

School Performance Plan

School Name
Centennial HS

Address (City, State, Zip Code, Telephone):
10200 Centennial Pkwy
Las Vegas, NV 89149-1257, 7027993440

Superintendent/Region Superintendent: Jesus Jara / Grant Hanevold

For Implementation During The Following Years: 2019-2020

The Following MUST Be Completed:

Title I Status:	NA
Designation:	NA
Grade Level Served:	High School
Classification:	3 Star
NCCAT-S:	Not Required

*1 and 2 Star Schools Only:	Please ensure that the following documents will be available upon request	<input type="checkbox"/> Use of Core Instructional Materials	<input type="checkbox"/> Scheduling	<input type="checkbox"/> Model School Visits
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Members of Planning Team * ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
Gina Winspear	Parent	Rusty Stanberry	Parent
Flossie Robinson	Parent	Theresa Dobbs	Parent
Shiela Burns	Counselor	Carmina Ranches	Teacher
Trent Day	Principal	Leone Fontenot	Assistant Principal
Dave Stewart	Teacher	Gillian Vomittag	Teacher
Jill Wilkin	Teacher	Andrea Wilder	Librarian
Carla Tracy	Teacher	Kelly Adymy	Teacher

William Miller	Teacher	Patricia Abeyta	Counselor
Erika Washington	FASA		

HIGH SCHOOL GRADUATION RATES

If you serve high school graduation seniors you must fill in the graduation rates for all subpopulations.

Subpopulation	Percentage of Students
<input checked="" type="checkbox"/> AM In/Ak Native	0
<input checked="" type="checkbox"/> Asian	94.1
<input checked="" type="checkbox"/> Black	83.3
<input checked="" type="checkbox"/> Hispanic	87.7
<input checked="" type="checkbox"/> Two or More Races	96.5
<input checked="" type="checkbox"/> Pacific Islander	100
<input checked="" type="checkbox"/> White	91.5
<input checked="" type="checkbox"/> FRL	90.1
<input checked="" type="checkbox"/> IEP	78.4
<input checked="" type="checkbox"/> ELL	84.3

NOTES:

HOPE 2 Intervention

Focus of Intervention:

This program held at Centennial High School will help support the recommendation which is the moratorium on suspensions and expulsions. This proposed program will allow students to be removed from the regular classroom environment but still attend their home school with no interruption in their schedule or routine. Students will report to a different location on campus and abide by the policies and regulations of the program inside their regular high school. Students will have an opportunity to work with a counselor during this time to hopefully identify and prevent future similar incidents to occur. While working on making better decisions, the student will also have access to a Highly Qualified teacher in each core content area to be able to keep up with work assigned in their classes so there is no loss of academic credits. In regards to number nine, this program will reinforce the tiered-intervention disciplinary plan which would allow our school to utilize a PBIS plan in lieu of suspension.

Monitoring Plan:

Various data points will be used to determine if these funds decreased suspension, behavioral school referrals, and expulsion rates on a quarterly basis. Daily attendance rates, discipline referral counts, student entrance and exit interviews, teacher interviews, and grade checks are some of the data points that will be collected. Others may be used as relevancy arises.

Evaluation Plan:

At the end of the school year, the numbers of out of school suspensions, behavior school referrals, and expulsions will be recorded using the HOPE 2 End of Year report and analyzed by the administration to determine whether the funds decreased the number of suspensions, referrals, and expulsions and submitted to the designated program administrator.

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 3:

Goal 3: Increase the percentage of school-based personnel trained in cultural competency.

Root Causes:

There is a need for training in the area of cultural competency as evidenced by district student achievement gap data.

Measurable Objective 1:

100% of staff will participate in a mandatory cultural competency professional development session during the 2019-20 school year as measured by sign in sheets.

Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
3.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
The school's Equity and Diversity Education Department Liaison attends trainings and brings back information to staff. Information is shared in staff meetings.	Training materials from Equity and Diversity Education Department Equity and Diversity Education Department Liaison.	Staff meeting sign-in sheets, agenda	The principal is responsible for ensuring this action step takes place during the 2019-20 school year. Equity and Diversity Liaison is responsible for attending professional development quarterly and sharing information with the staff.	N/A

Comments:

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I , Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
SB 178	\$928,000.00	Funds received from the state to be used to impact the lowest academic achieving quartile of students. Monies were used to lower class sizes, create Math and Reading intervention courses, purchase hardware and software for Literacy Centers.	Goals 1 and 2
Title III	\$9,240.00	Prep buys for two teachers to work with ELL students in an intervention class.	Goals 1 and 2
General Budget	\$200,000.00	Prep Buys to lower class sizes.	Goals 1 and 2

Plan for improving the school climate

Goal:

Reduce the percent of students chronically absent from 23.8% to 18.7% by 2020, as measured by CCSD Datalab, and reported on the NSPF.

Action Plan: How will this plan improve the school climate?

By engaging students more through instruction, activities, and athletics, school climate will be a more positive one as students will want to attend school and take pride in representing their school at various activities.

Monitoring Plan: How will you track the implementation of this plan?

Data will be collected through various sources at the end of each quarter (Oct. 11, 2019, Dec. 20, 2019, Mar. 6, 2020, and May 20, 2020) to determine if new activities and/or programs are increasing in numbers of participants as well as working with teachers and staff to implement new things that may engage a student that has lost interest.

Evaluation Plan: What data will you use to determine if the climate of the school has been improved through the implementation of this plan?

Data obtained from Infinite Campus related to Average Daily Attendance, CCSD Survey data, Datalab data, NSPF Chronic Absenteeism rates, and CCSD Activity and Athletic Participation data will all be used to determine if the climate of the school has been improved and chronic absenteeism has been reduced.

School Improvement Plan 2019-20

Name of School: Centennial High School

Executive Summary

School Profile/Description of the School

Centennial High School is a public, suburban school in the Clark County School District which opened in 1999 and serves approximately 3000 students in grades nine through twelve. Centennial High School was built in the northwest part of Las Vegas and has experienced much housing and commercial construction and growth since the school first opened. The school graduated its first class of 404 students in 2001 and the student body and faculty represent a diversity of ethnic and racial backgrounds. The staff consists of approximately 130 certified professionals, with a large percentage with a master's degree. Centennial High School is a College Board Member and has fulfilled requirements for AdvanceEd Accreditation.

The demographic breakdown of the approximately 3000 students at Centennial High School is as follows: .63% Native American, 4.24% Asian, 27.26 % Hispanic, 18.21% Black, 39.17% White, 1.84% Pacific Islander, and 8.64% Two or More Races.

School Purpose/Mission/Vision

Centennial's mission is to prepare students for success beyond graduation. Regardless of the students' post-graduation choice, be it academic or vocational, Centennial prides itself on providing meaningful instruction and a curriculum that develops academic core content knowledge as well as career and technical educational programs. The purpose of Centennial High School is to empower students with the necessary skills to succeed after graduating from high school. Implementing this mandate requires Centennial High School staff, faculty, and administration to shoulder the responsibility of formulating, implementing, and promoting valuable educational experiences which facilitate effective movement toward attainment of the school's mission. The Centennial High School environment fosters development of the students' scholastic, emotional, physical, and collective potential affording the students the necessary skills to accept appropriate responsibilities within local, national, and global communities.

Notable Achievements of Student Success

- Rated as a Three Star School earning 69.5 points (.5 points away from being a Four Star School) according to the 2017-18 School Performance Framework for Nevada.
- Graduation rate grew from 89.8% for the class of 2017 to a 92.69% for the class of 2018.
- Increased the composite ACT score from a 17.2 in the spring of 2015 to a 17.9 in the spring of 2018 and will hosted two ACT boot camp weekend sessions as well as will host two ACT practice tests on Saturdays for students to work toward achieving our goal of earning a composite score of 20 on the ACT in March of 2019.
- Increased the number of students taking AP tests from 443 in the spring of 2016 to 522 in the spring of 2018.
- Academic Letter Award recipients has increased and in the SY 2017-18, 365 students earned this honor by having maintained a 3.5 GPA or higher for three consecutive semesters and 205 students were awarded Scholar Athlete awards.
- One National Merit Semi-Finalist for the 2018-19 school year.
- Offered 15 AP courses and 30 Honors courses with a total of 106 Honors and 26 Advanced Placement course sections on the master schedule as well as has 14 Career and Technical Education Pathways for students to earn completion certificates and college credit from state post-secondary institutions.
- Class of 2017 students were awarded \$12 million dollars in scholarships to post-secondary institutions and the Class of 2018 students were awarded \$8 million dollars.

