



## Clark County School District

# Las Vegas Academy of the Arts HS

## School Performance Plan: A Roadmap to Success

*Las Vegas Academy of the Arts HS 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.*

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

*Our SPP was last updated on January 14, 2025*



# 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
Lezlie Koepp	<b>Principal(s)</b> <i>(required)</i>
Patricia Carroll, Jenny Valdez, Kristin Baker	<b>Other School Administrator(s)</b> <i>(required)</i>
Erika Moosbrugger, Helen Wolcott, Shelby Guinn, Marissa McCoy, Amanda Estrada, Lena Kitchen, Bianca Bautista, Kristine Kelley, Megan Franke, Jody Jensen, Michael Mendler,	<b>Teacher(s)</b> <i>(required)</i>
Citlally Plascencia, Emily Salmon	<b>Paraprofessional(s)</b> <i>(required)</i>
Kelly Mabel, Adam Moore, Tom Anderson	<b>Parent(s)</b> <i>(required)</i>
Byron Vaca	<b>Student(s)</b> <i>(required for secondary schools)</i>
	<b>Tribes/Tribal Orgs</b> <i>(if present in community)</i>
Juliann Reese McAllister	<b>Specialized Instructional Support Personnel</b> <i>(if appropriate)</i>
<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/clark/las\\_vegas\\_academy\\_of\\_the\\_arts/2024/nspf/](http://nevadareportcard.nv.gov/DI/nv/clark/las_vegas_academy_of_the_arts/2024/nspf/).



# 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>LVA has a 99% graduation rate</li> <li>In MAP scores, the goal was to increase the percentage of 9th and 10th graders who scored in the 61st percentile from 39% to 41%. The students surpassed the target with 68.3% achieving in or above the 61st percentile.</li> <li>Teachers who were mainly doing the work increased from 44.9% to 80% of students engaged and mainly doing the work by May 2024.</li> <li>According to the District Overview Dashboard, by April 2024, the 2023-2024 school year chronic absenteeism rates decreased from 18% to 15%.</li> </ul>	<ul style="list-style-type: none"> <li>Increase ACT proficiency scores in all areas</li> </ul>
<p><b>Problem Statement:</b> Only 45.81% of junior students met the 21 Composite benchmark score for the ACT.</p> <p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>Students do not read questions properly or thoroughly.</li> <li>Students do not practice and familiarize themselves with ACT prep questions throughout the year, which affects the overall composite score.</li> <li>English curriculum is brand new and Math curriculum is fairly new in the last couple of years.</li> <li>LVA is piloting the new Science curriculum in the 2024-2025 school year.</li> </ul>	

Student Success



**School Goal:** Increase the percentage of junior students scoring the composite ACT benchmark score (21) or higher from 45.81% to 48% by April 2025.

**Formative Measures:**

- Former ACT questions will be reviewed by Math, English, and Science teachers after each warm-up ACT practice.
- Common ACT language between all academic and major classes, assessed by a Kahoot multiple choice question each Friday after the morning announcements, measured by number of correct answers after each play.
- Maintain the Math MAP growth of 72%, Math MAP achievement scores of 68%, and ELA MAP achievement scores of 69% by the end of Semester 2, May 2025.
- Increase the CRT Science 9th Grade scores of 20.2% to 23%.
- Increase the percentage of students reaching the English benchmark of 23 as measured by the ACT practice test questions from a baseline of 66.26% of students in April 2024 to 68% of students by the end of Semester 2, May 2025.
- Increase the percentage of students reaching the Math benchmark of 23 as measured by the ACT practice test questions from a baseline 26.60% of students in April 2024 to 29% of students by the end of Semester 2, May 2025.
- Increase the percentage of students reaching the Reading benchmark of 23 as measured by the ACT practice test questions from a baseline 52.22% of students in April 2024 to 55% of students by the end of Semester 2, May 2025.
- Increase the percentage of students reaching the Science benchmark of 23 as measured by the ACT practice test questions from a baseline 28.08% of students in April 2024 to 30% of students by the end of Semester 2, May 2025.
- Increase the percentage of students who obtain all four subject area ACT benchmarks as measured ACT from 18.72% of students in April 2024 to 21% of students by the end of Semester 2, May 2025.

