



## Northwest Accreditation Commission

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### Pershing County High School SCHOOL IMPROVEMENT FIVE YEAR PLAN For Implementation in 2013-2018

#### NWAC Steering Committee/School Improvement Planning Team

Name of Member	Position
Russell Fecht	Principal
Matthew Schottel	Counselor – 7-12
Patty Garretson	Secretary
Shaun Terry	Science / SS
<b>Teaching Staff – Serving on numerous committees throughout the process</b>	
Bill Laird	CTE
Tom Brooks	CTE / Weights
Babrbara Buk	Social Studies
Lance Condie	Math
Sandy Condie	Special Ed/Testing
Coni Jo Brinkerhoff	English / Parent
Dave McLean	PE / Health
Val McLean	Science
Shelly Nee	Media Specialist
Mary Ellen Nelson	English
Linda Safford	Special Education
Carrie Schneider	Math
Shari Shirley	Special Education
Julie Terry	Special Education
Shauna Bake	PE / Parent
Debbie Zoback	Art
Brian Ringo	Music
Martha Carlson	Alt. Ed Eng / SS
Pat Harmon	Alt.Ed Math/Science
<b>Other Committee Members</b>	
Marian Nelsen	Special Programs Coordinator
Pam Weeldreyer	Special Programs Assistant / Data Specialist
Cindy Plummer	RPDP Representative
Lisa Jensen	Parent
Charyl Diarte	Parent
Ryan Collins	Community Member
Jim Rowe	Community Member
Craig Tippens	Juvenile Probation Officer / Parent
Jerry Allen	DARE Instructor / Former School Resource Officer/PC Sheriff Deputy/Parent

## Master Timeline

Date	Description
10/28	Whole Staff (WS) – Intro, ACT Score Overview
9/4	Accreditation Committee (AC) –1)Overview of plan for the year, 2)Discussion of previous accreditation report, 3)Review of old report
9/11	WS – Survey reading and additions made to Parent Survey
9/18	WS – Staff Survey; Staff comment poster placed in staff room. AC – Discussion of the Student Survey
9/25	WS – Discussion of school and community profile to identify relevant sources and information.
10/2	AC – Update on survey changes
10/9	AC- Survey Translation
10/16	AC – Completion of student / parent survey with focus on “Academic and Career Readiness” question, as well as addition of comment section to match staff comment poster
10/23	AC – Organization of Parent and Student Surveys; Begin gathering demographic data. School and Community profile organized (minus survey data)
11/6, 11/7	Students – Completion of Student Surveys
11/15- 1/19	Survey Analysis Committees meet for survey analysis
12/4- 12/11	WS – Completion of section 1, 2, 4, and 8 of the NAAS Survey; Results graphed
1/19	WS – Survey data analyzed: triangulation with other data and strengths, weaknesses discussed
1/19-1/31	AC – Completion of NAAS Survey (Sections 5, 6, and 7) and analysis
1/20 – 2/14	WS – Analysis of all survey reports from survey groups, triangulation with the NAAS Survey and other data, strengths and weaknesses identified.
2/1 - 2/11	AC –Review of Section Three Mission and Beliefs Statement (maintained due to alignment with NAAS survey results)
3/1	WS – Review of weaknesses, outline of action plan
3/1–3/22	WS – Completion of part 5 by subcommittees – action plan
3/22 – 4/12	AC - Completion of Parts 1-5 for staff review during final staff workday
3/15 – 4/12	AC - Begin organization for Part 6
4/12-4/16	AC – Completion of Part 6
4/12	WS – Editing of document
4/15	AC – Final Edit
4/30	Send copy to Mr. Peters

## **PART I: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) SURVEY OVERVIEW:**

### **EXECUTIVE SUMMARY**

Staff members completed the NAAS survey during the fall of the year. All staff members completed all sections of the survey. Results were tabulated and strengths and weaknesses identified. These results were presented to the staff during a staff workday in January.

The main concern of staff members related to this process was how to answer the questions : Were these questions supposed to be answered related to the teachers' classrooms, or were the questions to be answered from the teachers' perception of the school as a whole? Mr. Fecht reinforced the idea that these were to be answered from their classroom perspective alone.

**PART1: NAAS STANDARDS REVIEW:** The information presented below highlights the strengths and weaknesses found in the NAAS Survey. Graphs representing all findings can be found at the end of Section Two – The School and Community Profile.

### **STANDARD 1: Mission, Beliefs, and Expectations for Student Learning**

Strengths:

1.1 (93%) and 1.2 (100%) indicated met or substantially met.

Staff responses indicate that the staff feels the school's mission statement and expectations for student learning are developed by the school community and are approved and supported by the professional staff, the school board, and any other school-wide governing organization. They also recognize that the school's mission statement represents the school community's fundamental values and beliefs about student learning. "Mustang PRIDE" is ubiquitous in school activities—athletic, academic, and in the community.

Areas for Improvement:

1.5 (43%) and 1.6 (50%) indicated as *Partially Met* or *Unable to Observe or Confirm*.

The staff is unaware of the indicators utilized to assess the school's progress in achieving school-wide civic and social expectations, and they seem to feel that the school's mission statement is not used to guide decision making within the school.

### **STANDARD 2: Curriculum**

Strengths:

2.1 (79%) and (86%) indicated as *Met* or *Substantially Met*

Staff answers indicate an awareness of curricular responsibilities within their discipline and how they relate to AYP expectations. Also, staff has continuously met within their department and interdepartmentally (where applicable) in an effort to develop cohesive expectations for student learning. With the coming of Common Core Standards, this inter- and intra- departmental meeting has become more formalized.

Areas for Improvement:

2.4 (64%) indicated *Partially Met* or *Unable to Observe or Confirm*

Staff members feel that curriculum does not involve higher-order thinking skills.

2.5 (57%) indicated *Partially Met* or *Unable to Observe or Confirm*

Probably summed up best by the comment: “State standards do not allow us to reach a level of depth we would like.”

2.7 (64%) indicated *Partially Met*, *Not Met*, or *Unable to Observe or Confirm*

While departmental coordination occurs, and is occurring at an even greater level due to implementation of Common Core Curriculum, many staff members feel there is a lack of coordination and integration among the various departments.

2.10 (50%) indicated *Partially Met*, *Not Met*, or *Unable to Observe or Confirm*

Staff responses indicate a feeling that there is a lack of resources dedicated to developing and revising curriculum.

### **STANDARD 3: Instruction**

Strengths:

3.2a (64%) indicated as *Met* or *Substantially Met*

Staff responses indicate that the majority feels they reach students on an individual level—working with students’ strengths and weaknesses.

3.4 (64%) indicated as *Met* or *Substantially Met*

Staff responses indicate they feel strong in both content knowledge and pedagogy to a point where they are meeting the academic needs of their students.

Areas for Improvement:

3.2g (79%) indicated *Partially Met*, *Not Met*, or *Unable to Observe or Confirm*

Staff responses indicate that their methods do not allow students opportunities to reflect on lessons and assess their own learning.

3.8 (71%) indicated *Partially Met*, *Not Met*, or *Unable to Observe or Confirm*

Staff responses indicate that Professional Development is not meeting their needs.

3.9 (64%) indicated *Partially Met*, *Not Met*, or *Unable to Observe or Confirm*

Staff responses indicate that they see a weakness in the use of teacher evaluation as a means to improve instruction and student learning in the school.

### **STANDARD 4: Assessment**

Strengths:

4.6 (71%) indicated as *Met* or *Substantially Met*

Staff responses indicate a variety of assessment strategies are employed at the school to measure student growth.

4.12 (71%) indicated as *Met* or *Substantially Met*

The school-wide use of PowerSchool ensures that staff keeps adequate records and that parents have access to student progress.

Areas for Improvement:

4.7 (53%) indicated *Partially Met* or *Not Met*

Respondents indicated a lack of collaborative time to work with assessment data to improve student performance.

4.9 (53%) indicated *Partially Met* or *Not Met* Respondents indicated that student individual performance is poorly communicated with home.

## **STANDARD 5: Leadership and Organization**

### Strengths:

5.3 (100 %) indicated as *Met*

With a student population around 200, our 1 principal meets this requirement.

5.16 (100 %) indicated as *Met*

All staff members are Highly Qualified for the classes they teach.

Areas for Improvement: *While none of the components for standard 5 were labeled with greater than 50% “Partially Met” or “Not Met”, the following standards did receive the greatest number in these two categories:*

5.11 (29%) indicated *Partially Met*

Some staff members feel that there could be better communication among staff members.

5.14 (29%) indicated *Partially Met*

Some staff indicates that the school climate lacks a safe, secure feeling.

## **STANDARD 6: School Services**

### Strengths:

6.6 (100%) indicated as *Met* or *Substantially Met*

Due to enrollment numbers we meet this requirement.

6.7 (100%) indicated as *Met* or *Substantially Met*

Due to enrollment numbers we meet this requirement

Areas for Improvement: *While none of the components for standard 5 were labeled with greater than 50% “Partially Met” or “Not Met”, the following standards did receive the greatest number in the following category:*

6.20 (29%) indicated *Partially Met*

Some feel that we do not engage the community to the degree we should.

**STANDARD 7: Facilities and Finance** *Many of the NAAS components within Standard 7 do not appear to apply to our school situation.*

### Strengths:

7.8 (71%) indicated as *Met* or *Substantially Met*

Staff member responses indicate they have confidence in the school’s bookkeeping. This is important, as many staff members oversee groups that raise funds and utilize those funds for various group activities. The remaining 29% responded as “unable to observe or confirm.”

### Areas for Improvement:

7.7 (50%) of respondents with an opinion indicated *Partially Met*

Financial support, not surprisingly, is seen as inadequate by many of those surveyed.

## **STANDARD 8: Culture of Continual Improvement**

### Strengths:

8.4 (71%) indicated as *Met* or *Substantially Met*

The school meets the mandated reporting requirements in a timely fashion.

8.5(b) (71%) indicated as *Met* or *Substantially Met*

The staff feels that there is a process in place that allows them to implement improved teaching strategies.

8.5(c) (71%) indicated as *Met* or *Substantially Met*

The staff feels support from administration in implementing new teaching strategies that are focused on improved student performance.

### Areas for Improvement:

8.5(e) (57%) indicated *Partially Met*, *Not Met*, or *Unable to Observe or Confirm*

Response from indicates that they feel implemented strategies are not evaluated school wide in an effort to measure their impact on students.

8.7 (64%) indicated *Partially Met*, *Not Met*, or *Unable to Observe or Confirm*

Response from staff indicates that there is a need for improvement in anticipating coming changes and adapting in sufficient time to allow students to be successful.

## **PART II: SCHOOL AND COMMUNITY PROFILE**

### **Executive Summary:**

The Accreditation Steering Committee served as *the* committee through the process of completing the school and community profile. Establishing committee membership that was representative of the school stakeholders was an initial goal. The committee met and identified possible members. We spoke to as many of the people as possible, and the committee was formed.

Community representation has always posed a problem within our various school committees. Maintaining community input to ensure all stakeholders are represented, however, was a continual goal throughout the process. With this in mind, those who could not attend meetings were kept “in the loop” through informal discussion throughout the process. We also made a point of presenting pieces of the plan at various stages of completion. This is reflected in the ongoing updates by the Principal at school board meetings. Increasing community involvement was met through utilizing community members on the Review and Revision Team.

Parental representation is another problematic area in our town. Throughout the years it has been difficult to get representation from parents on committees. For the most part, staff members with children in the school have been asked to serve in two roles on our committees. For the purpose of this report, many parents were contacted – the goal was to have the various ethnic groups within our school represented on the committee. In general, due to apathy or work schedules, most parental involvement quickly faded. This left us with staff members serving as parent-members as well.

The committee began by selecting the types of information that was necessary to tell the story of our school. We then discussed the possible sources of the information. In the end, much information was collected. The committee’s toughest challenge was sifting through the data to identify the information which best allowed us to tell the story of our school and our community.

After the committee identified the data that helped to paint a picture of our school and the community, the report was written. This was followed up by work from the Review and Revision Committee. This group proofread the work to ensure it was correct and complete. Finally, the entire document was presented to the school staff for a final approval.

**Where we were: *Since our last accreditation.***

- PCHS has maintained continuity in leadership as Russell Fecht has continued as our principal for the entire Accreditation period.
- Pershing County School District converted to a four-day school week in 2009 to address budget concerns.
- Enrollment has dipped to a low of 192 students and for the past two years has increased slightly.
- The Horizon Alternative Program continues to develop and is finding its niche in the overall school program.
- The school has maintained its status of meeting AYP for six of the past seven years.
- Graduation rates remain higher than the state average.
- Students continue to show proficiency through the HSPE. Programs in math, science and English have been created and have contributed to student success.
- Tech Prep and dual-credit courses continue to be maintained by the school district.
- Programs to increase community involvement (pancake breakfast, Internet access, public television station) have been held with varying degrees of success.
- The use of Powergrade gives parents and students the opportunity to access grades/attendance more readily.
- The school began enforcing a tardy policy requiring detention for students with excessive tardiness.
- The school has enacted a drug testing policy for students taking part in extracurricular activities.
- The school has initiated the MAPS testing program. These tests are aligned to state standards. This yearly testing program will allow staff to identify areas of weakness and will help ensure that PCHS students will continue to be successful on the high school proficiency exams.
- The school has implemented the Lifetrack program which enables decisions to be made by allowing us to track graduates for the 5 years following graduation.

**Where we are: *The 2011-2012 school year.***

- The graduating class of 2012 represented the first PCHS GEARUP Cohort.
- The school continues to implement the NIAA Drug and Alcohol Policy for all student athletes.
- Teacher “sharing” with the middle school has been decreased from a peak of 13 staff members being shared.
- The Accreditation Committee is focused on completing the Accreditation process. Gathering community input is an ongoing difficult issue.
- The school has maintained BADA certification since 2003. This qualifies the school for grant and professional development opportunities.

**Where we are headed:**

- All stakeholders have shown concern for the abuse of drugs and alcohol by students. This concern has led to the decision by the school to seek solutions to this problem. This is one area where community concern appears to be strong.
- Mr. Fecht continues the use of PowerSchool as a database for student discipline and attendance. This will expand the ability of staff to analyze data and identify trends over time.
- Staff members have shown the initiative to tackle issues related to the introduction of Common Core Curriculum in ELA and Math.
- The need to update and expand facilities is ever-present. Issues will be addressed as budget and time constraints allow.
- The school will complete approximately \$2.1 million dollars' worth of renovation and upgrades in the near future.

## OVERVIEW – Pershing County and the City of Lovelock

### County and Community:

- Pershing County High School is located in Lovelock, the county seat for Pershing County.
- Pershing County is 6,068 square miles. Because of this size, many students spend in excess of 3 hours per day on a bus; this dramatically lengthens the school day for these students.
- In a trend continuing from years past, the county has lost overall population. This is a difference compared to the rest of the state. This information can be best represented using data from 2010:

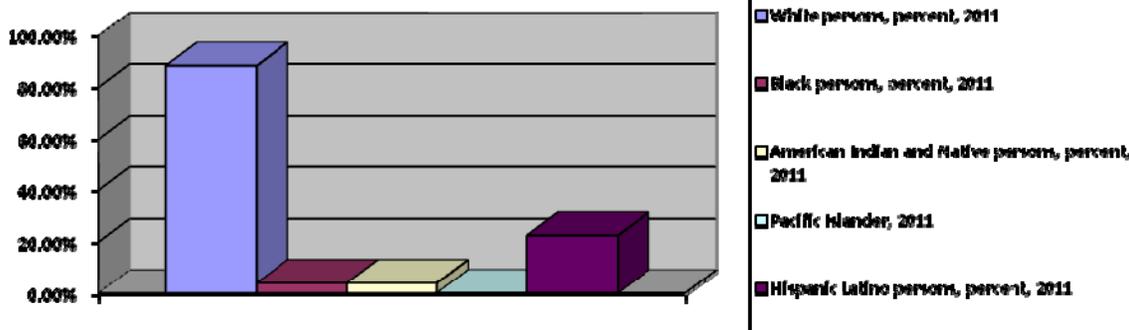
### Population and Population Changes – Pershing County and Nevada

	Pershing County	Nevada
2011 Pop. Estimate	6,734	2,723,322
Pop. percent change, April 1, 2010 to July 1, 2011	- 0.3%	0.8%

The ethnic breakdown of the county shows one aspect of the school’s diversity:

### Pershing County Ethnic Breakdown

White persons, percent, 2011	88.3%
Black persons, percent, 2011	4.0%
American Indian and Native persons, percent, 2011	4.0%
Pacific Islander, 2011	0.1%
Hispanic Latino persons, percent, 2011	22.5%



(Source: US Census Bureau)

Other forms of “diversity” in our community are reflected in the student body of PCHS:

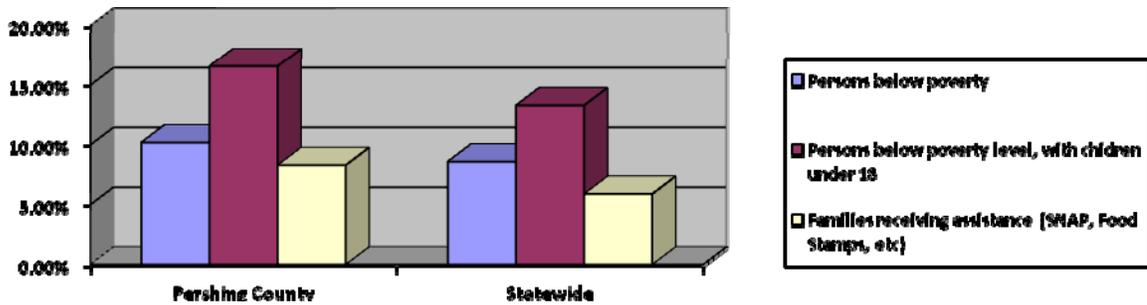
- Many students are from families who have lived in the area for generations. For example, the progeny of Lovelock’s founder still attend PCHS.
- Other students are newly arrived to Lovelock; some are newly arrived to the United States. Local alfalfa farmers hire immigrant labor, and the nearby Nevada State Prison creates the movement of people into and out of our community.
- The children of professional engineers and doctors, as well as farm and mine laborers, attend school together.