Areas of Improvement for School Practices

- Increase the number of students completing CTE Pathways or earning a 3 or higher on the AP Test.
- Increase the ACT composite score.
- Increase 9th grade credit sufficiency.
- Reduce chronic absenteeism.

School Improvement Goals: (Aligned to findings from Self-Study/Diagnostics)

Goals/Priorities:
1. Increase the school's graduation rate.
2. Increase the percentage of students taking CTE and AP courses.
3. Increase cultural competency skills that are needed to meet the instructional needs of diverse learners.
4. Increase the percentage of parents reporting that they have been informed of their child's progress and feel welcome at school.

Action Plan: (Strategies aligned to findings from Self-Study/Standards/SQF)

Goal/Priority: Increase the school's graduation rate.			
Objectives: 85% of all students will demonstrate student proficiency (pass rate) and earn credit in required courses for graduation the first time they take a course in all subject areas.			
Rationale: With more students passing courses the first time they take it, the result will be a reduced number of students that will be credit deficient and not graduating on time.			
Strategies /Activities/ Critical Initiatives <i>What will be done?</i>	Person Responsible	Resources <i>Time/Support/Finances</i>	Timeline <i>By when?</i>
1.Common plan time for same content teachers and SBCT time for departments.	Admin, DC's	Time/Support	5/20/2020
2. On-going professional development related to data analysis, curriculum mapping, and common planning.	Admin, DC's	Time/Support	5/20/2020
3. Technology systems established through the google platform to support teacher collaboration and structured teacher planning time efforts.	Tech. Strategist, Tech. Site Admin	Support	5/20/2020
4.Vertical and horizontal alignment of the curriculum.	Admin, DC's	Time/Support	5/20/2020
5.Mentorship program for students with fewer than 15 credits and considered credit deficient.	Admin, Teachers	Time/Support	5/20/2020
Evidence of Success (<i>How will you know you're making progress?</i>): Teachers will analyze grade distribution reports for common assessments and quarterly/semester grades to ensure students are mastering content. Using shared drives/folders in the google platform allows teachers to work together on developing reliable assessments and administrators to view products of common planning time and assess levels of rigor and critical thinking skills being required of students in order to better prepare them for the EOC exams, ACT, or other standardized tests. Failure rates are also analyzed quarterly to assist with our goal of helping students earn credit in a course the first time they take it.			
Evaluation Process (<i>How will you know your goal has been reached?</i>): When analyzing common assessments and grade distribution report data, consistency of grades earned across the department is used to determine if each teacher is following the content and curriculum using the standards for that content area. An increase of students earning credits in a course without having to repeat it as well as an increase in the graduation rate and an increase in the ACT composite score will prove that our goal has been reached.			

