

Green Valley High School
Performance Plan 2016-2017

Green Valley High School
Clark County School District

Kent Roberts, Principal
460 Arroyo Grande Blvd
Henderson, NV 89014-3900

TABLE OF CONTENTS

Overview	1
Goals Summary	2
Goal 1: Improve student and staff access to technology for the overall purpose of improving instruction and student achievement	3
Goal 2: All staff will receive training on cultural competency	4
Goal 3: A supervision and evaluation process will be implemented that aligns with the Nevada Educator Performance Framework as well as CCSD expectations for the purpose of improving professional practice and student success . . .	5
Goal 4: All teachers at GVHS will meet at least once per month during SBCT with their departments or subject/grade level cadres to analyze data for the purpose of improving instructional practice and student achievement	8
Activity Summary by Funding Source	10

Overview

Plan Name

Green Valley High School Performance Plan 2016-2017

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	Improve student and staff access to technology for the overall purpose of improving instruction and student achievement	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$500000
2	All staff will receive training on cultural competency	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$10000
3	A supervision and evaluation process will be implemented that aligns with the Nevada Educator Performance Framework as well as CCSD expectations for the purpose of improving professional practice and student success	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	All teachers at GVHS will meet at least once per month during SBCT with their departments or subject/grade level cadres to analyze data for the purpose of improving instructional practice and student achievement	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Improve student and staff access to technology for the overall purpose of improving instruction and student achievement

Status	Progress Notes	Created On	Created By
N/A	Clark County School District has committed to upgrading the LAN/Wireless network at Green Valley High School by March of 2017. This was a major obstacle in our pursuit of the creation of a technology rich environment for all students.	October 31, 2016	Mr. Kent Roberts

Measurable Objective 1:

collaborate to update our current technological inventory and progress towards a 1:1 environment in areas where it is appropriate for the purpose of improving student engagement and achievement by 2/3/19. by 02/03/2015 as measured by Success will be measured by our ability to acquire the desired technology and train teachers in its use.

Status	Progress Notes	Created On	Created By
Not Met	We are still pursuing the acquisition of technological resources for both teachers and students. As of this writing every teacher now has a school issued iPad and Apple TV in their room. Teachers have also received training on how to use both of these tools, although more training is needed to truly maximize their impact on student learning. Teachers also now have unfiltered access to the internet which enables them to take advantage of resources such as YouTube, TeacherTube and TED talks for the purpose of improving student engagement and achievement.	October 31, 2016	Mr. Kent Roberts

Strategy 1:

Technology - Action Steps

1. School based technology committee determines needs.
2. Administration identifies possible sources of funding.
3. School acquires technology/performs upgrades over a three year period
4. Teaching staff receives training on use of technology such as iPads, Chromebooks, other equipment/applications and additional resources on a continual basis.

Training will be provided by GVHS staff, administration, and possibly district level support personnel.

Activity - Acquisition of Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School will acquire technology for use by teachers and students	Technology	10/31/2016	02/04/2019	\$500000	District Funding	Administration and licensed teaching staff

Status	Progress Notes	Created On	Created By
In Progress	We just recently purchased five Chromebook carts for use in teacher's classrooms. It is our intention to purchase at least five and possibly ten more prior to the start of the 2017-2018 school year. These devices will be assigned to the ELA, Science and Social Studies areas as these have been determined to need them most. We have also purchased one full classroom set of graphing calculators with the idea of pursuing a full classroom set for each math classroom.	October 31, 2016	Mr. Kent Roberts

Goal 2: All staff will receive training on cultural competency

Measurable Objective 1:

collaborate to provide professional development in cultural responsiveness to ensure achievement for all students on measures of performance including those that move beyond academics. by 06/08/2018 as measured by the percentage of licensed staff members who receive training.