**Economy:**

The county’s economy is based upon mining, agriculture, and the nearby Nevada State Prison. The following chart, from the most recent US Census Bureau data, reflects the fact that economically, Pershing County falls behind the rest of the state:

*Pershing County Economic Data, 2006-09 (est.)*

Category	Pershing County	Nevada
Mean household income	\$59,958	\$72,112
Persons below poverty	10.2%	8.6%
Persons below poverty level, with children under 18	16.6%	13.3%
Families receiving assistance (SNAP, Food Stamps, etc)	8.3%	5.9%



(Source: US Census Data)

The status of the county’s residents is further reflected in the level of education attained by county residents. This information reflects that Pershing County lags behind the rest of Nevada:

*Levels of Education, Pershing County and Nevada*

Category	Pershing County	Nevada
High school graduates	76.9%	84.3%
Bachelor’s degree or higher	12.4%	21.8%

(Source: US Census Data)

- As is the case for many small towns, the community utilizes the school as a social hub:
  - Athletic contests draw the community together. The people of Pershing County support their student athletes to a great degree.
  - The school gym has been used on many occasions as the site of funerals for Lovelock citizens.
  - The PCHS auditorium is the site of district-wide and community music and theatrical productions.

### ***Pershing County High School***

#### Adequate Yearly Progress (AYP) Status:

- Pershing County High School achieved *High Achieving* status for the 2007-08 and 2008-09 school years.
- The school has made AYP for six of the past seven years.
  - During the 2010-2011 year, PCHS did not meet AYP for not meeting one criteria of NCLB in English-Language Arts.

#### The School Programs and Facilities:

- Pershing County High School utilizes a seven period per day schedule. A copy of the school curriculum guide and graduation requirements can be found in this section.
- The facilities for Pershing County High School were originally built in 1950.
  - The school was expanded in the 1980's.
- The school (and district) has aggressively pursued a program to transfer much of the energy needs of the school to solar power.
  - Much of this cost was covered via grants from NV Energy.
  - There are 20 full-time teachers utilizing the school's 17 classrooms.
  - The school also houses the Northeast Regional Professional Development representative, the District special education director, and the district nurse.
- The access to technology for *instructional purposes* is at a premium:
  - The school's library has 15 computers with Internet access.
  - There is one computer lab with 24 computers. Staff shares these with the computer classes.
  - An Auto Cad lab is in place for CTE classes in the Vocational Facility.
  - Each classroom also has at least one computer with Internet access, and many have more than one.
- The school has a self-contained, acoustically correct auditorium for school productions and assemblies.
  - The auditorium has a seating capacity of 499.
  - This is a rare facility among high schools in Nevada.

- The school facilities also include an automotive shop with two bays, a wood shop, and an Ag. Mechanics facility with welding instruction capability.
- Athletic facilities include two gymnasiums, a field house housing wrestling mats and a weight room, a football field, baseball and softball fields, and a soccer field.
  - Many of the school's athletic facilities are shared with (and partially funded-by) the Pershing County Recreation Board.
  - The school has hosted zone and state championship tournaments several times in the past several years.
- The presence of the Horizon Alternative Education Center as part of PCHS allows students an option for their secondary education.
  - Many courses are partially based upon NovaNet computer-based instruction.
  - Instructors provide coursework that meets the individual needs of students.
  - The facility also houses several courses for the Adult Education program for Pershing County.
  - The facility offers distance education courses via video for Great Basin College.
  - The Alternative Center is operated in conjunction with the 5<sup>th</sup> District court system.

**Recent upgrades to the facility include:**

Project	Completion Date	Cost
PCHS HVAC cooling tower		\$1,350,000
Stadium bleachers	8/1/12	\$398,417
Gym floor refinish	7/20/12	\$31,554
Gym bleacher repair inspection	7/18/11	\$10,200
Gym door replacement	11/1/11	\$29,102
Small gym column pads	2/8/12	\$1,690
Big gym wall pads	4/9/12	\$2,980
Security fence PCHS	8/8/12	\$25,000
Big gym sky light removal		\$40,000
HS solar		\$129,000
HS window replacement		\$200,000
HS stadium lights		\$43,000
Gym roof	11/10/09	\$67,066
South wing roof	11/23/09	\$37,458

## PCHS Graduation Requirements

### Standard Diploma (2011 and Beyond)

Receive passing scores on all areas of HSPE

#### Credits

English	4
Math (Up through Algebra I and Geometry)	4
Science	3
US History	1
American Government	1
World Hist./Geography	1
PE	2
Arts/Humanities	1
Health	0.5
CPU	0.5

Additional courses or additional core courses to make up the balance of credits required for a total of **24**

#### **Advanced Diploma – NAC 389.663**

Receive passing scores on all areas of HSPE

3.25 GPA

English	4
Math (Up through Geometry and Algebra II)	4
Science	3
US History	1
American Government	1
World Hist./Geography	1
PE	2
Arts/Humanities	1
Health	0.5
CPU	0.5

Additional courses or additional core courses to make up the balance of credits required for a total of **24**

#### **Millennium Requirement**

Receive passing scores on all areas of HSPE

3.25 GPA

English	4
Math (Up through Geometry and Alg II)	4
Science	3
US History	1
American Government	1
World Hist./Geography	1
PE	2
Arts/Humanities	1
Health	0.5
CPU	0.5

Additional courses or additional core courses to make up the balance of credits required for a total of **24**

#### **Other Diploma Options**

##### **Adjusted Diploma**

May be an option for students with Individual Education Plans who meet special requirements or adjusted standards NAC 389.015 (NRS 385.080)

##### **Adult Standard Diploma**

Evidences graduation from high school of a person who has met the requirements of graduation through a program of adult education (NRS 388.537)

##### **Certificate of Attendance**

Evidences completion of all the requirements for one of the above diplomas except that a pupil has not passed one or more of the HSP exams. It is not equivalent to a standard, advanced, or adult diploma.

- While PCHS does not require enrollment or completion of foreign languages, be aware that some universities do require completion of 2 years of a foreign language (same language, both years) as a part of entrance requirements.
- While NDE considers CTE courses to meet Humanities requirements, most 4-year universities outside of the state of Nevada still consider Humanities to be Fine Arts. Completion of a PCHS diploma does not necessarily insure that the student will meet the requirements for college entrance.

## **English**

English students will:

- Use reading process skills and strategies to build comprehension.
- Read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.
- Write a variety of texts that inform, persuade, describe, evaluate, or tell a story and are appropriate to purpose and audience.
- Write with a clear focus and logical development, evaluating, revising, and editing for organization, style, and tone and word choice.
- Write using Standard English grammar, usage, punctuation, capitalization, and spelling.
- Listen to and evaluate oral communications for content, style, and speaker's purpose and audience appropriateness.
- Speak using organization, style, tone, voice, and media aids appropriate to audience and purpose.
- Participate in discussions to offer information, clarify ideas, and support a position.
- Formulate research questions, use a variety of sources to obtain information, weigh the evidence, and draw valid conclusions and present findings.

Course Name/Names: English I

Grade Level: 9

Prerequisite: Freshman status

Credit/Type: 1/core

Course Description: English I Students will meet or exceed Nevada State Standards as outlined above, excluding science/technical writing and the research paper requirement in modified format.

Course Name/Names: English II

Grade Level: 10

Prerequisite: Sophomore status

Credit/Type: 1/core

Course Description: English II students will meet or exceed Nevada State Standards as outlined above.

Course Name/Names: English III

Grade Level: 11

Prerequisite: Junior status

Credit/Type: 1/core

Course Description: Students will meet or exceed Nevada State Standards as outlined above.

Course Name/Names: English IV

Grade Level: 12

Prerequisite: Senior status

Credit/Type: 1/core

Course Description: Students will meet or exceed Nevada State Standards as outlined above.

Course Name/Names: English 101

Grade Level: 12

Prerequisite: College Board Test of Standard Written English or equivalent examination, or a grade of C or better in English 98.

Credit/Type: .5/core, 3 college credits

Course Description: This course studies expository writing with special attention to the modes, arrangements, and style. Students learn to write essays, which are unified, thorough, clean, and convincing. They learn research, reasoning, and organizational skills necessary for affective academic and research writing. This course can be used to replace English IV, first semester.

Course Name/Names: English 102

Grade Level: 12

Prerequisite: English 101 or consent of the instructor

Credit/Type: .5/core, 3 college credits

Course Description: This course continues the study of expository writing. Students read and analyze writing and discursive techniques of interpretation, argument, and research. This course may be used to replace English IV, second semester.

## **Mathematics**

Math students will be placed by their current math teacher. Students should talk with their math teacher about their planned course of study.

Course Name: Pre-Algebra

Grade Level: all

Prerequisite: none

Credit/Type: 1/core

Course Description: This year-long course is designed to prepare students for their first year of algebra. Areas of emphasis will include a review of the fundamental operations of arithmetic and basic concepts of rational numbers in both fractional and decimal form. Students will also learn to solve linear equations, perform operations on polynomials, graph linear equations, and apply these skills to problem solving.

Course Name: Algebra I

Grade Level: all

Prerequisite: successful completion of Pre-Algebra

Credit/Type: 1/core

Course Description: Students who demonstrate average to high math ability will continue their course of study with Algebra I. Students will learn methods for solving and evaluating equations, analyze data and descriptive statistics, apply problem solving strategies to a variety of geometric problems including – angles, perimeter and area; solve and construct graphs of linear equations and inequalities. Students will learn problem solving strategies to evaluate a variety of geometry problems including – polygons, similarity, surface area, volume, Pythagorean Theorem, and basic trigonometry. Students will investigate probability and predict outcomes, set up and evaluate ratios and proportions, solving and evaluating matrices and systems of linear equations, distinguish characteristics of functions, and analyze and graph basic quadratic equations, convert customary and metric units of measurement.

Course Name: Algebra II

Grade Level: all

Prerequisite: Algebra 1 and Geometry

Credit/Type: 1/core

Course Description: Students who demonstrate average to high math ability may continue their course of study with Algebra II. Students will build on skills acquired in Algebra I. The students will learn methods for solving and evaluating quadratic equations, inequalities and linear systems,

rational equations, matrix operations and complex numbers. Students will analyze functions and their graphic transformations, including polynomial, radical, rational, exponential and logarithmic functions. Students will explore patterns using sequence and series. Students will explore polar coordinates and enhanced trigonometry and conic sections. Students will investigate sampling and counting methods, probability of compound events, and measures of central tendency.

Course Name: Geometry

Grade Level: all

Prerequisite: successful completion of Algebra I

Credit/Type: 1/core

Course Description: Students who demonstrate average to high math ability may continue their program of study in Geometry. Students will enhance problem-solving skills using a variety of techniques using algorithmic, algebraic and geometric methods, and formal logic. Students will apply problem solving strategies to similar and congruent figures, geometric proofs, coordinate and transformational geometry, basic trigonometry and special right triangles, circles, arcs, inscribed

Course Name/Names: Personal Finance/Financial Algebra

Grade Level: 10, 11, 12

Prerequisite: successful completion of Algebra I

Credit/Type: 1.0/core

Course Description: Students who demonstrate average math ability may continue their course of study in Personal Finance. Students will apply problem-solving skills to practical day-to-day financial situations. Students investigate checkbooks, insurance, budgets, savings accounts, payroll, credit cards, rent, comparison shopping, investing, retirement planning, income tax, job applications, purchasing, transportation, loans, credit history and reports, measurement, probability and data analysis.

Course Name/Names: Proficiency Math

Grade Level: 11, 12

Prerequisite: have not passed HSPE Math

Credit/Type: 1/core

Course Description: This is a mandatory class designed to assist students individually who have failed the math HSPE. Opting out of this class requires a form available in the counseling office which must be signed by the student, parents/legal guardian and an administrator.

Course Name: Pre-Calculus (College Prep Math)

Grade Level: 11, 12

Prerequisite: Prerequisite: successful completion of Algebra 2, minimum 3.0 GPA

Credit/Type: 1/core

Course Description: Students will study polar graphs and vectors, exponents and logarithms, polynomials, rational functions, conic sections, sequences and series, and data analysis including line of best fit. Students will study trigonometry in depth.

## **Science**

Course Name: Integrated Laboratory Science

Grade Level: all

Prerequisite: none

Credit/Type: 1/core

Course Description: Integrated Lab Science topics include astronomy, geology, natural resources, conservation, and physical science. Math is an integral part of this course. Course material is reinforced through laboratory activities.

Course Name: Biology

Grade Level: all

Prerequisite: none

Credit/Type: 1/core

Course Description: Nature of science, scientific method, laboratory work, ecology, cell structure and function, microscopy, DNA and genetics, evolutionary theory, and disease. Other topics may include a survey of the Kingdoms, classification, invertebrate studies with dissections, and botany. Course will prepare students to pass the Nevada High School Proficiency Examination in Science. Students must pass lab safety test to participate in lab work.

Course Name: Chemistry

Grade Level: 11, 12

Prerequisites: Algebra I and Biology

Credit/Type: 1/core

Course Description: This course covers survey of matter, elements, basic atomic theory, the periodic table, chemical bonding, chemical formulas, solutions, and acid/base reactions. Group projects are designed to integrate chemistry with contemporary issues in science and technology. Course primarily for college bound students who do not plan to major in a science, engineering, or a medical-related profession. Students must pass a lab safety test to participate in lab work.

Course Name: Physics

Grade Level: 12

Prerequisites: Algebra II or concurrently enrolled in Algebra II

Credit/Type: 1/core

Course Description: Topics include both classical and modern physics. Five general areas are covered: Newtonian mechanics, fluid mechanics and thermal physics, electricity and magnetism, waves and optics, as well as atomic and nuclear physics.

Course Name: Proficiency Science

Grade Level: 11, 12

Prerequisite: none

Credit/Type: 1/core

Course Description: This is a mandatory class designed to assist students individually who have failed the science HSPE. Opting out of this class requires a form available in the counseling office and must be signed by the student, parents/legal guardian, and an administrator.

## **Social Studies**

Course Name: Sociology

Grade Level: 12

Prerequisite: Senior Standing

Credit/Type: 1/Elective

Course Description: Sociology is the study of human society and human behavior in social settings. The first semester includes the history and principles of sociology, methodology, culture, and sexism. Second semester focuses on group behavior, social problems, and major institutions (Polity, Economy, Marriage and the Family, Religion, Education, and Sports). A major emphasis is placed on sociological terminology. Dual credit is available through GBC. (Sociology 101)

Course Name: American Government/Civics

Grade Level: 12

Prerequisite: none

Credit/Type: 1/core

Course Description: Students will analyze the complexities of developing and implementing the United States Constitution. This will include an in-depth study of the relationships between federal, state, and local governments and the role of American citizens in that environment. Students will learn the significance of America's continually developing role as an economic and political world leader. Current events will be utilized as part of the daily class plan.

Course Name: United States History

Grade Level: 11

Prerequisite: none

Credit/Type: 1/core

Course Description: Students will learn and study the people, events, ideas and conflicts, which led to the creation of the United States and understand the effects of political, economic, technological and social changes on American culture. This first semester will cover from Reconstruction Era to the First World War. The Second Semester will cover from the Roaring 20's to the Present. Both semesters include current events discussions.

Course Name: World History

Grade Level: 9, 10

Prerequisite: none

Credit/Type: 1/core

Course Description: Students will learn the importance of the development of human societies, civilizations, and empires from Prehistory to the beginning of the Modern Era. Students will gain the understanding of characteristics, ideas, and significances of the various civilizations and religions. Students will acquire knowledge of the impact of interactions of peoples, cultures, and ideas. They will comprehend how events, ideas, and conflicts led to the creation of new nations and distinctive cultures. Students will also grasp an understanding of the importance and impact of political, economic, and social ideas.

Course Name: World Geography

Grade Level: 9, 10

Prerequisite: none

Credit/Type: 1/core

Course Description: World Geography is designed to provide students with knowledge of the physical and human geography in the world. While studying the unique characteristics of each area of the world, the students are asked to draw connections between their lives and the lives of people in the areas being studied. Students use graphing, map-making, critical thinking and vocabulary skills as they complete each chapter.

