

# **Plan for Accreditation Report**

College of Southern Nevada HS

Clark County School District

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## Overview

### Plan Name

Plan for Accreditation Report

### Plan Description

## 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	All junior students at CSNHS will demonstrate critical thinking skills by analyzing, synthesizing, and evaluating problems and information at the advanced level.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$1400
2	All teachers will engage in professional development related to data analysis and implementing strategies to increase pass rates on the CSN accuplacer entrance exams.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$1000

## Goal 1: All junior students at CSNHS will demonstrate critical thinking skills by analyzing, synthesizing, and evaluating problems and information at the advanced level.

### Measurable Objective 1:

80% of Eleventh grade students will demonstrate a proficiency in their ability to analyze, synthesize, and evaluate problems in Mathematics by 01/20/2017 as measured by pre and post teacher made assessments.

### Strategy 1:

Strategies in Social Studies - Junior social studies teachers will implement Socratic discussions, so that students will be able to clarify, question beliefs, theories, or perspectives.

Research Cited: Paul, R. and Elder, L. (April 1997). Foundation For Critical Thinking,  
Online at website: [www.criticalthinking.org](http://www.criticalthinking.org)

Activity - Socratic Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bi-weekly Socratic Seminars that include interpretive, literal, and evaluative questioning.	Direct Instruction	03/02/2016	01/20/2017	\$0	No Funding Required	U.S. History Teachers

### Strategy 2:

Increase Student Vocabulary - By increasing vocabulary and language skills, students will improve their encoding processes, critical thinking, and abstract reasoning skills.

Research Cited: International Journal of Applied Linguistics and English Literature (Weinstein and Mayer, 1986 cited in Ellis, 1994, pg. 315, Rahimi and Katal, 2012) Mokhatri and Reichard, 2002)

Activity - Vocab.com	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize the vocab.com application weekly during their English class.	Academic Support Program	03/01/2016	01/20/2017	\$1400	Other	All junior English teachers.

## Goal 2: All teachers will engage in professional development related to data analysis and implementing strategies to increase pass rates on the CSN accuplacer entrance exams.

### Measurable Objective 1:

collaborate to analyze and interpret data to increase student achievement by 06/03/2019 as measured by CSN accuplacer exam..

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### Strategy 1:

Professional Development - All incoming students will be required to take the CSN accuplacer test in reading, math, and writing. Students not testing into English 101 or Math 126 (or higher) will be given direct instruction and have multiple strategies implemented to assist them in achieving this goal. By providing professional development to teachers on analyzing and interpreting data, teachers will be able to evaluate where students are succeeding and where focused instruction needs to be implemented

Research Cited: Using Student Achievement Data to Support Instructional Decision Making (NCEE 2009-4067

U.S. DEPARTMENT OF EDUCATION)

Activity - Analyzing and Interpreting Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will engage school wide professional development related to analyzing and interpreting data. New incoming junior students will take the accuplacer exams in math, reading, and writing for baseline data. Specific strategies will be implemented for students who do not place in English 102 or Math 126 or higher. Students who do not meet this criteria will test again at the end of the fall semester for a second data point. Strategies will continue to be implemented until all students are able to meet these goals.	Professional Learning	06/01/2016	05/31/2019	\$1000	Other	Principal and School Counselors

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Analyzing and Interpreting Data	All teachers will engage school wide professional development related to analyzing and interpreting data. New incoming junior students will take the accuplacer exams in math, reading, and writing for baseline data. Specific strategies will be implemented for students who do not place in English 102 or Math 126 or higher. Students who do not meet this criteria will test again at the end of the fall semester for a second data point. Strategies will continue to be implemented until all students are able to meet these goals.	Professional Learning	06/01/2016	05/31/2019	\$1000	Principal and School Counselors
Vocab.com	Students will utilize the vocab.com application weekly during their English class.	Academic Support Program	03/01/2016	01/20/2017	\$1400	All junior English teachers.
<b>Total</b>					<b>\$2400</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Socratic Teaching	Bi-weekly Socratic Seminars that include interpretive, literal, and evaluative questioning.	Direct Instruction	03/02/2016	01/20/2017	\$0	U.S. History Teachers
<b>Total</b>					<b>\$0</b>	