**Aligned to Nevada's STIP**

**Goal:**

Goal 3: All students experience continued academic growth



**Improvement Strategy:** *Analyze student data in PLC meetings to identify needs and develop high-quality Tier II instruction in lesson plans.*

**Evidence Level:** *Professional development - Level 4; Data-driven instructional planning through PLCs - Level 2; MAP assessments - Level 3*

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

- *Department Chairs/teachers will collaborate across the curriculum to analyze data, identify needs & develop analytical reading and math skills to improve ACT benchmark and composite score. This action includes staff development in data analysis and analytical reading workshops for the faculty, training in Tier II instruction, test preparation strategies, and planned and strategic practice on ACT test questions. Time will be provided for departments and PLCs to analyze student data and subsequently plan Tier I and Tier II instruction in lesson plans.*
- *Back-to-school training on **common ACT language, test-taking strategies**, cross-curriculum structured time in class.*
- *Parents/guardians can engage in opportunities to understand the importance of the ACT through CREW Day-College Readiness Education Workshops and targeted communications on opportunities to assist students in ACT Test Preparation and practice.*
- *Teachers will analyze available data, ACT & curriculum/skill-based data to form baseline tests to use with their SLG and lesson planning development. Provide tutoring through office hours, ACT preparation sessions (boot camps, pre-test prep sessions).*
- *August Parent/Guardian survey [addressing communication, academic support]; From September to April, parents are informed of benefits students taking and reaching the ACT benchmark scores. Providing parents with information on how to best prepare to the ACT Parents are provided with information on assisting their students with resources to improve their scores. Parents are provided with information on mathematics test preparation opportunities.*
- *Teachers will analyze available curriculum data and ACT trend data in the development of their SLG, and lesson planning. Focused academic tutoring through office hours and weekly open tutoring sessions. ACT preparation questions are integrated with instruction. Teachers will collaborate on common academic vocabulary to use across the curriculum to show connective skills between all courses.*
- *Incentives for students who attend after-school bootcamps.*
- *Continue MAP growth interim assessments and incentives.*

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

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

LVA Administration Team,  
DCs, PLC Leaders, and  
Teachers, Counselors



- Continue receiving Kagan Cooperative Learning Strategies for Implementation
- Homogeneous grouping strategies to integrate effective instructional strategies
- ACT Practice questions for students (English, Math, Science, Reading)  
<https://www.act.org/content/act/en/products-and-services/the-act/test-preparation/free-act-test-prep.html>
- Progress Monitoring Resources
- Funds for ACT bootcamps [faculty stipend, bootcamp materials, student notebooks]
- Funds for additional PLC leaders [lesson planning, tutoring training, faculty PLC for tutoring and bootcamp prep]
- Parent “How-to” to help students and encourage them to apply themselves and prepare for the ACT (Monday Message/LVA Weekly Newsletter).
- Catch phrases for ACT prep on advertisements/merchandise.

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

- *Implementation Challenge:* Teacher buy-in and Teachers’ ability to use ACT data to drive instruction and limited supports/resources for ACT interventions.
- *Potential Solution:* Provide PL on data-driven instruction and provide progress monitoring tools

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

- Strategic/General Budget
- SGF
- FACE Grants

**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: LVA ELLs historically score low on the ACT, no specific curriculum for ELLs

<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)



- *Challenge: WIDA Interim assessments at a 6 to get out of ELL status*
- *Support: Tutoring with ACT support*
- *Support: After-school tutoring in ELA, Science and Math, lunch & learn, designated ELL tutoring*

**Foster/Homeless: N/A**

- *Challenge:*
- *Support:*

**Free and Reduced Lunch: N/A**

- *Challenge:*
- *Support:*

**Migrant: N/A**

- *Challenge:*
- *Support:*

**Racial/Ethnic Groups:**

- *Challenge: Minority students tend to score lower on state assessments*
- *Support: After-school and lunch tutoring in ELA, math, science, and social studies*

**Students with IEPs:**

- *Challenge: Our students with IEPs tend to score low on the composite ACT score*
- *Support: After-school tutoring, lunch & learn, assigned study skills/resource classes and co-taught classes*



## Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>LVA teachers are experts in the subjects that they teach. Many have masters degrees in their subject area.</li> </ul>	<ul style="list-style-type: none"> <li>Increase the level of DOK 3+ used in Tier II instruction</li> <li>Utilize weekly PLC meetings to analyze student data, target students, and drive instruction</li> <li>Record discussions of Tier II instruction in PLC notes</li> </ul>
<p><b>Problem Statement:</b> Many students are struggling academically, failing courses, and are on academic probation due to teachers' lack of knowledge and/or utilization of data-driven Tier II targeted instruction.</p> <p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>Teachers are improving on incorporating strategic plans for Tier I DOK 3+ levels in lessons, yet they are still struggling to use the Tier I assessment data to incorporate Tier II/RTI instruction in their lesson plans.</li> <li>Teachers are improving on providing students with Kagan structures, yet they struggle to work with homogeneous small group structures while the rest of the students work on Tier I instruction independently or in heterogeneous groups.</li> <li>Teachers are not utilizing progress monitoring tools (i.e: small skills-based quizzes, score logs, interventions logs) to document their efforts towards improving Tier II/RTI students' low scores.</li> </ul>	

Adult Learning Culture	
<p><b>School Goal:</b> The Professional Learning Community (PLC) process will focus on the identification, planning, and implementation of Tier II interventions to support targeted students. Evidence of these strategies will be documented in PLC notes and observed during classroom instruction, with progress monitoring through assessment data and targeted walkthroughs.</p> <p><i>The percent of PLC notes that display evidence of Tier II instruction discussions will increase from 0% to 10% by the end of the first semester (2024) and 20% by the end of the second semester (2025) as measured by PLC notes and LVA classroom walkthroughs.</i></p> <p><b>Formative Measures:</b></p>	<p><b>Aligned to Nevada's STIP Goal:</b></p> <p>Goal 4: All students graduate future-ready and globally prepared for postsecondary success and civic life</p>





- Monitoring the Academic Probation list to measure student growth
- Comparing the Academic Probation list with the Behavior and Chronic Absenteeism student lists
- PLC data tool to measure student progress
- Progress Monitoring Tier II/RTI/MTSS tools
- Documentation of the Interventions used
- Backwards assessment lesson plan models for data collection

**Improvement Strategy:** Analyze PLC meetings and classroom observations to identify which instructors need to implement Tier II/RTI DOK3+ levels in the classroom and provide professional development in Tier II instruction.

**Evidence Level:** *Data Analysis - level 3*

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

- PLC Training on Tier II Interventions: Provide targeted professional development on effective Tier II strategies, ensuring teachers understand how to integrate them into their instruction.
- Instructional Walkthroughs: Develop/Update a walkthrough tool specifically focused on observing and gathering evidence of Tier II strategies in action.
- Assessment of Progress: Set clear benchmarks for growth in lower quartile students, and use data to refine interventions and assessments.
- Collaborate Reflection: Dedicate a portion of PLC and House time for reviewing the effectiveness of interventions, with opportunities for teachers to share successes and challenges.

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

- Experts to deliver Tier II professional learning to staff
- Experts to deliver Kagan training
- Expert training on PLC meeting requirements/protocol
- *Experts to lead RTI/MTSS Training for faculty*

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

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

LVA Administration,  
Department Chairs



- *Implementation Challenge: Staff buy-in*
- *Potential Solution: Differentiated training options, department-specific training*

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

- *General fund*

**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: ELLs tend not to speak up and verbalize their ideas*
- *Support: Use targeted small group/paired discussion to increase the amount of discourse. Provide opportunities to engage in academic discourse. After-school tutoring for ELLs. Sentence frames for discussion.*

**Foster/Homeless: N/A**

- *Challenge:*
- *Support:*

**Free and Reduced Lunch: N/A**

- *Challenge:*
- *Support:*

**Migrant: N/A**

- *Challenge:*
- *Support:*

**Racial/Ethnic Groups:**

- *Challenge: Students do not connect to the classroom environment, students may not connect to the work.*
- *Support: Make work culturally relevant to all, ensure to plan for all students to participate*

**Students with IEPs:**

- *Challenge: All students need opportunities for higher level questions*
- *Support: social skills, functional skills, co-teaching, faculty training in scaffolding*



### Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>Our Student Success Center, Counseling Department, and Social Workers provide comprehensive support for students.</li> </ul>	<ul style="list-style-type: none"> <li>Chronic attendance issues</li> </ul>
<p><b>Problem Statement:</b> Prior to the pandemic in 2018-19, LVA had an 8.1% chronic attendance rate. When students came back to school after the pandemic our chronic attendance rate jumped to 24.8% in 2021-22. Our chronic attendance rate for the 2022-23 and 2023-24 school years were 18% of students. Student achievement is impacted when students do not attend school.</p> <p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>Students may feel that they are not connected to the school or do not have a clear understanding of the LVA culture.</li> <li>Some students join LVA and want to go back to their zoned school if they don't think LVA is right for them, so they skip class.</li> <li>Many juniors and seniors want to leave school early or come later in the day once they receive their drivers license.</li> <li>Seniors can sign themselves out.</li> <li>Many students and parents state that students need to stay home for their mental health.</li> <li>Parents do not send doctor's notes when their child visited a doctor.</li> </ul>	