## **Health and Physical Education**

Course Name: Health

Grade Level: all

Prerequisite: none

Credit/Type: .5/core

Course Description: Students will comprehend concepts related to health promotion/disease prevention. Students will analyze the influence of culture, media, technology, and other factors on

health, and they will demonstrate goal-setting and decision skills to enhance health.

Course Name: Personal Fitness

Grade Level: all

Prerequisite: none

FEE: \$10 Uniform

Credit/Type: 1.0/core

Course Description: The physical fitness education class is a non-traditional class that teaches individual fitness skills. Individuals are assessed and monitored throughout the course for improvement in strength, flexibility, and endurance. Cardio workouts, weight lifting, yoga, pilates, kickboxing, body shaping, and toning are the core components of the class.

Course Name: Physical Education

Grade Level: all

Prerequisite: none

FEE: \$10 Uniform

Credit/Type: 1.0/core

Course Description: This course promotes an active lifestyle and physical fitness. Students are exposed to a variety of fitness activities and games, which they will be able to continue after high school. Team sports, individual skills, aerobic conditioning, weight training and personal fitness are stressed.

Course Name: Weight Training

Grade Level: all

Prerequisite: none

Credit/Type: 1.0/core

Course Description: This course is designed to provide students with a regimented and purposeful weight-training program. This program provides students with body conditioning and strength gains.

## **Art**

Art students will:

- Students know and apply visual arts media, techniques, and processes.

“Students will: Create Art”

- Students use knowledge of visual characteristics, purposes, and functions.

“Students will: Understand & Apply Elements & Principles of Art”

- Students choose, apply, & evaluate a range of subject matter, symbols, & ideas.

“Students will: Communicate ideas through their art work”

- Students understand the visual arts in relation to history and cultures.

“Students will: “Understand & Appreciate Art History, Heritage, & Cultures”

- Students analyze and assess characteristics, merits, and meanings in their own artwork and the work of others. “Students will: Critique & Judge their work and the work of others”

- Students demonstrate relationships between visual arts, the other arts and disciplines outside the arts. “Students will: Cross Curriculum with shared knowledge & Creative Ideas”.

Course Name: Art I

Grade Level: all

Prerequisite: None

Credit/Type: 1.0 elective/humanities

Fee: \$10.00

Course Description: This is a fundamental art class. Beginning art students will develop an understanding of art as a form of self-expression as it is related to daily life in a visual world. Students will create several art projects by exploring a variety of techniques and media. Students will learn to understand how to use the Elements of Art and the Principles of Design as it relates to basic color theory by creating and presenting finished artwork. Students will also begin to apply art knowledge to their work and the work of others through class discussions and critiques.

Course Name: Crafts & Ceramics

Grade Level: all

Prerequisite: none

Credit/Type: 1.0 elective/humanities

Fee: \$15.00

Course Description: This class exposes students to hand building, wheel throwing, and slip casting projects in earthenware clays. Students will learn various techniques of hand building. Wheel throwing, slip casting, and clay sculptures are introduced second semester. Students will learn vocabulary and procedures related to this art form.

Course Name: Drawing and Painting

Grade Level: all

Prerequisite: none

Credit/Type: 1.0 elective/humanities

Fee: \$10.00

Course Description: This class poses a variety of composition problems, which allows students to develop more complex design ideas through the use of various drawing and painting mediums. Pencil, chalk, oil pastels, markers, charcoal, inks, and scratchboards allow students to experiment with different drawing mediums. Students will work with tempera, watercolor, and acrylics in the painting area.

Course Name: Drawing

Grade Level: all

Prerequisite: none

Credit/Type: 1.0 elective/humanities

Fee: \$10.00

Course Description: Students begin their drawing experience through visual experiments designed to make them aware of drawing what they actually see as opposed to what they “think” they see. Students will develop their creative expression. They will also learn to render various solid forms and combine them into more complex compositions. The main medium will be pencil. Ink, markers, charcoal, and scratchboard will also be used.

Course Name: Sculpture

Grade Level: all

Prerequisite: none

Credit/Type: 1.0 elective/humanities

Fee: \$10.00

Course Description: Students will work with three-dimensional art. Drawing is done in the planning stage and painting in the decorating stage, but projects are designed to have a 3-D form. Students will work with paper, wire, clay, cardboard, plaster, paper mache, and other mediums.

## **Agriculture, Natural Resource & Technology**

Course Name: Agriculture Mechanical Engineering Technology I

Grade Level: all

Prerequisite: none

Credit/Type: 1/elective or 1/CTE

Course Description: This course will introduce students into the fundamental skills necessary for agricultural mechanics and industrial employment. Areas of study may include general shop safety, basic welding, electrical applications, water management, agricultural drafting and construction, engines and power, and machinery maintenance and repair. An essential part of this course will be leadership activities and Supervised Agriculture Experience Programs.

Course Name: Agriculture Mechanical Engineering Technology II

Grade Level: 10, 11, 12

Prerequisite: Prerequisite: Successful completion of Ag MET I

Credit/Type: 1/elective or 1/CTE

Course Description: This course is a continuation of Agriculture Mechanical Engineering Technology I. It allows intermediate agriculture students to expand on skills and knowledge from Agriculture Mechanical Engineering Technology I. Areas of study may include general shop safety, basic welding, electrical applications, water management, agricultural drafting and construction, engines and power, and machinery maintenance and repair. An essential part of this course will be leadership activities and Supervised Agriculture Experience Programs. The appropriate use of technology and industry-standard equipment is an integral part of this course.

Course Name: Agriculture Mechanical Engineering Technology Equipment Fabrication Systems

Grade Level: 11, 12

Prerequisite: Successful completion of Ag MET II

Credit/Type: 1/elective or 1/CTE

Course Description: This course is a continuation of Agriculture Mechanical Engineering Technology II. This course provides advanced agriculture students with instructions in advanced techniques and processes such as GMAW, GTAW, air arc and plasma cutting, with an emphasis in equipment fabrication. An internship may be incorporated into the course to assist students in making a transition from school to work. An essential part of this course will be leadership activities and Supervised Agriculture Experience Programs. The appropriate use of technology and industry standard equipment is an integral part of this course. Upon completion of this course, students will have acquired entry-level skills for employment in this field. The student must provide coveralls and a lock to store personal property and can purchase gloves from the instructor. Students will demonstrate and practice general shop safety and those practices specific to the learning activity.  
Safety glasses provided.

Course Name: Agriculture Mechanical Engineering Technology Advanced Studies

Grade Level: 12

Prerequisite: Successful completion of Ag MET Equipment Fabrication Systems

Credit/Type: 1/elective or 1/CTE

Course Description: This course is offered to students who have achieved all content standards in a program whose desire is to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic

of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.

Course Name: Agriculture Science I

Grade Level: all

Prerequisites: none

Credit/Type: 1/elective or 1/CTE

Course Description: This course is an introduction and survey course of the many career areas in agriculture. Topics include basic animal science and veterinary medicine, basic plant science, floriculture and horticulture, natural resource management and wildlife, business management, leadership and career skills. An essential part of this course will be leadership activities and Supervised Agriculture Experience Programs.

Course Name: Horticulture Science

Grade Level: 10, 11, 12

Prerequisite: none

Credit/Type: 1/Life Science or 1/CTE

Course Description: This course is an introductory course into the many career areas in horticulture.

Areas of study include basic plant science, floriculture, horticulture, natural resources, business management, and leadership and career skills. An essential part of this course will be working in the greenhouse.

### **Automotive Technology**

Course Name: Automotive Technology I

Grade Level: all

Prerequisite: must pass safety exam to participate in shop activities

Credit/Type: 1/elective or 1/CTE

Course Description: This course will introduce students to the operational and scientific nature of the automotive component systems including fuel, intake, exhaust, ignition, lubrication, braking, cooling, and suspension systems. Practical application of safe work habits and the correct use of tools and precision test instruments will be emphasized throughout the course.

Course Name: Automotive Technology II & Lab

Grade Level: 10, 11, 12

Prerequisite: Prerequisite: successful completion of Automotive Technology I; provide own coveralls; must pass safety exam to participate in shop activities

Credit/Type: 1/Elective or 1/CTE

Course Description: This course is a continuation of Automotive Services Technology I. This course provides intermediate automotive technology students with laboratory activities including tasks with advanced equipment to diagnose and service modern automotive systems. This course focuses on safety, engine repair, automotive transmission, manual transmission, manual drive train, drive axels, clutch systems, suspension and steering, heating and air conditioning, engine performance, breaking systems, and basic electrical systems. The appropriate use of technology and industry standard equipment is an integral part of this course. LAB: This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth lab experience that applies to the processes, concepts, and principles as described in the classroom instruction. The coursework will encourage students to explore and develop advanced skills in their program area.

The appropriate use of technology and industry-standard equipment is an integral part of this course.

Course Name: Automotive Technology III & Lab

Grade Level: 11, 12

Prerequisite: successful completion of Automotive Technology II; must pass safety exam to participate in shop activities

Credit/Type: 1/Elective or 1/CTE

Course Description: This course is a continuation of Automotive Services Technology II. This course provides advanced automotive technology students with in-depth study and skill development in the repair of automotive engines, engine performance, machine operations, steering and suspension service, drive train service, and air conditioning system service. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment in this field. LAB: This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the classroom instruction. The course work will encourage students to explore and develop advanced skills in their program area. The appropriate use of technology and industry-standard equipment is an integral part of this course.

### **Business**

Course Name: Accounting & Finance I

Grade Level: all

Prerequisite: None

Credit/Type: 1/Elective or 1/CTE

Course Description: This course is an introduction to both accounting and finance. This course is an introduction to the accounting processes, practices, and concepts as well as an introduction to the world of finance. Topics include debits and credits, career pathways, and a survey of the many industries associated with accounting and finance, such as accounting, banking, insurance and investments.

### **Computer/Technology**

Course Name: Computer Literacy

Grade Level: all

Prerequisite: none

Credit/Type: .5 use of technology

Course Description: Students will use productivity tools including state of the art digital manipulation equipment, scanners, and fax machines, various forms of software including Microsoft Office Suite. Students will relate the history and social impact of computers to the present. Students will explore career opportunities in computer technology.

Course Description: Video Production I

Grade Levels: all

Prerequisite: None

Credit/Type: 1/Use of technology or 1/CTE

Course Description: This course is designed to introduce students to the basic elements and skills needed to produce a video. Operating video cameras, script writing, editing equipment, microphones, and the process of On-Air program production are emphasized. Students will

become familiar with video production techniques for a variety of purposes, including broadcast journalism.

Course Description: Video Production II

Grade Levels: 10, 11, 12

Prerequisite: Video Production I

Credit/Type: 1/Use of technology or 1/CTE

Course Description: This course is a continuation of Video Production I. This course provides advanced video production students with instruction in advanced techniques and processes. Emphasis is placed on the advance principles in pre/post-production, editing techniques, studio and engineering procedures, and live broadcast skills. Students will become familiar with video production techniques for a variety of purposes, including broadcast journalism. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment in this field.

Course Description: Video Production III

Grade Levels: 11, 12

Prerequisite: Video Production II

Credit/Type: 1/Use of technology or 1/CTE

Course Description: This course is a continuation of Video Production II. This course provides advanced video production students with instruction in advanced techniques and processes. Emphasis is placed on the advance principles in pre/post-production, editing techniques, studio and engineering procedures, and live broadcast skills. Students will become familiar with video production techniques for a variety of purposes, including broadcast journalism. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment in this field.

Course Description: Video Production Advanced

Grade Levels: 12

Prerequisite: Video Production II

Credit/Type: 1/Use of technology or 1/CTE

Course Description: This course is offered to students who have achieved all content standards in a program whose desire is to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Course work may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and /or portfolio development. This course may be repeated for additional instruction and credit.

## **Drafting Technology**

Drafting students will:

- Create various geometric constructions
- Demonstrate proficiency in fundamental computer skills
- Demonstrate proficiency in fundamental CADD skills
- Demonstrate proficiency in fundamental CADD skills related to various disciplines
- Achieve competencies in workplace readiness, career development and lifelong learning

Students will develop strong mechanical drawing and drafting skills as well as an understanding

of mathematics, science, engineering technology, drafting standards and CADD techniques. [http://education-portal.com/drafting\\_career.html](http://education-portal.com/drafting_career.html) Fields that use Drafters: Civil Engineering, Architecture, Mechanical Engineering, Electrical Engineering, Electronics, Technical Illustrations (Works with Photoshop), Set Designs (theatre), Aeronautical Engineers, Pipe-line or Pipe Processing, Landscapedesign Interior Designers, Surveyors, Cartographers, Manufacturing.

Course Name: Drafting & Design I

Grade Level: all

Prerequisite: none

Credit/Type: 1/elective or 1/CTE

Course Description: This course introduces the student to the fundamentals of mechanical and architectural drawing as related to Computer Aided Drafting and Design (CADD). This course provides students with the knowledge and practice required to produce and analyze multi-view drawings, pictorial drawings, dimensioning, auxiliary views, and intersections. Students will gain experience using both sketching techniques and computer assisted drafting programs. Various career opportunities and areas for postsecondary study will be explored.

Course Name: Drafting & Design II

Grade Level: 10, 11, 12

Prerequisite: successful completion of Drafting & Design I

Credit/Type: 1/elective or 1/CTE

Course Description: This course is a continuation of Drafting & Design I. This course provides intermediate CADD (Computer-Aided Drafting and Design) students with advanced techniques and processes related to the various drafting and design industries. Areas of study include the development of advanced CADD and sketching skills, plotting, scaling, problem solving, critiquing, and team building. The appropriate use of technology and industry-standard equipment is an integral part of this course.

### **Wood Technology Cabinet Making**

Students in Wood Technology and Cabinet Making will: \*

- Demonstrate safe work practices
- Demonstrate competency in math
- Demonstrate competence in planning and design
- Demonstrate proper tool selection and usage in the work environment
- Demonstrate proper power tool usage
- Demonstrate knowledge of joinery, fasteners and adhesives
- Identify wood products/materials used in furniture and cabinet making
- Demonstrate competence in various construction processes
- Prepare a project and apply finishes
- Install furniture and cabinets
- Achieve competence in workplace readiness

\*For mastery of all Nevada state standards students must complete the entire program of Wood Technology and Cabinet making study (minimum three years of Wood Technology and Cabinet Making).

Course Name: Furniture & Cabinetmaking I

Grade Level: all

Prerequisite: students are required to pass a safety exam before working with power tools

Credit/Type: 1/elective or 1/CTE

Course Description: This course will introduce the beginning furniture and cabinetmaking student to the various stages of construction and assembly of wood products and related materials. This course is intended to provide students with the basic knowledge and skills necessary to design, construct, and finish furniture and/or cabinets in the woodworking industry. Through the course activities the student will gain an understanding of safety procedures, machine operation, and industrial applications.

Course Name: Furniture & Cabinetmaking II

Grade Level: 10, 11, 12

Prerequisite: Successful completion of Furniture & Cabinetmaking I

Students are required to pass a safety exam before working with power tools

Credit/Type: 1/elective or 1/CTE

Course Description: This course is a continuation of Furniture & Cabinetmaking I. This course provides intermediate furniture and cabinetmaking student with the necessary knowledge and skills to pursue employment in related industries. This course will increase knowledge gained in Furniture and Cabinetmaking I. Laboratory activities will include advanced processes using tools and equipment currently being used by the industry, including the software and hardware components of computer numerical-controlled (CNC) equipment. The appropriate use of technology and industry-standard equipment is an integral part of this course.

Course Name: Furniture & Cabinetmaking III

Grade Level: 11, 12

Prerequisite: Successful completion of Furniture & Cabinetmaking II

Credit/Type: 1/elective or 1/CTE

Course Description: This course is a continuation of Furniture & Cabinetmaking II. This course provides advanced furniture and cabinetmaking students with knowledge and skills in finish carpentry and cabinetmaking for construction applications. Through hands-on projects, students develop technical skills that are used throughout the construction industry. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment in this field.

Course Name: Furniture & Cabinetmaking Advanced Studies

Grade Level: 11, 12

Prerequisite: Successful completion of Furniture & Cabinetmaking III

Credit/Type: 1/elective or 1/CTE

Course Description: This course is offered to students who have achieved all content standards in a program and whose desire is to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.

## **Foreign Language**

Course Name: Spanish I

Grade Level: All

Prerequisite: none

Credit/Type: 1/elective

Course Description: Students will begin the study of Spanish by learning basic vocabulary and grammar needed to converse and understand conversations about common topics. Students should be prepared to improve their speaking abilities through speaking Spanish in class. Mastery of the material requires consistent study at home for most students. Use of Spanish in class will be an expectation of all students. The class will be conducted frequently in Spanish.