Goal/Priority: Increase the percentage of students taking CTE and AP courses.			
Objectives: 10% of all students will meet the CTE 3 year complete requirements and 30% of all students will earn an Advanced Diploma for the school year 2019-20.			
Rationale: Numerous studies published in the Career and Technical Education Research Journal and through the National Research Center for Career and Technical Education demonstrate the overall value of successful CTE programs. Currently, there are multiple course offerings in elective areas; however most students do not complete individual courses of study. Instead, they take introductory courses in multiple areas, and lack focus or motivation to continue through to complete the level 3 course work. To increase the number of students successfully completing level 3 courses, CTE teachers will evolve and develop program offerings to ensure that students are motivated and prepare to move on to high level studies. To increase the number of students taking AP courses, more courses will be added as student interest is generated and a lab sections will be added to assist students taking AP Calculus BC and AP Chemistry to increase student pass rates on those AP exams.			
Strategies /Activities/ Critical Initiatives <i>What will be done?</i>	Person Responsible	Resources <i>Time/Support/Finances</i>	Timeline <i>By when?</i>
1. Structure master schedule to include level 3 sections of CTE courses.	Administration	Time/Support	5/20/2020
2. Promote CTE courses to all students throughout school publications, announcements, and registration information.	Administration, Teachers, Counselors	Support	5/20/2020
3. Require 9 th and 10 th grade students to enroll in CTE courses as one of their electives dependent on their involvement in the Fine and Performing Arts programs.	Administrators, Counselors	Support	5/20/2020
Evidence of Success (<i>How will you know you're making progress?</i>): During pre-registration in December and January of next school year we should see more students registering for level 3 CTE classes for the 2020-21 school year as well as more students enrolling in level 1-2 CTE classes as well as requesting to be placed in all AP courses.			
Evaluation Process (<i>How will you know your goal has been reached?</i>): When building the master schedule for 2020-21, if we need more sections of CTE and AP courses than this school year, we will know we have reached our goal of increasing the number of students enrolled in those courses.			

<p>Goal/Priority: Increase staff members' knowledge and skills related to cultural competency that are needed to meet the instructional needs of diverse learners.</p>			
<p>Objectives: 90% of all students will demonstrate a behavior that they feel staff members are aware of their cultural differences by 5/20/2020 as measured by the district-wide survey.</p>			
<p>Rationale: The goal of cultural awareness training is to ensure that staff members are aware of the cultural differences among their students and respond effectively to discipline and education concerns.</p>			
Strategies /Activities/ Critical Initiatives <i>What will be done?</i>	Person Responsible	Resources <i>Time/Support/Finances</i>	Timeline <i>By when?</i>
1. ELL Cohort C training sessions	Admin/ELL Committee	Time/Support	5/20/2020
<p>Evidence of Success (<i>How will you know you're making progress?</i>): Eight scheduled SBCT sessions are scheduled throughout the school year for ELL Committee members to deliver trainings developed by the ELL Department at the district level. These lessons are related to working with students from different cultural backgrounds and suggested instructional strategies to increase understanding for both staff and students on the needs of diverse learners. After each in face-to-face session, a feedback session is required of staff, using google classroom, to reflect on what they learned and/or implemented in their classroom as a result of the session. Based on the feedback, the ELL Committee will determine the effectiveness of the sessions.</p>			
<p>Evaluation Process (<i>How will you know your goal has been reached?</i>): ELL students will take WIDA tests in January of 2020 and if students demonstrate growth in their language acquisition we will know we have met our goal. We also will determine if our goal is met if the district wide survey results show that 90% of students have reported feeling that staff members are aware of the needs of diverse learners.</p>			

<p>Goal/Priority: Increase the percentage of parents reporting that they have been informed of their child’s progress and feel welcome at school.</p>			
<p>Objectives: 90% of families will report on the district-wide survey that they have been informed of their child’s progress and feel welcome at school.</p>			
<p>Rationale: By informing parents regularly of their student’s progress and make them feel welcome at school, we will see a better overall school climate and have more positive interactions with both students and parents.</p>			
Strategies /Activities/ Critical Initiatives <i>What will be done?</i>	Person Responsible	Resources <i>Time/Support/Finances</i>	Timeline <i>By when?</i>
<p>1. Invite and encourage parents to attend school events by the use of social media.</p>	<p>Admin</p>	<p>Time/Support</p>	<p>5/20/2020</p>
<p>Evidence of Success (<i>How will you know you’re making progress?</i>): If Facebook, Instagram, IC Messenger, and ParentLink are consistently used to invite or inform parents of events and activities at Centennial High School, we should see an increase of parent participation and attendance at all school events.</p>			
<p>Evaluation Process (<i>How will you know your goal has been reached?</i>): If adult participation and attendance numbers are increased from the previous year, we will know we have met our goal.</p>			