Connectedness	
<p><b>School Goal:</b> Reduce the percentage of students chronically absent from 18% in 2023-24 to 15% by May 2025, as measured by the District Overview and FocusEd.</p> <p><b>Formative Measures:</b></p> <ul style="list-style-type: none"> <li>Monitor attendance: decrease the number of chronically absent students from 18% to 17% by December 2024 and to 15% by May 2025.</li> <li>Survey students and staff on what cultural activities they'd be interested in and that they think would make students feel welcomed and excited to come to and stay at school.</li> </ul>	<p><b>Aligned to Nevada's STIP Goal:</b></p> <p>Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated</p>



**Improvement Strategy:** Analyze student attendance to identify students who have chronic attendance issues and provide appropriate wraparound supports.

**Evidence Level:** *Data Analysis - level 3*

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

- *Regularly monitor attendance*
- *School-wide attendance Incentives*
- *Contact with parents to address attendance issues*
- *Provide resources to parents/students as needed depending on why the student is being chronically absent*
- *Referrals to the Harbor for chronic attendance issues*
- *Counselors and social workers will provide support and resources for students with chronic attendance issues*
- *Submit truancy referrals and educational neglect packets*
- *Place students on ineligibility when they are absent for 6 days in one period*
- *Place students on probation when they are absent for 9 days in one period*
- *Denial of Credit on the 9th day of absence*
- *Social worker lessons during Guidance class*
- *Incorporate more Socio-emotional supports*
- *School spirit promotions: photo ops that are posted on LVA social media, scavenger hunts, spirit dress days, open mic days, video announcements*
- *Incentives such as free show tickets and acknowledgements*
- *\* Possible department SMORES*

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

- Attendance/Truancy officer visits to residences after 3 absences
- Attendance incentives
- Additional staff to assist in the attendance office and address attendance issues

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

- *Implementation Challenge: Mental health issues impact student attendance*
- *Potential Solution: More mental health support through guidance lessons, counseling office, and*

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

Attendance Office at LVA



social workers

- *Implementation Challenge: Drivers licenses and 18-year-olds checking themselves out impact student attendance*
- *Potential Solution: Phone calls with parents and DMV Attendance Verification denials*

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

- *Student generated funds for citizenship incentives*
- *General fund*

**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: Sometimes school communication is not available in different languages. The school does not always have instant access to translation services.*
- *Support: Ensure all communication is available in the student's home language.*

**Foster/Homeless: N/A**

- *Challenge: Students may not have school supplies or a way to get to the school.*
- *Support: The Student Success Center will provide Transportation and Project 150 assistance.*

**Free and Reduced Lunch: N/A**

- *Challenge: Some students are embarrassed to ask for financial help.*
- *Support: The school has a Project 150 that provides nutritional needs.*

**Migrant: N/A**

- *Challenge:*
- *Support:*

**Racial/Ethnic Groups: N/A**

- *Challenge: Some students do not feel connected to the school. Students need to see staff who look like them.*
- *Support: Increase our outreach to minority students; school spirit promotions. Continue to hire a diverse staff.*

**Students with IEPs:**

- *Challenge: Some students with 504s and IEPs have health issues that affect their attendance.*



- Support: Supplemental home services, assigned guidance/mentor/case manager to help students connect with school.

## 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
<i>SOT and School Improvement Team Google Meet</i>	<i>6/12/2024 9/13/2024 1/14/2025</i>	<ul style="list-style-type: none"><li>• <i>Acknowledgement that we need to improve structured PLC meeting times with feedback</i></li><li>• <i>Increase parent involvement with weekly newsletters and parent feedback (video to submit) and include them in social media and end of the year acknowledgements</i></li><li>• <i>Increase cross-curricular instruction</i></li><li>• <i>Increase school spirit/climate activities</i></li><li>• <i>Add Tier II discussions and implementation ideas/strategies to our PLC meeting notes</i></li></ul>