ethnic Minorities: *Track credit attainment across racial groups to measure if any disparities exist compared to majority groups*

Students with IEPs: *Track credit attainment to measure if any disparities exist compared to majority groups through case managers monitor growth data for this population*

Inquiry Area 3 - Connectedness

Part A

Connectedness



	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Student Climate Surveys</i>	<i>Staff Climate Surveys</i>	<i>Parent/Guardian Surveys, FGA lists</i>
Problem Statement	70% of our students stated that they feel they can build relationships and 89% felt safe on our campus.		
Critical Root Causes	Pandemic Less access to SEL instruction in the past 18 months Other duties at home that lead to less focus on school, i.e. being a care taker, working Less adherence to SEL practice implementation in student life Less extra-curricular activities in the past 18 months. Students feeling less connected to school and learning, i.e. distance learning impact		

Part B

Connectedness	
<p>School Goal: <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 69% to 72%.</i></p>	<p>STIP Connection: <i>Goal 6</i></p>
<p>Improvement Strategy: <i>NVHS will teach direct SEL strategies through our Seminar grade level courses.</i></p> <p>ESSA Level of Evidence 1</p>	
<p>Intended Outcomes: <i>Through our twice weekly SEL instruction in all grades, students will build their SEL competencies and capacities</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● <i>Continued development of SEL lessons</i> ● <i>Direct instruction of SEL lessons, (focus varies per grade level)</i> ● <i>Lessons to include Digital Citizenship, Habitudes, financial literacy, career building, social awareness, School Connect, Adulting 101</i> 	



- *Use Microsoft Teams for instructional staff to access SEL lessons*
- *Revise SEL strategies per grade level lesson as needed*
- *Continued work by the Seminar committee to monitor SEL instruction implementation and adjustments*
- *Monthly newsletter informing about SEL resources and strategies*

Resources Needed:

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

Challenges to Tackle:

- *Finding Funding sources with our limited budget*
- *Getting new staff members up to speed*

Improvement Strategy:

NVHS will continue to improve communication with families to help with positive growth for student well-being.

ESSA Level of Evidence 4

Intended Outcomes:

NVHS will continue to establish positive relationships for student support furthering student success academically and socially.

Action Steps:

- *Continued development of SEL lessons*
- *Direct instruction of SEL lessons, (focus varies per grade level)*
- *Monthly newsletter informing about SEL resources and strategies*
- *Staff PD around parent engagement and support*
- *Hire attendance officers to support students and families as school returns to a new normal*
- *Continued work with our FGA and School Social Worker*
- *Offer parent events to interact positively with staff, ask questions and get supports*

Resources Needed:

- *Funding for SEL lessons and resources*
- *Funding for attendance officers*



- *Continued funding for FGA and school social worker*
- *Schedule family events throughout the school year to enable positive interactions*

Challenges to Tackle:

- *Finding Funding sources with our limited budget*

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

English Learners: *Track credit attainment to measure if any disparities exist compared to majority groups and monitor growth data through EL teachers*

Foster/Homeless:

Free and Reduced Lunch:

Migrant: N/A

Racial/Ethnic Minorities: *Track credit attainment across racial groups to measure if any disparities exist compared to majority groups*

Students with IEPs: *Track credit attainment to measure if any disparities exist compared to majority groups through case managers monitor growth data for this population*

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)
<i>General Budget</i>	<i>\$144,000</i>	<i>General School budget and supplies, substitutes, office supplies, department supplies and needs, SEL materials and resources, professional development, technology, furniture, curriculum &</i>	1-3



		<i>assessment needs</i>	
RALLY Grant	\$480,000	1 core teacher, 1.5 intervention teachers, Tutoring, transportation, Attendance Officer, 12 prep buy outs, 2 attendance officers	1-3
ESSER Grant	\$40,000	Tutoring – after school and lunch time Intersessions Interventions Prep buy outs Public Bus transportation passes	1-3