Course Name: Spanish II

Grade Level: 10, 11, 12

Prerequisite: Spanish I

Credit/Type: 1/elective

Course Description: Students will continue the study of Spanish by enriching vocabulary and grammar skills in order to converse and understand conversations about a variety of topics. Students' listening skills are enhanced and students should be prepared to improve their speaking abilities through speaking Spanish in class. Mastery of the material requires consistent study at home for most students. The class will be conducted mostly in Spanish. Use of Spanish in class will be an expectation of all students. The class will be conducted mainly in Spanish

### **Electives/Miscellaneous**

Course Name: Student Office Aid

Grade Level: 10, 11, 12

Prerequisite: Instructor approval, excellent record of attendance, clean record of "disciplinary action" & 2.5 minimum GPA

Credit/Type: .25/elective

Course Description: Students assist with the management of front office activities and related duties.

Course Name: Teacher's Assistant

Grade Level: 10, 11, 12

Prerequisite: Teacher approval & 2.5 minimum GPA Student Application

Credit/Type: .25/elective

Course Description: Students will assist instructors in non-teaching activities. Only one selection of teacher's assistant per semester is permitted.

Course Name/Names: Yearbook I, II, III

Grade Level: All

Prerequisite: none

Credit/Type: 1/elective

Course Description: Students will research and compile information that covers student groups, organizations, and other student activities that occur throughout the school year. This will include, but not be limited to, writing/composing of articles, use of digital photography, computer software interaction, peer interviewing, and class discussions relating to the journalistic ethics of school events and current trends.

Course Name/Names: Band

Grade Level: All

Prerequisite: none

Credit/Type: 1/elective

Course Description: Students will be performing a repertoire of music on a band instrument. There will be solo and individual ensemble group playing. Students will learn to perform with expression and technical accuracy. They will learn to perform with rhythmic and melodic

accuracy and work towards balance. Groups participate in all Zone and State activities sponsored by the Nevada State Music Educators Association. Students are expected to perform in concerts as part of their class requirements. The band takes a trip every other year. Students must be in band two consecutive years, including the year of travel, for their trip to be paid for by the Band Boosters. Students, who do not have two consecutive years, may go but must pay for the trip themselves.

Course Name/Names: Choir

Grade Level: All

Prerequisite: none

Credit/Type: 1/elective

Course Description: This is a performance-oriented course. Students will perform a varied repertoire of music from the Renaissance through modern times. Groups participate in all Zone and State activities sponsored by the Nevada State Music Educators Association. Students are expected to perform in concerts as part of the class requirements.

**Staff:**

Twenty-one certified teaching staff serves the education needs of the students.

- All teachers are currently *Highly Qualified* as defined by the No Child Left Behind (NCLB) law.
- This number includes two teachers who are dedicated full time to the Horizon Alternative Education Center.
- The school media specialist also teaches classes on Media and Broadcasting.
- Spanish I and II is currently taught by a teacher with primary assignment in the middle school

Average Daily Attendance has increased among PCHS staff members. In our previous Accreditation report, staff ADA was below the state average. The chart below reflects an increase of Teacher ADA to the same rate as the state, possibly due to the conversion to a 4-day school week:

***Teacher ADA – PCHS and Nevada***

Year	2009-10	2010-11	2011-12
ADA(%) PCHS	95.9	95.6	95.6
ADA(%) State	95.6	95.4	95.7

(Source: PCHS Accountability Report)

The following further delineates the duties of the PCHS staff:

- Greater than 100 courses are offered for credit to the students of PCHS.
- Two teachers teach classes offering Dual Credit with Great Basin College

- The teaching load places each teacher with an average of 3.5 different subjects taught. The range for different classes taught per teacher is 2 to 7 different subjects.
- A science research class has been implemented for the past four years.
- Two PE/Health teachers, an Industrial Arts teacher, and the Art teacher are shared at least 1/8 time with the middle school.
- The music teacher (band and choir) is shared district-wide.
- The *average* class size per subject for the past several years follows:

**PCHS Class size information**

Year	English	Math	Science	Social Studies
2009-10	15	21	26	25
2010-11	21	17	17	23
2011-12	16	14	16	21

(Source: PCHS Accountability Reports)

A requirement that comes with teaching in a rural community is that staff members are asked to teach in multiple fields in order to provide students with academic opportunities that approach those offered to students at larger schools. The following are the areas of licensure (multiple) in which teachers at PCHS are currently working:

- Mr. Terry – Science and Social Studies
- Mr. Brooks - CTE and PE
- Mrs. Shirley - Special Education and English
- Mr. Condie - Mathematics and Accounting
- Mrs. Terry - Special Education and Drama
- These teachers are licensed and highly qualified in these areas.
- Staff members at the Horizon Alternative Education Center teach multiple subjects as required.

Other staff highlights include the following:

- Four Pershing County School District Teacher of the Year winners. One of who won Nevada Teacher of the Year and a second of whom qualified as state alternate.
- One Milliken Award winning Teacher.
- Three National Board Certified (NBC) Teachers and a NBC Certified School Nurse
- Numerous Coach of the Year Awardees
- Two Reno Gazette Journal Best of Education Awardees
- Seventy-five percent of the teaching staff holds Master’s Degrees or higher.

Other staff involved at PCHS includes:

- One principal / Athletic Director
- One secretary
- One Attendance Clerk
- One Technology Coordinator
- Two aides - one at the high school and one at the Alternative Program.

- A school Counselor – 67% dedicated to PCHS and 33% to the middle school.
  - The school nurse, technology coordinator, special programs coordinator and their associated support staff serve the school district.

**Professional Development:**

Pershing County School District is a member of Northeastern Nevada Regional Professional Development Program (NNRPDP).

The NNRPDP program provides opportunities for professional development for all staff members. We have a Regional Coordinator embedded in our District and housed in the high school. Many of the workshops/classes provided by the program allows for either State of Nevada Teacher In-Service credit or Southern Utah University Graduate In-Service Credit.

Recent workshops/classes:

Book Studies: *Reading Don't Fix no Chevys*, *Boys in Crisis: Hear our Cry*

Depth of Knowledge

Common Core State Standards

Ongoing Professional Learning Communities supported by N.N.R.P.D.P. with continued work on the Common Core State Standards

Data Analysis

Converting to a Four-day School Week

N.E.L.I.P. Interactive Video Class

Vertically Teamed Math Training (6-12)

Quarterly Vertically Teamed Science Meetings (6-12)

- Science Fridays I, II, III

Non-NNRPDP sponsored prof. dev.

- Tuition reimbursement for college courses taken on-campus
- The District allows Professional Leave Days for continuing educations such as:
  - Educators Holocaust Annual Conference in the Fall Holocaust Speakers Dinner with teachers and student
  - Nevada Council for the Social Studies Annual Conference
  - American Indian/Alaskan Native Annual Education Summit

Classes for college credit are offered during the first weeks of the summer break following the end of school from Fresno Pacific University.

**The Students:**

As shown earlier, the Pershing County population has slowly declined over the past decade. During this time, enrollment at the high school has bottomed out and has slowly begun to rebound. Due to the link between enrollment and funding, the school has felt some budget constraints over the past few years.

***PCHS Annual Enrollment***

Year	2007-08	2008-09	2009-10	2010-11	2011-12
PCHS Enrollment	241	226	221	196	207

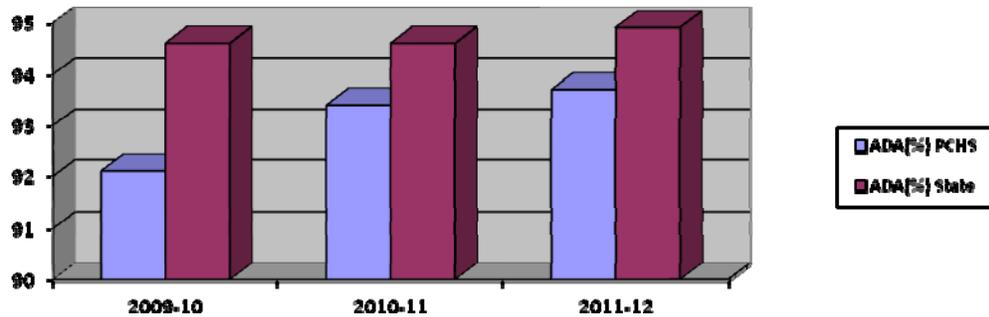
(Source: Nevadareportcard.com)

**Attendance data:**

Attendance rates, as reported in yearly Accountability Reports follow:

**Student Average Daily Attendance (ADA) Information**

Year	2009-10	2010-11	2011-12
ADA(%) PCHS	92.1	93.4	93.7
ADA(%) State	94.6	94.6	94.9



(Source: Nevadareportcard.com)

- In each year, the ADA for PCHS is similar to, but below, the State average.
- Tardiness does pose a problem for student learning. In the first quarter of the 2012-13 school year, 92 students had greater than 5 tardies accumulated. Of these students, more than half had accumulated greater than 10 tardies.
  - The school has implemented a detention program to slow the tardiness issue.

**Student Ethnicity:**

The 2011-2012 school accountability report indicated the following for PCHS gender and ethnic breakdown:

***Pershing County High School Ethnic Breakdown***

Category	Male	Female	American Indian	Asian	Hispanic	White
Number	114	93	-	-	67	108
Percent	55.1%	44.9%	-	-	32.4%	52.2%

(Source: PCHS Accountability Reports)

- The ethnic breakdown at PCHS has remained stable for the past 5 years, with the fluctuation being no greater than +/- 4% in any category since our past accreditation report.
- The high percentage of Hispanic students stands out as a subgroup that merits attention by the Committee.

**Special Populations:**

The following information is from PCHS Accountability Reports. It reflects the *percentage* of PCHS students who are members of each group:

***PCHS Special Populations***

Category	IEP	LEP/ESL	FRL	Migrant	Gifted/ Talented
2009-10	14.9	-	45.2	N/A	N/A
2010-11	14.8	-	56.1	N/A	N/A
2011-12	13.0	-	59.4	N/A	N/A

N/A – Information not reported for that year.

(Source: PCHS Accountability Reports)

- Pershing County High School has a proactive program in place designed to help students with special needs reach their goal of graduation. This includes the use of inclusion classes as much as possible as well as resource classes and co-teaching. A chart reflecting graduation rates for students with special needs can be found in the next section.
- Special populations’ numbers reflect limited year-to-year fluctuation.

**Credit Deficiency:**

Students who don’t earn adequate credit to move into the next grade are deemed credit deficient.

- The following shows credit deficiency numbers, as reported in annual accountability reports, by grade:

**PCHS Credit Deficiency Data**

Year	2009-10	2010-11	2011-12
Freshman	1	2	3
Sophomore	1	5	1
Junior	2	0	0
Senior	1	0	2

(Source: PCHS Accountability Reports)

- The data reflect the proactive approach taken by the school in creating credit recovery programs.

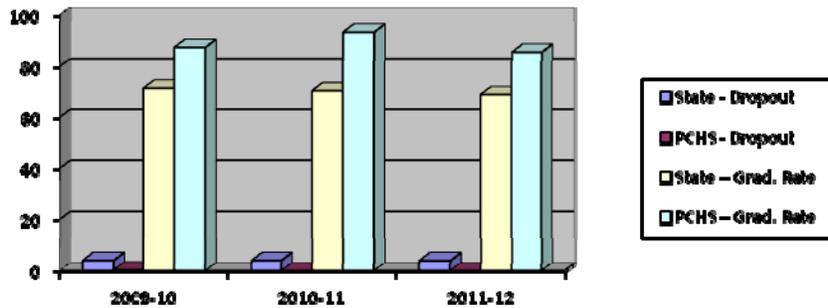
- The data also reflect one of the strengths of a small school population – students who are having trouble can be identified and placed in credit recovery programs before they jeopardize their chance of graduating.
- Several credit recovery programs are in place now, including summer school and credit recovery classes offered during the regular school day at the Horizon Alternative Education Center.

**High School Completion Indicators:**

The success of credit recovery programs, as well as other programs, is reflected in the school’s graduation and dropout rates, which are considerably better than the state rate:

**Graduation and Dropout Rates (%)**

Year	2009-10	2010-11	2011-12
State - Dropout	4.2	4.2	4.1
PCHS - Dropout	0.4	0.0	0.0
State – Grad. Rate	71.3	70.3	68.8
PCHS – Grad. Rate	87.5	93.3	85.7



(Sources: PCHS Accountability Reports, Nevadareportcard.com)

**High School Completion Numbers for Students with an I.E.P.**

Year	Number of Seniors with an I.E.P	Type of Diploma Received		
		Standard HS Diploma	Adjusted HS Diploma	Advanced HS Diploma
2009-2010	6	4	2	0
2010-2011	9	2	7	0
2011-2012	9	7	1	1

(Source: PCHS Graduation Records)

## **Athletic Programs**

Pershing County High School is a member of the Division III - North Conference of the Nevada Interscholastic Activities Association (NIAA) and participates in both varsity and junior varsity levels.

- During the course of an average school year, the Mustangs travel over 17,000 miles in order to participate in athletic events.
- Students may participate in the following athletic programs: Football, Volleyball, Soccer, Basketball, Wrestling, Baseball, Softball and Track.
  - Teams regularly qualify for zone and state championship playoffs.
    - Recent team state titles include:
      - 2010 – Football, Girls Basketball
      - 2011 – Football, Girls Basketball
      - 2012 – Volleyball, Football
      - 2013 – Girls Basketball
  - Students receive athletic awards and recognition at three evening programs held throughout the year.
  - Over the past three years, an average of over 60% of the student body has participated in at least one extracurricular activity per year.

## **Clubs and Organizations**

The following clubs and organizations are made available to students at PCHS:

- Academic Team
- Band
- Block P
- Choir
- Close-Up Foundation
- Computer/ Web Page
- Drama
- Future Farmers of America
- National Honor Society
- Publications
- Science Olympiad
- Cheerleading
- Boys and Girls State
- Hugh O'Brien Youth Leadership Program (HOBY)
- Girls State
- Boys State
- Pershing County High School Student Council is a member of the Nevada Association of Student Councils

## **School Recognition Programs**

- Students have the opportunity to earn athletic-style letters for their academic achievements.
- *Forty-two percent* of last year's graduating seniors earned the right to wear a gold stole for academic performance of 3.0 or above for 7 semesters.
- Students who receive a 3.00 GPA for the midterm or semester are put on the honor roll, which is published in the local newspaper.
- The National Honor Society Chapter at Pershing County High School recognizes student academics, character, leadership and service.

## **Student Achievement**

Pershing County High prides itself on the success of its students and graduates.

- A record number of scholarships in number and amount were awarded to graduates in 2012.
- Twenty-two students qualified as Millennium Scholars
- \$350,040 in scholarships were awarded
- There were 12 winners of the President's Award for Educational Excellence, a designation that requires students have a 3.5 G.P.A. and test above the 85<sup>th</sup> percentile in the national standardized achievement tests.
- The 2011-2012 National Honor Society consisted of 22 members, which represent approximately 10% of the student body.

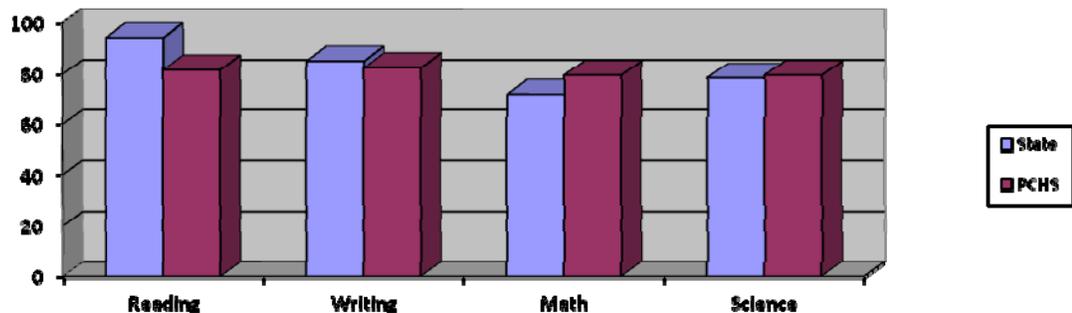
## Test Data:

### High School Proficiency Exam

The success of students at the secondary level is reflected in student performance on the high school proficiency tests. Currently, tests are given in math, science, reading and writing. The following graphs compare PCHS students with their state peers on these tests for the past three years. The data reflects the percentage of students at the *Meets Standard* and the *Exceeds Standard* proficiency levels through their Junior year as reported on [Nevadareportcard.com](http://Nevadareportcard.com):

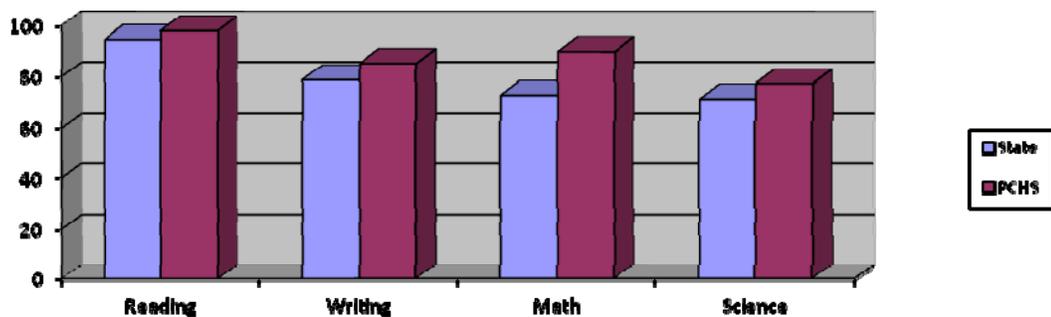
**HSPE Pass Rates, 2009-10**

	Reading	Writing	Math	Science
State	94.0	85.2	71.9	78.4
PCHS	81.8	82.6	79.5	79.5



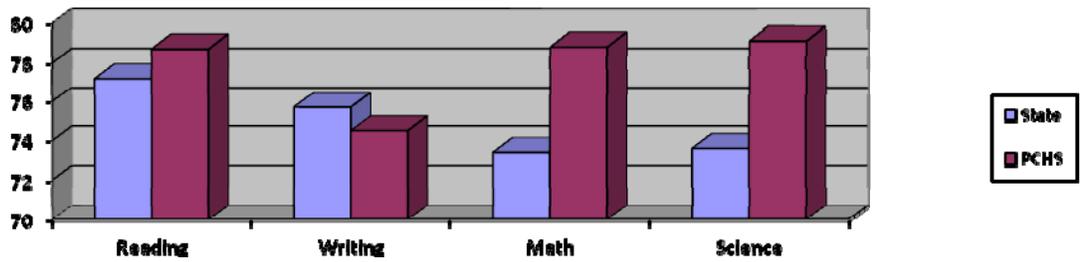
**HSPE Pass Rates, 2010-11**

	Reading	Writing	Math	Science
State	94.4	78.7	72.6	71.1
PCHS	97.9	85.1	89.8	77.1



**HSPE Pass Rates, 2011-12**

	Reading	Writing	Math	Science
State	77.2	75.7	73.4	73.6
PCHS	78.7	74.5	78.8	79.1



(Source for above HSPE Data – nevadareportcard.com)

The above data show the trends in rate of students passing the HSPE in these subjects are, with two exceptions, higher at PCHS than the state averages.