Status	Progress Notes	Created On	Created By
Not Met	All administrative staff received district provided training on cultural competency on 2015-2016.	October 31, 2016	Mr. Kent Roberts

Strategy 1:

Cultural Competency - Action Steps

1. All administrators will receive cultural competency training by June 2015.

Research Cited: Communicating Cross-Culturally: What Teachers Should Know

Yvonne Pratt-Johnson

St. John's University (Queens, New York, USA)

This article looks at the need for teachers to be culturally responsive and competent as schools and classrooms become increasingly linguistically and culturally diverse. It highlights five points of cultural difference with which all teachers should be aware when teaching students of diverse backgrounds.

References

- Banks, J. A., Cookson, P., Gay, G., Hawley, W. D., Irvine, J. J., Nieto, S., et al. (2001). Diversity within unity: Essential principles for teaching and learning in a multicultural society. *Phi Delta Kappan*, 83(3), 196-202.
- Dreser, Norine (1996). *Multicultural matters*. New York: John Wiley & Sons.
- Duffey, A. (2004). *The bilingual classroom*. Retrieved September 15, 2005, from

<http://www.64.233.161.104/search?q=cache:ePOSInl4cncJ:www.ecbea.org/publications/bilingual>

- Dupraw, M. and Axner, M. (1997)
- <http://www.wvcd.org/action/ampu/crosscult.html>
- Hofstede, G. (1991). Culture and organizations. Software of the mind. London, UK: McGraw Hill.
- Lustig, M. W., and Koester, J. (2003). Intercultural competence: Interpersonal communication across cultures. Boston: Allyn and Bacon.
- Samovar, L.A., and Porter, R. E. (1991). Communication between cultures. California: Wadsworth.
- Spellings, Margaret. "From Essential Elements to Effective Practice." Address at the fourth annual "Celebrate Our Rising Stars Summit" sponsored by the Department's Office of English Language Acquisition (OELA). Washington, D.C. 1 Dec. 2005. <http://www.ed.gov/news/speeches/2005/12/12012005.html>
- Texin, T. (2002). Survey: Who Do You Save? Retrieved: November 9, 2005. <http://www.i18nguy.com/adventures/whotosave.html>

The Internet TESL Journal, Vol. XII, No. 2, February 2006

<http://iteslj.org/>

<http://iteslj.org/Articles/Pratt-Johnson-CrossCultural.html>

Activity - Cultural Competency Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All licensed staff will be trained on cultural competency	Professional Learning	10/01/2014	02/04/2019	\$10000	District Funding	Administration

Status	Progress Notes	Created On	Created By
In Progress	All teachers were trained in cultural competency in 2015-2016, however, it is anticipated that this topic will be repeated during whole staff training sessions during the current school year.	October 31, 2016	Mr. Kent Roberts

Goal 3: A supervision and evaluation process will be implemented that aligns with the Nevada Educator Performance Framework as well as CCSD expectations for the purpose of improving professional practice and student success

Measurable Objective 1:

collaborate to Create a system in which all administrators follow NEPF/CCSD guidelines for supervision and evaluation of licensed teachers by 02/04/2019 as measured by Teacher responses on a mid-term self study to be administered in 2018.

Status	Progress Notes	Created On	Created By
Not Met	All administrators are currently using the NEPF standards to guide their supervisory interactions and evaluation writing. More time is needed for administrators to become fully comfortable with the standards and the verbiage used to convey them before we can fully establish that this goal has been met.	October 31, 2016	Mr. Kent Roberts

Strategy 1:

Supervision Practices - Action Steps

1. All administrators will conduct a pre-observation conference with each teacher they supervise at the beginning of each school year.
2. Administrators and teachers will collaborate to establish one goal related to their instructional practices and one goal related to professional responsibilities.
3. All administrators will conduct a minimum of three full class period observations on each teacher during the school year. One of those observations will use the pre-observation, observation, post-observation protocol.