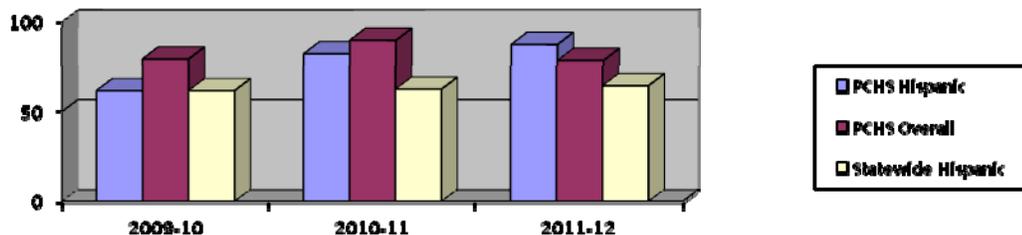
- Fluctuations in the scores at PCHS can be partially attributed to individual differences between classes, because of the small number of students taking the tests.
  - The school has programs in place (Proficiency Math, Reading, and Writing classes) to address the needs of students who fail these tests.
  - These programs have produced results, as PCHS students have a high success rate on the tests by the end of their senior year.

**Hispanic Subgroups:**

Because of the high percentage of Hispanic youth attending PCHS, their numbers are worthy of analysis. The following is a comparison of PCHS Hispanic students as compared to the school overall as well as to the Hispanic subgroup statewide. The data are from Nevadareportcard.com, Grade 11:

*HSPE Pass Rates, Math, Hispanic Subgroup*

Group	2009-10	2010-11	2011-12
PCHS Hispanic	61.6	82.4	87.5
PCHS Overall	79.5	89.8	78.8
Statewide Hispanic	61.6	62.4	64.3

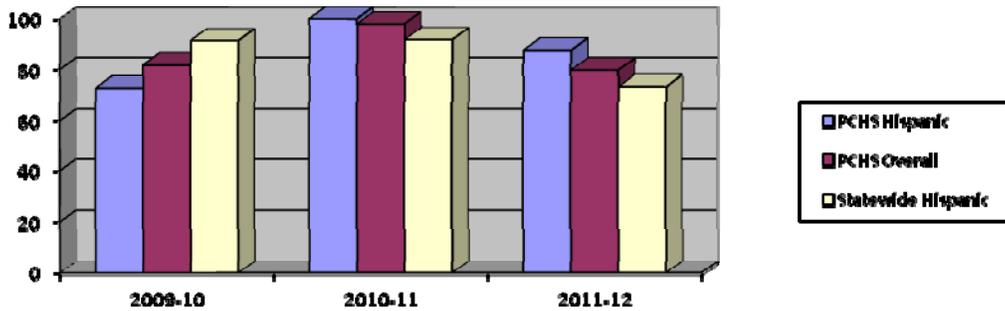


(Source: Nevadareportcard.com)

In math, the data reflect that the subgroup is performing at levels very near that of their statewide peers and in the case of 2011-12 very well above their statewide and their school wide peers. Due to a small sample size, year-to-year fluctuations within this subgroup can be great. This holds true for reading, writing, and science as well:

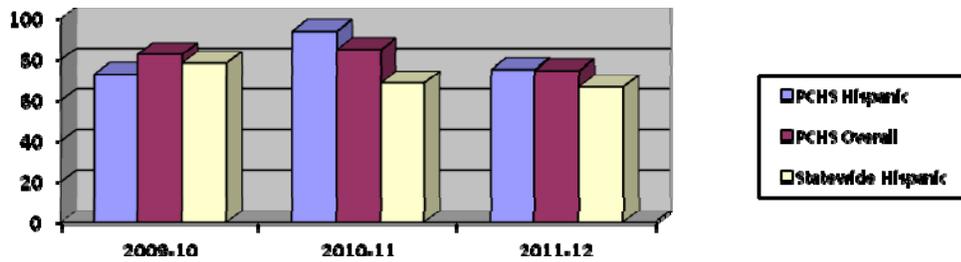
**HSPE Pass Rates, Reading, Hispanic Subgroup**

Group	2009-10	2010-11	2011-12
PCHS Hispanic	72.7	100.0	87.5
PCHS Overall	81.8	97.9	79.7
Statewide Hispanic	91.3	91.7	73.3



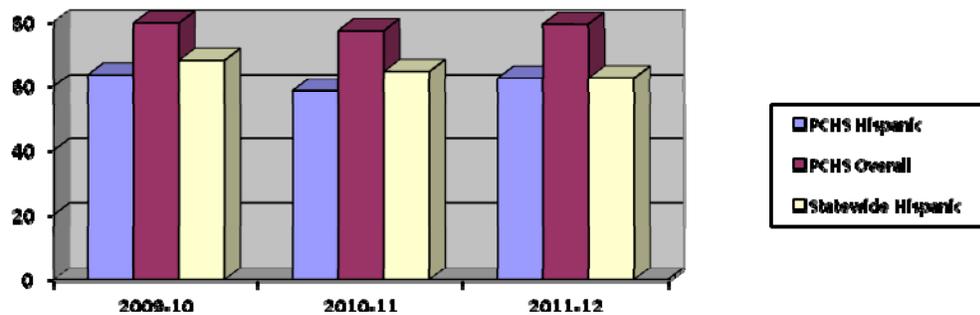
**HSPE Pass Rates, Writing, Hispanic Subgroup**

Group	2009-10	2010-11	2011-12
PCHS Hispanic	72.7	93.8	75.0
PCHS Overall	82.6	85.1	74.5
Statewide Hispanic	78.2	68.6	66.6



**HSPE Pass Rates, Science, Hispanic Subgroup**

Group	2009-10	2010-11	2011-12
PCHS Hispanic	63.6	58.5	62.6
PCHS Overall	79.5	77.1	79.1
Statewide Hispanic	68.1	64.7	62.7



**College Entrance Exams:**

- The most common entrance exam given by PCHS is the ACT.
- The school encourages all students to take the test. As a result, greater than 50% of graduating seniors take the exam. This is quite different than many schools in the state.
- The high participation rate at PCHS contributes to the school’s slightly lower composite than the rest of the state.

The following graph shows how PCHS students perform on the ACT:

***ACT Composite Score: PCHS and Nevada***

Year	English		Math		Reading		Science		Composite	
	PCHS	State	PCHS	State	PCHS	State	PCHS	State	PCHS	State
2010	19.7	20.8	20.2	21.5	20.9	22.0	20.9	21.3	20.6	21.5
2011	18.4	20.7	19.8	21.4	18.9	21.8	20.3	21.3	19.5	21.4
2012	18.5	20.5	20.0	21.4	19.7	21.6	19.8	21.1	19.6	21.3

(Source: The College Board school report)

- A large portion of our senior class takes the ACT. This number includes many students who may not have plans on attending institutions of higher education. The high participation rate can be seen as a positive, as it may lead to doors opening for various students. It may, however, lead to lower school averages on the test.
- The year 2012 represents our first GEAR UP cohort. As such, the test was paid for and as many students who wanted to could take it. The participation rate was 82%.
- Very few students in the school take part in the SAT, making the data of limited importance for the purposes of this report.

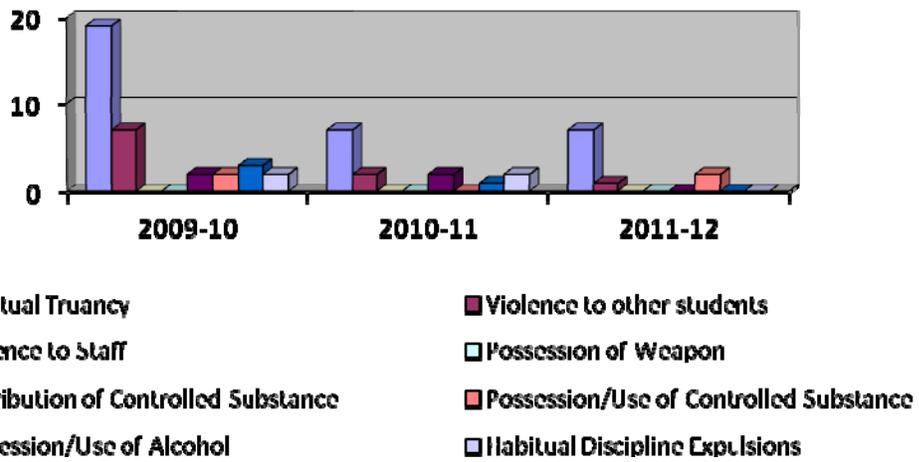
**Discipline:**

A copy of the PCHS Progressive Discipline plan can be found within the supporting documents.

The following data is recorded in annual Accountability reports:

***PCHS Student Discipline Information***

Year	2009-10	2010-11	2011-12
Habitual Truancy	19	7	7
Violence to Other Students	7	2	1
Violence to Staff	0	0	0
Possession of Weapon	0	0	0
Distribution of Controlled Substance	2	2	0
Possession/Use of Controlled Substance	2	0	2
Possession/Use of Alcohol	3	1	0
Habitual Discipline Expulsions	2	2	0



The trend in the data reflects consistent numbers over the past three years.

## Stakeholder Survey Data

### Executive Summary

In an effort to evaluate changes that occurred in our school since our previous Accreditation report and to supplement information gathered through the NAAS Survey, we surveyed the Parents, Students, and Staff. These results were triangulated with the standards in the NAAS Survey, all of which are included in this section. Evaluation of survey results occurred by staff teams. These surveys were used along with test data, community information and all other pertinent data to create a chart of our school's strengths and weaknesses. This chart can be found at the end of this section. A copy of all surveys can be found in the supporting documents.

### Results from 2012-2013 Parent Survey

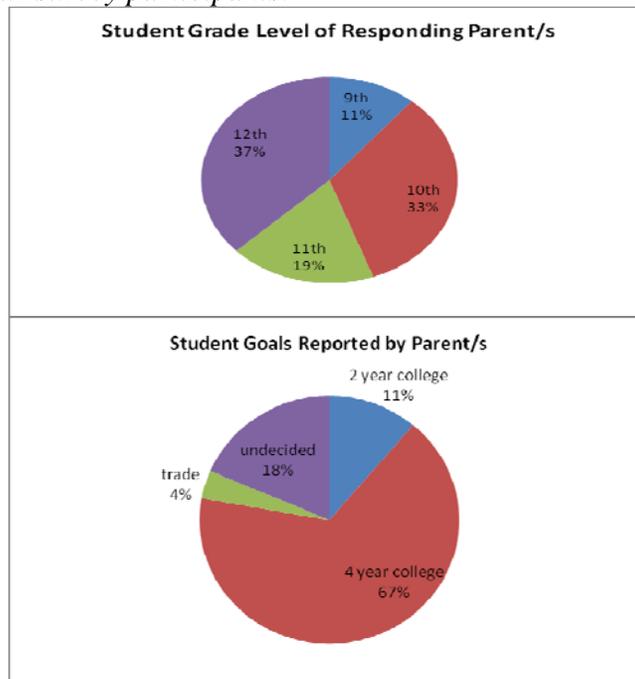
#### Survey Committee

Name	Position
Val McLean	Science Teacher
Lance Condie	Math Teacher
Tom Brooks	CTE Teacher
Allen Brinkerhoff	Student

### Summary

The parent survey committee is composed of one science teacher, grades 10-12, one-math teacher grades 9-12, one vocational arts teacher grades 9-12, and one junior student. After the results were tabulated and displayed in graphs, the committee met to discuss and provide the narrative as follows.

*Demographics of our survey participants:*

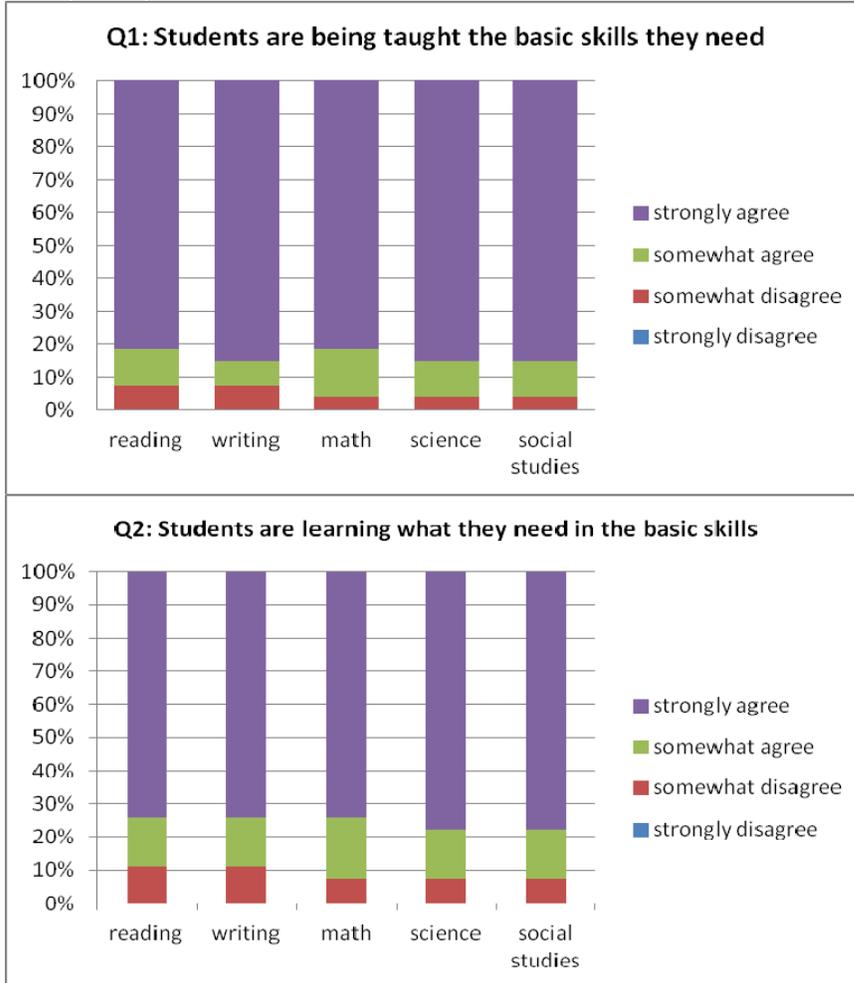


A total of 27 parent surveys out of 207 were returned, with the majority of responses representing students and their families having definite post high school goals. Out of the 27 surveys, 4 sophomore parents, 2 junior parents, and 2 senior parents added comments to the survey, which

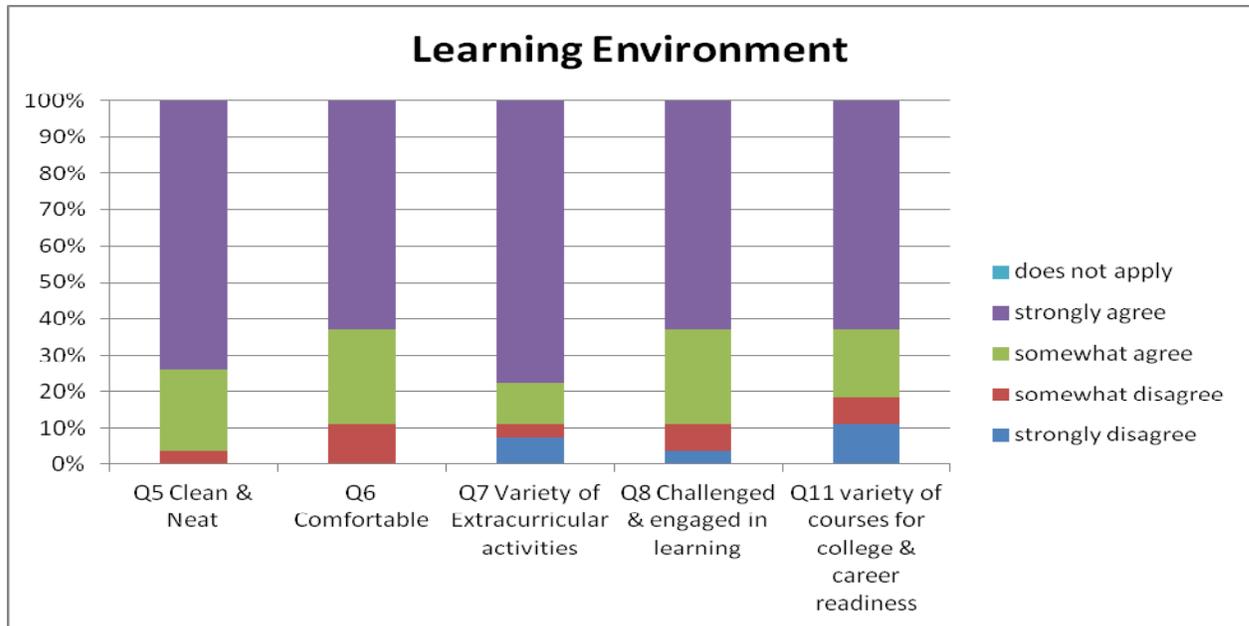
are included in the appropriate areas. The committee feels that since the response numbers were so low, that parents must feel generally content about their child’s school and his/her experiences. Just as letter to the editors, people in general only respond if they are disconcerted about something, not if they are content or thrilled, thus we are satisfied with the outcome.

**Results:**

*Survey Analysis:*



From questions 1 & 2 – the core subject matter, for the most part this set of parents feel that we are meeting the basic requirements of education. According to question 2.1 of The Northwest Association of Accredited Schools Survey teacher response, the parents are in agreement with the staff that this is an area being a strength. A senior parent commented, “As an alumnus I am pleased with the teaching and learning process at PCHS.”



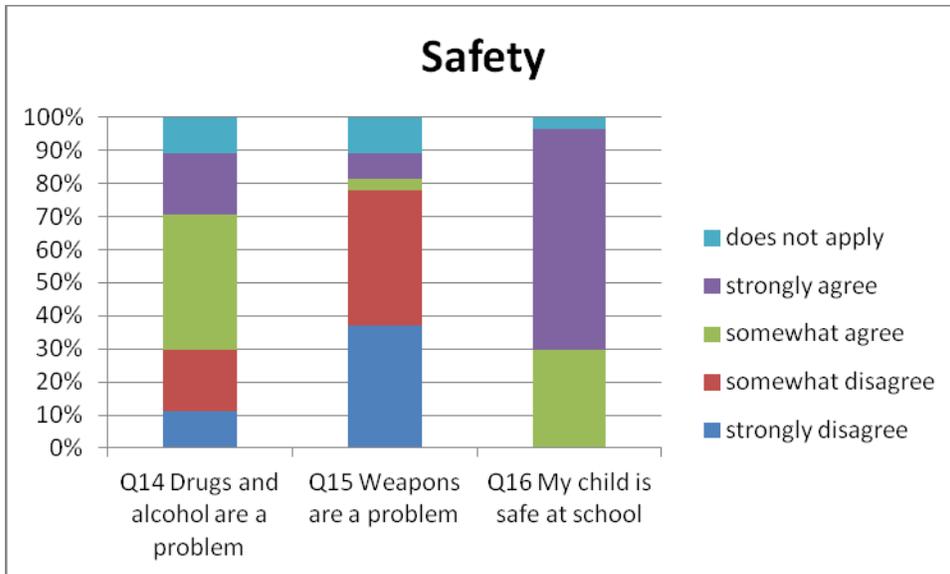
A school with a comfortable learning environment and various activities to encourage attendance is important, and according to these results we seem to be doing our job. The frustration comes from a lack of variety.

In rural schools, funding is always a challenge. More varied courses and electives require more staff, hence the offerings aren't the same as those that could be found in urban areas with larger schools. This is also true for the number and types of extracurricular activities that can be provided. The following are comments provided by parents:

A junior parent commented, "Student needs AP Classes. Technology needs improvement and leadership needs more activity to boost leadership." Another also wrote, "They need more computers and stuff for learning. They need more sport activities."

A senior parent commented, "Communication about school activities/events is very poor. Curriculum is weak for students in fields such as art & music as well as for bright students. Leadership is neither promoted nor successful outreach activities to encourage student participation. Disagree with sports scheduling: ie sending multiple buses in different directions as well as the exorbitant amount of sports activities scheduled during school week. Scheduling doesn't take advantage of 4 day week. Not happy with 4 day week -> lack of classroom time."

Teachers also have some of the same concerns according to question 2.4 and 2.5 of The Northwest Association of Accredited Schools Survey as an area for improvement. Science department staff has talked numerous times about offering different levels to help those who are challenged, and to challenge those who excel. The bottom line, however, comes down to finances, and the staff as a whole practice differentiated instruction to deal with the extreme divide of student abilities within a class as indicated on question 3.2a and 3.4 of The Northwest Association of Accredited Schools Survey.

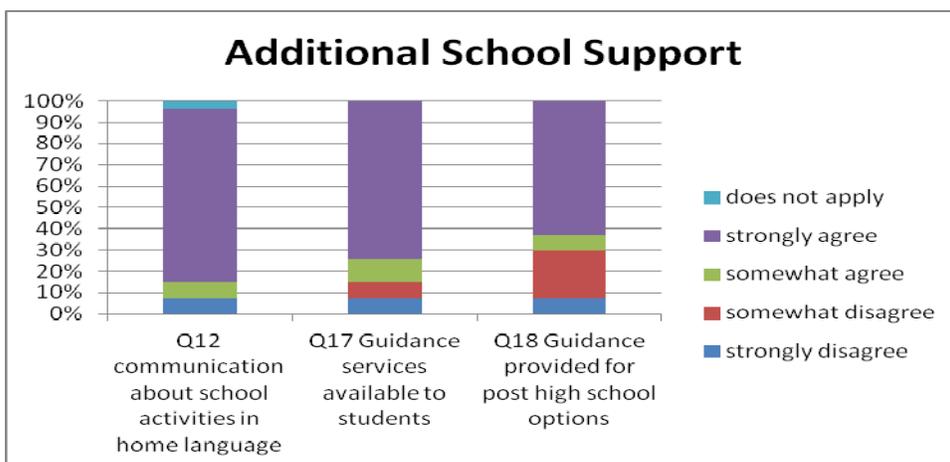


Safety is of upmost importance in any school setting. The committee does acknowledge that there are alcohol and drug use problems in school but feel that they are less of a problem than at the last accreditation. The school athletic department initiated through the school board a mandatory drug screening program at the beginning of each sport season with random screening throughout the season. Since over 50% of our school population is involved in sports, we firmly believe that at least this amount, if not more, abstain from drugs. The answers to the weapon question were somewhat surprising, as we have not had any incidents on campus in a few years. Even though some of the parent responders indicated concern about drug and alcohol use and weapons, they all still felt that their child is safe at school. Sophomore parent comment “A lot of kids smoking on school property.”

Sophomore parent comment “Safety Concern: Too many doors are open during day for anyone to access.”

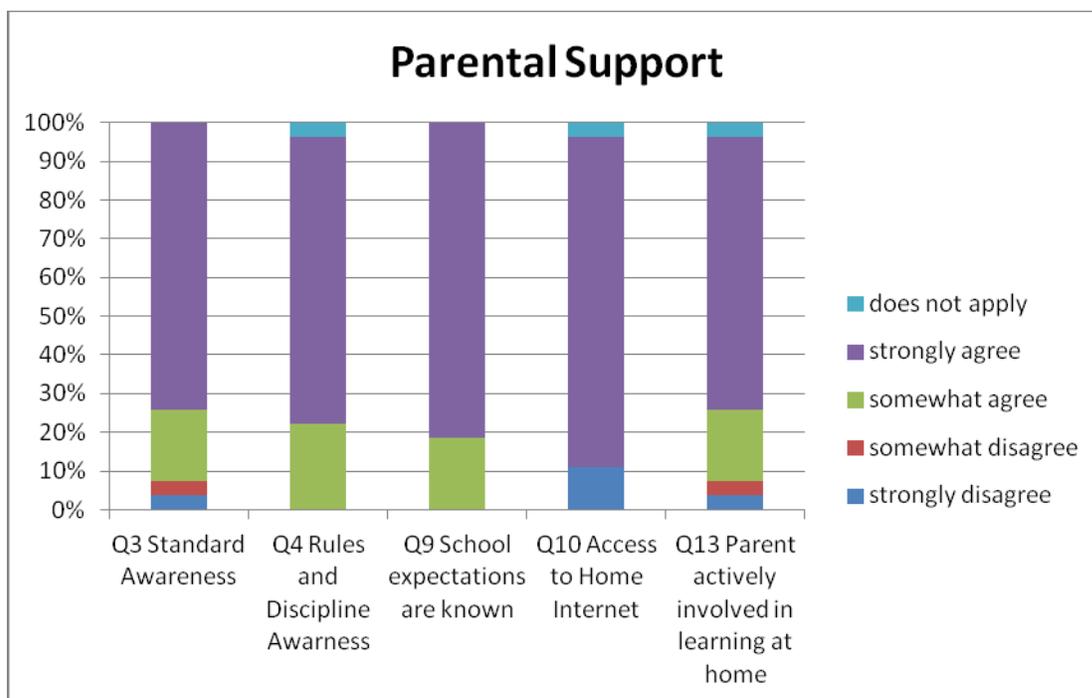
Sophomore parent comment “Cannot properly answer #14, 15, and 16. I believe my child is safe at school but hasn’t always. I also know some high-schoolers are involved in drugs & alcohol, but not sure if that extends to school.”

Sophomore parent comment “Why is smoking permitted on school grounds – witnessed at the steps of the old superintendent building before school and during lunch.”



What the committee found interesting about some of the “disagree” responses is that we are not sure if the parent/s are reading the question prompt accurately. The survey prompt was specifically about receiving information in the primary language spoken at home. All of the school correspondances to parents are printed bilingually (English and Spanish). We are not aware of any other non-English speaking population that we serve, and the parent didn’t indicate what language he/she wished we would use. The comment by a senior parent was “Technology not used effectively to communicate to students, parents, and community.” The committee is not sure what technology that this parent is requesting. Everything is on-line – activities schedules, grades, direct link email to teachers, and Student Council even has a Face Book page. Staff members as indicated on question 4.12 of The Northwest Association of Accredited Schools Survey also agree that one of our strengths is the school wide use of Power School to keep us connected with parents and them up to date with their student’s progress.

A junior parent had commented, “The school counselor needs to be more involved.” The committee also disagrees with this parental comment as the counselor is always available to students through office appointments and impromptu visits. Every high school student registers their classes with the counselor, and we find him available working with students all the time. A career fair is held each year, and the counselor maintains a bulletin board with much information about schools, military, scholarships, etc. Also, he advises the Academic Team and Student Council.



The committee expected the parental support would be high from the group of parents who responded to the survey. For the most part, parents are aware of what is expected of their student by the school and the state, and they do what they can to support student success. The school issues a student handbook with all the rules at the beginning of each year. In addition, many staff members give students a handout of course expectation and/or a syllabus.

A sophomore parent commented, “Dress code is not being enforced.” The committee feels that this isn’t an issue with the overall student population. As any school, we have a few students who push the boundaries; however, when students are addressed, they correct the issue

with different clothing from their locker. Normally, parents are not in our hallways during day-to-day operation, so if this comment came from a staff member who has a child/children in school, then the issue should be brought up in our staff meetings.

**Comments from 2012 Parent Survey not related to any specific items.**

Junior Parent 1: "New Subject: student should be given a bird's eye view of what the class and the expectation, like video production. This was not explained to be a boring class."

Junior Parent 2: "Teach more history, less religion stuff."

## Results from 2012-2013 Student Survey

### Survey Committee

COMMITTEE MEMBER	POSITION
Barbara Buk	Teacher—social studies
Sandy Condie	Teacher—resource/reading
Carrie Schneider	Teacher—math
Myra Ramos	Student

#### **SUMMARY:**

Students at Pershing County High School completed a student survey during the fall of 2012. All students, grades 9-12, completed all sections of the survey during their English classes. Results were tabulated, and strengths and weaknesses were identified. Further, student responses were looked at in order to identify any other issues students may have that were not included in the survey questions. These results were shared with staff during a teacher workday in January.

#### **STUDENT SURVEY RESULTS:**

##### **STRENGTHS:**

1. Questions 1-5 resulted in high responses for “somewhat agree” and “strongly agree.” These questions read as: “I am continuing to learn...”  
Specifically, question 1: “I am continuing to learn reading and writing” resulted in 95.5% (freshmen); 97.9% (sophomores); 95% (juniors); 97.3 (seniors) who somewhat or strongly agree.  
Question 5 “I am aware that I have to pass the proficiency tests” resulted in 95.6% (freshmen); 100% (sophomores); 88.2% (juniors); 97.5 (seniors) who somewhat or strongly agree.  
These results correlate to the results of the staff survey standard 2.1. This standard indicates an awareness of curricular responsibilities within their discipline and how they relate to AYP expectations.  
These results also correlate with the results of the staff survey standard 3.2 and 3.3, which indicate that staff feel they reach students on an individual level, and they feel strong in both content knowledge and pedagogy to a point where they are meeting the academic needs of their students.
2. Question 8 “I am aware of the school rules and the consequences for not following them” resulted in 95.5% (freshmen); 93.8% (sophomores); 92.9% (juniors); 82.1% (seniors) who somewhat or strongly agree.
3. Question 13 “I know what teachers expect of my schoolwork and me” resulted in 88.9% (freshmen); 93.6% (sophomores); 90.5% (juniors); 94.8% (seniors) who somewhat or strongly agree.
4. Question 21 “Teachers encourage me to stay in school, through graduation” resulted in 91.1% (freshmen); 91.7% (sophomores); 95.2% (juniors); 82.1% (seniors) who somewhat or strongly agree.
5. Question 15 “My school has enough computers for me to use during the school day to help me with my work” resulted in 91.1% (freshmen); 91.7% (sophomores); 100% (juniors); 87.2% (seniors) who somewhat or strongly agree. \*NOTE: this refers ONLY to computers, not necessarily updated technology, which should continue to be provided and available to students. Question 19 “The school provides the textbooks and materials I need for schoolwork” resulted in 91.2% (freshmen); 95.8% (sophomores); 92.8% (juniors); 94.9% (seniors) who somewhat or strongly agree.

**WEAKNESSES:**

1. Question 25 “Drugs and alcohol are a problem at this school” resulted in 51.2% (freshmen); 66% (sophomores); 57.1% (juniors); 69.2% (seniors) who somewhat or strongly agree.