Research Cited: Can Teacher Evaluation Improve Teaching? Education Next Issue Cover Evidence of systematic growth in the effectiveness of midcareer teachers

By Eric S. Taylor and John H. Tyler

14 COMMENTS | PRINT | PDF | SHARE FALL 2012 / VOL. 12, NO. 4

The modernization of teacher evaluation systems, an increasingly common component of school reform efforts, promises to reveal new, systematic information about the performance of individual classroom teachers. Yet while states and districts race to design new systems, most discussion of how the information might be used has focused on traditional human resource–management tasks, namely, hiring, firing, and compensation. By contrast, very little is known about how the availability of new information, or the experience of being evaluated, might change teacher effort and effectiveness.

In the research reported here, we study one approach to teacher evaluation: practice-based assessment that relies on multiple, highly structured classroom observations conducted by experienced peer teachers and administrators. While this approach contrasts starkly with status quo “principal walk-through” styles of class observation, its use is on the rise in new and proposed evaluation systems in which rigorous classroom observation is often combined with other measures, such as teacher value-added based on student test scores.

Proponents of evaluation systems that include high-quality classroom observations point to their potential value for improving instruction (see “Capturing the Dimensions of Effective Teaching,” Features, Fall 2012). Individualized, specific information about performance is especially scarce in the teaching profession,

suggesting that a lack of information on how to improve could be a substantial barrier to individual improvement among teachers. Well-designed evaluation might fill that knowledge gap in several ways. First, teachers could gain information through the formal scoring and feedback routines of an evaluation program. Second, evaluation could encourage teachers to be generally more self-reflective, regardless of the evaluative criteria. Third, the evaluation process could create more opportunities for conversations with other teachers and administrators about effective practices.

In short, there are good reasons to expect that well-designed teacher-evaluation programs could have a direct and lasting effect on individual teacher performance. To our knowledge, however, ours is the first study to test this hypothesis directly. We study a sample of midcareer elementary and middle school teachers in the Cincinnati Public Schools, all of whom were evaluated in a yearlong program, based largely on classroom observation, sometime between the 2003–04 and 2009–10 school years. The specific school year of each teacher’s evaluation was determined years earlier by a district planning process. This policy-based assignment of when evaluation occurred permits a quasi-experimental analysis. We compare the achievement of individual teachers’ students before, during, and after the teacher’s evaluation year.

We find that teachers are more effective at raising student achievement during the school year when they are being evaluated than they were previously, and even more effective in the years after evaluation. A student instructed by a teacher after that teacher has been through the Cincinnati evaluation will score about 11 percent of a standard deviation (4.5 percentile points for a median student) higher in math than a similar student taught by the same teacher before the teacher was evaluated.

Our data do not allow us to identify the exact mechanisms driving these improvements. Nevertheless, the results contrast sharply with the view that the effectiveness of individual teachers is essentially fixed after the first few years on the job. Indeed, we find that postevaluation improvements in performance were largest for teachers whose performance was weakest prior to evaluation, suggesting that rigorous teacher evaluation may offer a new way to think about teacher professional development.

Evaluation in Cincinnati

The data for our analysis come from the Cincinnati Public Schools. In the 2000–01 school year, Cincinnati launched the Teacher Evaluation System (TES) in which teachers’ performance in and out of the classroom is assessed through classroom observations and a review of work products. During the yearlong TES process, teachers are typically observed in the classroom and scored four times: three times by an assigned peer evaluator—a high-performing, experienced teacher who previously taught in a different school in the district—and once by the principal or another school administrator. Teachers are informed of the week during which the first observation will occur, with all other observations unannounced. Owing mostly to cost, tenured teachers are typically evaluated only once every five years.

The evaluation measures dozens of specific skills and practices covering classroom management, instruction, content knowledge, and planning, among other topics. Evaluators use a scoring rubric based on Charlotte Danielson’s *Enhancing Professional Practice: A Framework for Teaching*, which describes performance of each skill and practice at four levels: “Distinguished,” “Proficient,” “Basic,” and “Unsatisfactory.” (See Table 1 for a sample standard.)