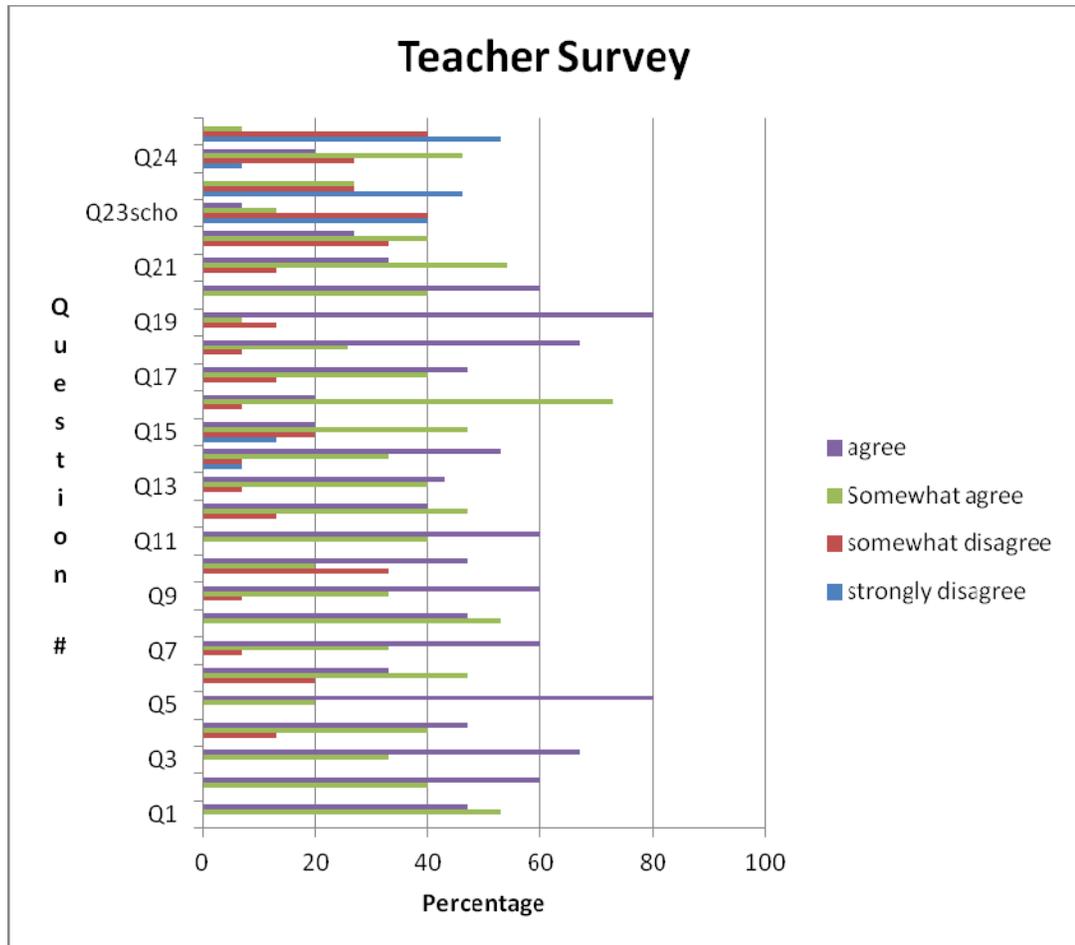
Additional comments made by students resulted in the following:

- Some students indicate the need for more classes, such as technology and home economics. This comment was made by 10 students.
- Some students indicate some dissatisfaction of teaching practices in some classes. This comment was made by 6 students.
- Some students indicate the need for better and bigger lockers. This comment was made by 5 students.
- Some students the need for better lockers and a bathroom in the girls’ locker room. This comment was made by 6 students.

## Results from 2012-2013 Staff Survey

### Survey Committee

Name	Position
Julie Terry	Special Education , Speech/Drama Teacher
Linda Safford	Special Education Teacher
Dave McLean	Physical Education teacher
Samantha Dennler	Student



#### Strengths:

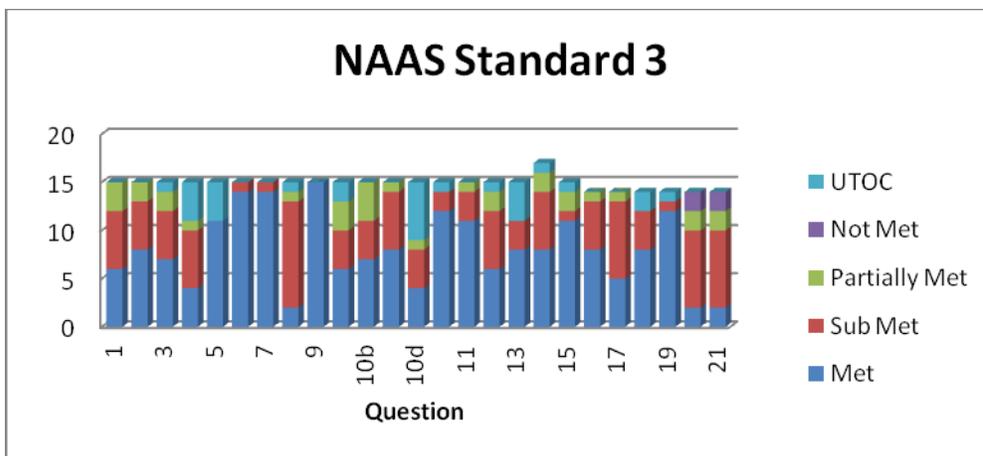
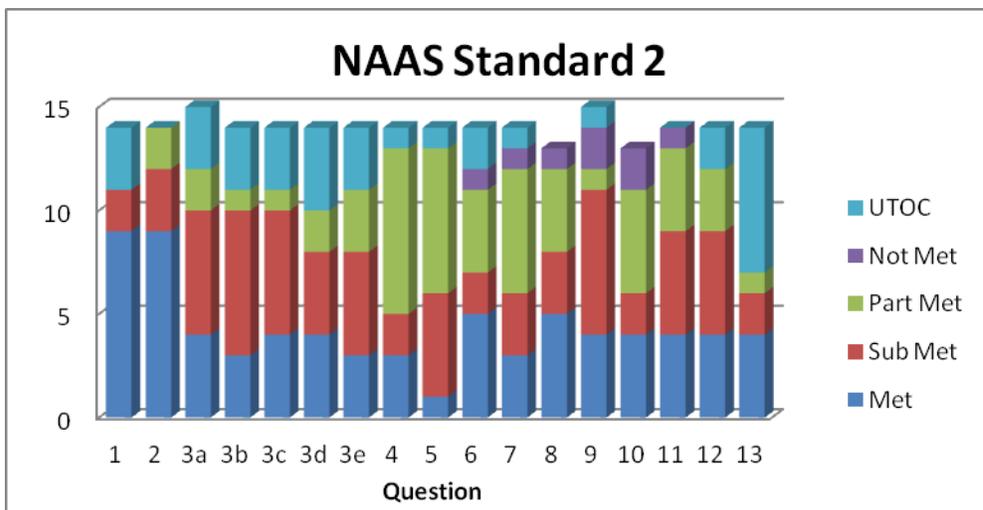
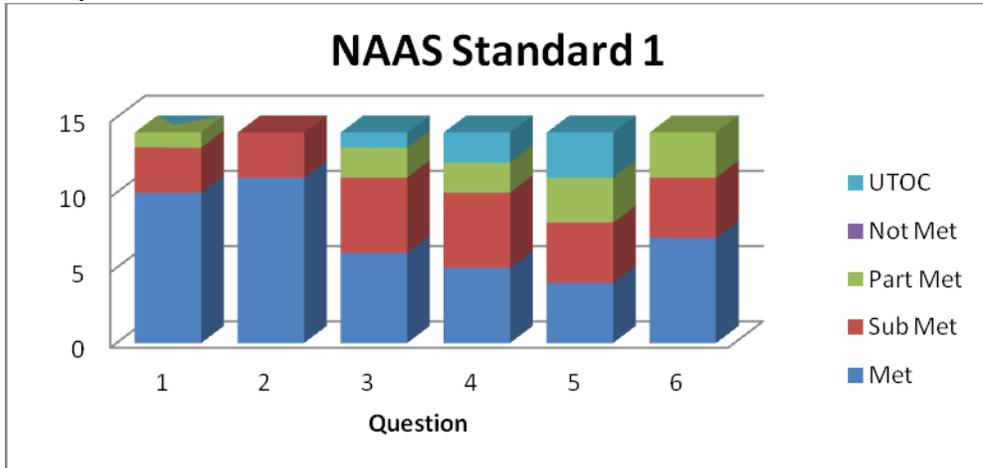
1. Working as a staff to help students: This correlates with the NAAS Standards Review Standard 3 - Instruction.
2. We have technology available to students and a variety of resources to help students learn, such as a media center and library.
3. Our school provides adequate extracurricular activities, which could correlate with the Mission statement in reference to Mustang Pride in Standard 1.

#### Weaknesses:

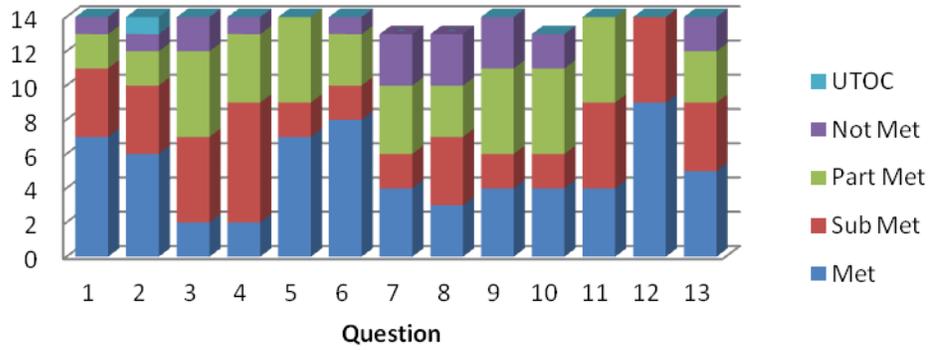
1. Drugs and Alcohol is a problem at our school.
2. We see a weakness because of the lack of curriculum, such as AP or Honors Courses, which correlates with the area of improvement in Standard 2: Curriculum.
3. School Discipline is an issue.

## NAAS SURVEY RESULTS

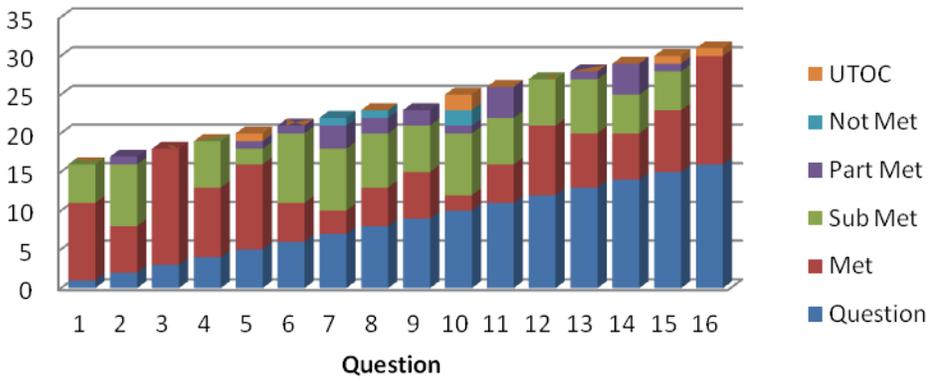
The survey designed by the Northwest Accreditation Committee was completed by the school staff. The following charts present the findings for all sections of the NAAS Survey:



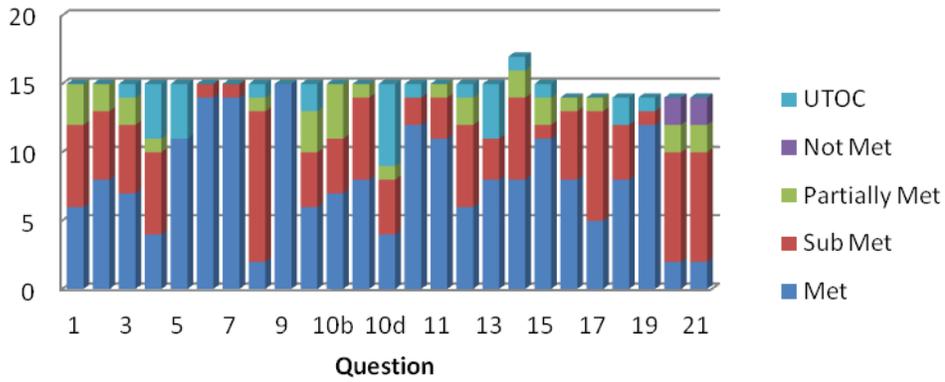
### NAAS Standard 4



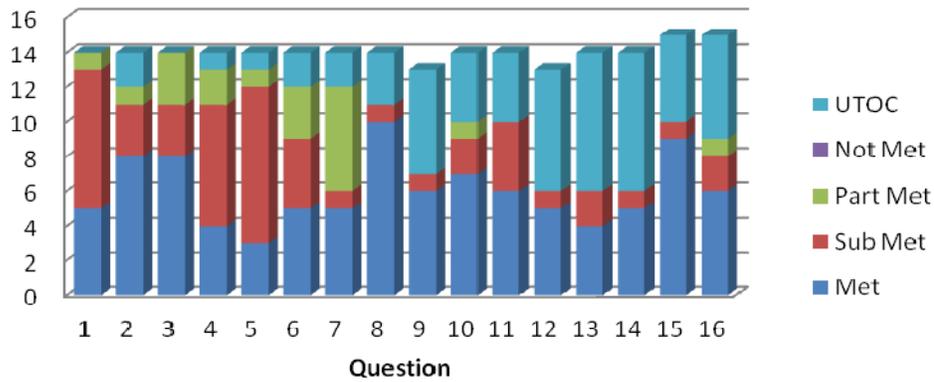
### NAAS Standard 5



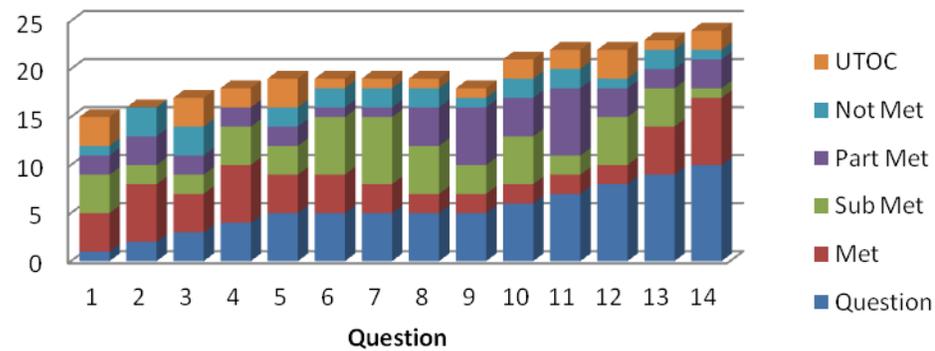
### NAAS Standard 6



### NAAS Standard 7



### NAAS Standard 8



## Statement of School Strengths and Weaknesses

<b>Strengths</b>	<b>Weaknesses</b>
PCHS achieves annual AYP requirements; currently the school is “Adequate.”	Drug and alcohol problems are perceived by all stakeholders. (Stakeholder Surveys, NAAS 5.14)
As a whole, students achieve at a level at or above their peers statewide.	Within some subgroups, notably Hispanic, student achievement is lower than their peers statewide (NAAS 8.7, 4.7) (Fluctuation in HSPE pass rates, coming Common Core Standards)
Students feel welcome in the classroom as well as in extracurricular activities (as evidenced by participation rates).	The curriculum at PCHS doesn’t meet the needs of all students in a manner that is satisfactory to all stakeholders (NAAS 8.7)
All staff members are Highly Qualified for the classes they teach.	

## **PART IV – SCHOOL MISSION AND BELIEFS**

### **Executive Summary**

The Pershing County High School staff, acting as a Review Committee, reviewed our Mission and Beliefs statements. The Leadership Class, led by Mr. Schottell, also looked at the statements as part of the review process. We made the decision that we could maintain the existing Mission and Beliefs for our school. The NAAS Survey results indicated that staff members believe in these statements. Possibly due to the fact that we have had a very limited staff turnover, the beliefs, which were developed in our previous Accreditation Process, still represent what our staff believes. Students have also incorporated the existing Mission Statement (PRIDE) into our school culture, via signage, T-shirts, and school activities. Students have bought into the idea of Mustang Pride as a way they do business.

### **Mission and Belief Statement:**

*Pershing County High School*

*Mustang PRIDE*

*Perseverance*

*Respect*

*Intelligence*

*Determination*

*Excellence*

Promoting PRIDE in our school through educational and extra-curricular activities to prepare students for a successful future.

*Perseverance* is a drive over difficulties, obstacles and discouragement. Perseverance is important because life is a series of obstacles, and without perseverance one won't go anywhere.

*Respect* is to show regard or consideration for and/or to hold in esteem or honor one's self as well as others. Respect is a two way street – you need to give respect in order to receive it.

*Intelligence* is a capacity for learning, reasoning, understanding, and similar forms of mental activity. Maximizing one's intelligence is key to a successful future.

*Determination* is the quality of being resolute. Determination is important when setting and striving to achieve goals.

*Excellence* is the state, quality, or condition of excelling. It relates to achieving at a superior level. Excellence is important in the work done in high school and post-high school endeavors.

## **Part V – The Inquiry Process**

### **Executive Summary**

The data gathering process led the Accreditation Committee to an identification of our strengths and weaknesses. From these, we were able to identify our priority need areas for our school. All of the goals are focused on improving student performance and are the product of triangulating all of our data, including the NAAS Survey, stakeholder surveys, test data, and other data from school Annual Accountability Reports. We also used a forward-thinking approach, primarily our knowledge of the coming Common Core Standards in guiding our decision-making.

Strengths that were reflected in the data we collected include the fact that we meet or exceed the annual AYP requirements. We also see our students achieve at a level at or above their peers statewide. Data indicate that our students take part in extra-curricular activities at a high rate, indicating that there is a comfort level in our school for students to take risks and apply themselves outside of the classroom. Finally, all of our teachers are highly qualified for the positions they hold, which is impressive given the number of staff members we have teaching within multiple subject areas.

The data reflect that we are succeeding in many areas. Among these strengths is that the students of Pershing County High School have been outperforming their peers on the high school proficiency tests on a regular basis. This performance carries through the various subgroups, including the Hispanic students on whom we chose to focus. Even though this is a strength, we still see fluctuations in the performance of these students, and we are aware of coming changes due to the Common Core Standards that will be taking full effect in a short time. We have chosen to focus on strengthening student learning in math and English Language Arts as our first learning goal.