Both the peer evaluators and administrators complete an intensive TES training course and must accurately score videotaped teaching examples. After each classroom observation, peer evaluators and administrators provide written feedback to the teacher and meet with the teacher at least once to discuss the results. At the end of the evaluation school year, a final summative score in each of four domains of practice is calculated and presented to the evaluated teacher. For full article go to: <http://educationnext.org/can-teacher-evaluation-improve-teaching/>

Activity - Instructional Supervision	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will use a more collaborative approach to the supervision/evaluation process	Professional Learning	09/01/2014	02/04/2019	\$0	No Funding Required	Administration

Status	Progress Notes	Created On	Created By
In Progress	A system for teachers to conduct peer observations has been implemented. This system was created by a teacher and she has invited other teachers to participate. The number of teachers participating has increased significantly from their first meeting.	October 31, 2016	Mr. Kent Roberts

Goal 4: All teachers at GVHS will meet at least once per month during SBCT with their departments or subject/grade level cadres to analyze data for the purpose of improving instructional practice and student achievement

Measurable Objective 1:

demonstrate a behavior that allows all teachers time to meet on a regular basis to analyze student data for the purpose of improving student achievement by 08/17/2015 as measured by successful implementation of a professional development schedule which includes time for data analysis.

Strategy 1:

Data Analysis - Action Steps

1. Teachers will meet on a regular basis with their departments and on professional development days to discuss student data.
2. Teachers will use data to plan for and improve future instruction and student achievement.
3. Teachers will discuss class and individual data with students to determine appropriate goals.

Research Cited: Implementing Data-Informed Decision

Making in Schools—Teacher Access,

Supports and Use

Executive Summary

The collection, analysis and use of educational data are central to the improvement of student outcomes envisioned by No Child Left Behind (NCLB). The use of data in

educational decision making is expected to span all layers of the education system—from the federal to the state, district, school and classroom levels. The implementation of the NCLB legislation has been accompanied by a demand for data systems capable of providing a longitudinal record of each student’s educational experiences and performance over time. The national Study of Education Data Systems and Decision Making, sponsored by the U.S. Department of Education’s Office of Planning, Evaluation and Policy Development, is documenting the availability of education data systems, their characteristics, and the prevalence and nature of data-informed decision making in districts and schools.

1

The study is examining both the implementation of student data systems per se and the broader set of practices involving the use of data to improve instruction, regardless of whether or not the data are stored in and accessed through an electronic system. The conceptual framework developed for the study identifies six prerequisites and supports

for data-informed decision making: (a) state, district and school data systems; (b) leadership for educational improvement and the use of data; (c) tools for generating actionable data; (d) social structures and time set aside for analyzing and interpreting data; (e) professional development and technical support for data interpretation; and (f) tools for acting on data. This conceptual framework inspired the study’s research questions:

- What kinds of systems are available to support district and school data-driven decision making? Within these systems, how prevalent are tools for generating and acting on data?
- How prevalent are organizational supports for school use of data systems to inform instruction?
- How are school staff members using data systems? Do they know how to interpret student data? How is school staff members’ use of data systems and of data more broadly influencing instruction?

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Analysis	Professional Learning	08/17/2015	02/04/2019	\$0	No Funding Required	Administration , Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Supervision	Administration will use a more collaborative approach to the supervision/evaluation process	Professional Learning	09/01/2014	02/04/2019	\$0	Administration
Data Analysis	Data Analysis	Professional Learning	08/17/2015	02/04/2019	\$0	Administration, Teachers
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Acquisition of Technology	School will acquire technology for use by teachers and students	Technology	10/31/2016	02/04/2019	\$500000	Administration and licensed teaching staff
Cultural Competency Training	All licensed staff will be trained on cultural competency	Professional Learning	10/01/2014	02/04/2019	\$10000	Administration
Total					\$510000	