#### **Goal #1: Pershing County High School will continue to adjust curriculum and methods within science, math and English-Language Arts to address concerns related to student performance and to address needs due to the approaching the Common Core Standards**

The results of the NAAS survey, especially our weaknesses in Standard 2, 3, 4, 5 and 8, support the need for this learning goal. Along with these survey results, this need is reflected in parent, student, and staff member surveys, which identify a need to expand our curriculum in an effort to meet the needs of all students. Finally, the need to focus on this is supported by Pershing County socio-economic data, especially those data related to poverty, education levels achieved by parents, and the number of single-parent households. We acknowledge that budget, space, and staffing issues make this a difficult goal to meet; we have made a decision to work within those constraints in order to increase student performance.

Our second goal, related to limiting the harmful effects of drugs and alcohol on our students, is a difficult one to address, and it is a carry-over from our previous accreditation report. Student discipline data, taken from the Annual Accountability Reports, do show that our previous efforts were somewhat effective on this topic, yet data from the NAAS Survey and our stakeholder surveys indicate that this is still a problem which merits our efforts:

**Goal #2: Pershing County High School will work to limit the negative effects of drugs, tobacco, and alcohol on student performance.**

As mentioned above, this was a common theme across all stakeholder surveys; this link is strongest in staff and student surveys. Secondly, tardiness data reflect a large number of students missing out on class time. It is known that many of these students are taking a “smoke-break”, resulting in their tardiness. Finally, the need is echoed in the NAAS survey results – especially 5.8 and 6.10 a-e.

Because this was a goal in our former report, there is some concern among the committee members that there are limited avenues to effect change in this community-wide problem.

Learning Goal	Measurable Objectives
<p><b>Goal #1: Pershing County High School will continue to adjust curriculum and methods within science, math and English-Language Arts to address concerns related to student performance and address needs due to the approaching the Common Core Standards</b></p>	<p><b>1. After setting a baseline following the results of the pilot tests, PCHS will achieve an increase of 2% on the tests within each discipline; Our work towards this goal will lead to an increase in pass rates on the current High school Proficiency Test (HSPE)during the first year of our plan.</b></p> <p><b>2. The staff and administration will conduct an annual analysis of the school’s schedule in order to meet student needs related to: a. common core curriculum, b. state grad requirements, c. career and college readiness.</b></p>
<p><b>Goal #2: Pershing County High School will work to limit the negative effects of drugs, tobacco, and alcohol on student performance.</b></p>	<p><b>1. There will be a 5% decrease in high risk activities (drugs, tobacco, and alcohol) as measured by anonymous surveys.</b></p>

**PART 5: IMPROVEMENT GOALS AND MEASURABLE OBJECTIVES – 5 YEAR BLUEPRINT**

Goal 1: Pershing County High School will continue to adjust curriculum and methods within science, math and English-Language Arts to address concerns related to student performance and address needs due to the approaching Common Core Standards

Measurable Objective 1: After setting a baseline following the results of the pilot tests, PCHS will achieve an increase of 2% on the tests within each discipline; Our work towards this goal will lead to an increase in pass rates on the current high school Proficiency Test (HSPE)during the first year of our plan.

Measurable Objective 2: The staff and administration will conduct an annual analysis of the school's schedule in order to meet student needs related to: a. common core curriculum, b. state grad requirements, c. career and college readiness.

Goal 2: Pershing County High School will work to limit the negative effects of drugs, tobacco, and alcohol on student performance.

Measurable Objective #1: There will be a 5% decrease in high risk activities (drugs, tobacco, and alcohol) as measured by anonymous surveys.

**PART 5: SCHOOL IMPROVEMENT MASTER PLAN & REFORM STRATEGIES – 5 YEAR BLUEPRINT**

**EXECUTIVE SUMMARY:** After identification of our needs through data gathering and analysis, the committee began to organize a plan for addressing our needs. The staff took several staff workdays to develop this plan. Initially, the first goal was related to increasing HSPE test scores in math, science and English-Language Arts. This goal proved problematic due to the coming changes brought about by the switch to the Common Core Curriculum. Due to the switch and uncertainty regarding test scores, we have chosen the pilot year (year two of our plan) as a time to set a baseline number from which we can work for the remainder of the plan. The positive side of doing this now is that it will allow the entire staff of PCHS to be involved in preparation for the Common Core and we will have a plan in place to adapt to changes that we face. We believe our focus on adjusting towards Common Core Standards will lead to improvement of pass rates on the HSPE during the first year of our plan. As is the case with many schools, we are already working towards this goal. The math teachers worked as a group throughout the year with an RPDP representative with the goal of implementing the Common Core Standards and making adjustments to the existing curriculum. The English department teachers met similarly with RPDP in an effort to update the writing process in the school. This process has included the science and the social studies teacher at times, as well. The goal of these meetings was to initiate a writing process that would be consistent across the curriculum. The hope was that through a consistent writing format student preparation for the writing test would be improved. These meetings formed the basis for the plan for our first goal, and the teachers involved in this process formed the subcommittee tasked with the goal of writing the plan.

**Year 1**

**Goal 1:** Pershing County High School will continue to adjust curriculum and methods within science, math and English-Language Arts to address concerns related to student performance and to address needs due to the approaching Common Core Standards

**Measurable Objective #1.** After setting a baseline following the results of the pilot tests, PCHS will achieve an increase of 2% on the tests within each discipline; Our work towards this goal will lead to an increase in pass rates on the current high school Proficiency Exam (HSPE) during the first year of our plan.

<b>Action Plan</b>				<b>Monitoring Plan</b>	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
1.1 Identify Appropriate placement for all students (incoming district students, special education students, and transfer students from other districts in which courses do not necessarily line up) into	Spring and Summer 2013	Current courses and instructors in place	Counselor, principal, Teacher feedback.	Grade level enrollment into specific courses	Principal

appropriate courses for successful instruction in each discipline to prepare for respective proficiencies.					
1.2 Inter-departmental meetings/ trainings for the alignment of Common Core reading and writing, Next Gen Science Standards and Math (Focus Algebra and Geometry)	Twice quarterly	RPDP trainings and facilitation of vertical meetings.	Cindy Plummer (RPDP trainer), Principal	Attendance at those meetings and verification of implementation of strategies/ curricula	RPDP trainer and principal for implementation
1.3 Plan and implement a program of opportunities for active review of science and math proficiency standards, and reading/writing workshops either within or beyond regular instructional day (with special focus on Hispanic subgroup).	Beginning fall of 2013	Teaching Staff Library resource center, test prep resources	Teachers, media specialist, counselor	Usage numbers for website resources in library, and curricula/or material use.	Media specialist for library resource use and teachers for documented time or curricula in review.
1.4 Establish a baseline of student performance on Common Core Pilot Tests in order to measure sustained growth.	Spring of 2014	Summative assessment results	Teachers, principal, counselor, test director	Yearly summative assessment results	Principal/test director/counselor

**Year 2**

<b>Goal 1:</b> Pershing County High School will continue to adjust curriculum and methods within science, math and English-Language Arts to address concerns related to student performance and to needs due to the approaching the Common Core Standards					
<b>Measurable Objective #1.</b> After setting a baseline following the results of the Common Core pilot tests, PCHS will achieve an increase of 2% on the tests within each discipline.					
<b>Action Plan</b>				<b>Monitoring Plan</b>	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
1.1 Monitor student placement in appropriate courses in all disciplines.	annually	Current courses and instructors in place	Counselor, principal, Science teacher feedback.	Grade level enrollment into specific courses	Principal
1.2 Inter- and Intra-departmental meetings/ trainings for the alignment of standards in all disciplines. (Math focus - Alg II and Int. Alg and Geometry)	Twice quarterly	RPDP trainings and facilitation of vertical meetings .	Cindy Plummer, Principal	Attendance at those meetings and verification of implementation of strategies/ curricula	RPDP trainer / and principal for implementation
1.3 Implement a program opportunities for active review of curriculum either within or beyond regular instructional day.	Beginning fall of 2014	Teaching Staff Library resource center, test prep resources	Teachers, media specialist, counselor	Usage numbers for website resources in library, and curricula/or material use.	Media specialist for library resource use and teachers for documented time or curricula in review.

**Year 3**

<b>Goal 1:</b> Pershing County High School will continue to adjust curriculum and methods within math, science, and English –Language Arts to address concerns related to student performance and address needs due to approaching the Common Core Standards.					
<b>Measurable Objective #1.</b> After setting a baseline, according to the results of the pilot tests, PCHS will achieve an increase of 2% on the tests within each discipline.					
<b>Action Plan</b>				<b>Monitoring Plan</b>	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
1.1 Monitor student placement in appropriate courses in all disciplines.	annually	Current courses and instructors in place	Counselor, principal, Science teacher feedback.	Grade level enrollment into specific courses	Principal
1.2 Inter- and Intra-departmental meetings/ trainings for the adjustment and alignment of standards in all disciplines. (Math focus Pre-calculus and Int Alg/Geom II)	Twice quarterly	RPDP trainings and facilitation of vertical meetings.	Cindy Plummer, Principal	Attendance at those meetings and verification of implementation of strategies/ curricula	RPDP trainer / and principal for implementation
1.3 Monitor and adjust program for Common Core across the curriculum.	Beginning fall of 2016	Teaching Staff Library resource center, test prep resources	Teachers, media specialist, counselor	Usage numbers for website resources in library, and curricula/or material use.	Media specialist for library resource use and teachers for documented time or curricula in review.

**Year 4**

<b>Goal 1:</b> Pershing County High School will continue to adjust curriculum and methods within math, science, and English –Language Arts to address concerns related to student performance and to address needs due to approaching the Common Core Standards.					
<b>Measurable Objective #1.</b> After setting a baseline, according to the results of the pilot tests, PCHS will achieve an increase of 2% on the tests within each discipline.					
<b>Action Plan</b>				<b>Monitoring Plan</b>	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
1.1 Monitor student placement in appropriate courses in all disciplines	annually	Current courses and instructors in place	Counselor, principal, Science teacher feedback.	Grade level enrollment into specific courses	Principal
1.2 Inter- and Intra-departmental meetings/ trainings for the adjustment and alignment of standards in all disciplines.	Twice quarterly	RPDP trainings and facilitation of vertical meetings.	Cindy Plummer, Principal	Attendance at those meetings and verification of implementation of strategies/ curricula	RPDP trainer / and principal for implementation
1.3 Monitor and adjust program for Common Core across the curriculum.	Beginning fall of 2017	Teaching Staff Library resource center, test prep resources	Teachers, media specialist, counselor	Usage numbers for website resources in library, and curricula/or material use.	Media specialist for library resource use and teachers for documented time or curricula in review.

**Year 5**

<b>Goal 1:</b> Pershing County High School will continue to adjust curriculum and methods within math, science, and English –Language Arts to address concerns related to student performance and to address needs due to approaching the Common Core Standards.					
<b>Measurable Objective #1.</b> After setting a baseline according to the results of the pilot tests, PCHS will achieve an increase of 2% on the tests within each discipline.					
<b>Action Plan</b>				<b>Monitoring Plan</b>	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
1.1 Monitor student placement in appropriate courses in all disciplines	annually	Current courses and instructors in place	Counselor, principal, Science teacher feedback.	Grade level enrollment into specific courses	Principal
1.2 Inter- and Intra-departmental meetings/ trainings for the adjustment and alignment of standards in all disciplines.	Twice quarterly	RPDP trainings and facilitation of vertical meetings.	Cindy Plummer, Principal	Attendance at those meetings and verification of implementation of strategies/ curricula	RPDP trainer / and principal for implementation
1.3 Monitor and adjust program for Common Core across the curriculum.	Beginning fall of 2018	Teaching Staff Library resource center, test prep resources	Teachers, media specialist, counselor	Usage numbers for website resources in library, and curricula/or material use.	Media specialist for library resource use and teachers for documented time or curricula in review.

**Year 1**

**Goal 1:** Pershing County High School will continue to adjust curriculum and methods within math, science, and English –Language Arts to address concerns related to student performance and to address needs due to approaching the Common Core Standards.

**Measurable Objective #2:** The staff and administration will conduct an annual analysis of the school’s schedule in order to meet student needs related to: a. common core curriculum, b. state grad requirements, and c. career and college readiness.

<b>Action Plan</b>				<b>Monitoring Plan</b>	
<b>Action Steps</b>	<b>Timeline</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Monitoring Measures</b>	<b>Person(s) Responsible</b>
1.1 Identify appropriate placement and needs for all students, based upon the results of Common Core / other appropriate tests and individual goals.	Spring and Summer 2013	Current courses and instructors in place	Counselor, principal, Staff feedback.	Grade level enrollment into specific courses, Student achievement	Principal
1.2 Analyze course offerings / adjust as required to meet student needs and state graduation requirements.	Spring and Summer 2013	Staff	Counselor, principal, Staff feedback	Student achievement, eligibility, Class enrollment numbers	Principal
1.3 Review math and science curriculum to meet Common Core Standards.	Spring and Summer 2013	Current courses and instructors in place	Counselor, principal, Math and Science teacher feedback.	Adjustments as necessary	Principal

**Year 2**

**Goal 1:** Pershing County High School will continue to adjust curriculum and methods within math, science, and English –Language Arts to address concerns related to student performance and to address needs due to approaching the Common Core Standards.

**Measurable Objective #2:** The staff and administration will conduct an annual analysis of the school’s schedule in order to meet student needs related to: a. common core curriculum, b. state grad requirements, and c. career and college readiness.

<b>Action Plan</b>				<b>Monitoring Plan</b>	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
1.1 Identify appropriate placement and needs for all students, based upon the results of Common Core / other appropriate tests and individual goals.	Fall 2014	Current courses and instructors in place	Counselor, principal, Science teacher feedback.	Grade level enrollment into specific courses	Principal
1.2 Teacher-focused Professional Development centered on Common Core	Fall-Spring - 2014	RPDP, District	Teachers, Cindy Plummer, Principal	Attendance at those meetings and verification of implementation of strategies/ curricula	Principal
1.3 Update curriculum to meet Graduation requirements (math / Science)	Beginning fall of 2013	Science / Math departments, Administration	Teachers, principal,	Development of specific courses as required.	Principal

**YEAR 3**

**Goal 1:** Pershing County High School will continue to adjust curriculum and methods within math, science, and English –Language Arts to address concerns related to student performance and to address needs due to approaching the Common Core Standards.

**Measurable Objective #2:** The staff and administration will conduct an annual analysis of the school’s schedule in order to meet student needs related to: a. common core curriculum, b. state grad requirements, and c. career and college readiness.

<b>Action Plan</b>				<b>Monitoring Plan</b>	
<b>Action Steps</b>	<b>Timeline</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Monitoring Measures</b>	<b>Person(s) Responsible</b>
1.1 Identify appropriate placement and needs for all students, based upon the results of Common Core / other appropriate tests and individual goals.	Fall 2015	Current courses and instructors in place	Counselor, principal, Teacher feedback.	Grade level enrollment into specific courses	Principal
1.2 Teacher-focused Professional Development centered on Common Core	Fall - Spring 2015 -16	RPDP, District	Teachers, Cindy Plummer, Principal	Attendance at those meetings and verification of implementation of strategies/ curricula	Principal
1.3 Review curriculum to meet grad requirements	Spring and Summer 2016	Current courses and instructors in place	Counselor, principal, Teacher feedback.	Grade level enrollment into specific courses	Principal
1.4 Prepare Juniors for the new Common Core Exams	Fall - Spring 2015 -16	Current Courses	Math, science, ELA Teaching Staff	Student Achievement, pass rates	Principal

**YEAR 4**

**Goal 1:** Pershing County High School will continue to adjust curriculum and methods within math, science, and English –Language Arts to address concerns related to student performance and to address needs due to approaching the Common Core Standards.

**Measurable Objective #2:** The staff and administration will conduct an annual analysis of the school’s schedule in order to meet student needs related to: a. common core curriculum, b. state grad requirements, and c. career and college readiness.

<b>Action Plan</b>				<b>Monitoring Plan</b>	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
1.1 Identify appropriate placement and needs for all students, based upon the results of Common Core / other appropriate tests and individual goals.	Fall 2016	Current courses and instructors in place	Counselor, principal, Science teacher feedback, ESL Instructor.	Grade level enrollment into specific courses	Principal
1.2 Adjust and adapt entire curriculum for Common Core Standards	Fall 2016	Current instructors in place	Counselor, principal, Teacher feedback.	Adaptations to specific courses	Principal
1.3 Teacher-focused Professional Development centered on Common Core	Fall-Spring – 2016, 2017	RPDP, District	Teachers, Cindy Plummer, Principal	Attendance at those meetings and verification of implementation of strategies/ curricula	Principal
1.4 Review curriculum to meet grad requirements	Spring and Summer 2017	Current courses and instructors in place	Counselor, principal, Science teacher feedback.	Grade level enrollment into specific courses	Principal
1.5 Prepare Juniors for the new Common Core Exams	Fall-Spring – 2016-2017	Current Courses	Math, science, ELA Teaching Staff	Student Achievement, pass rates	Principal

**YEAR 5**

<b>Goal 1:</b> Pershing County High School will continue to adjust curriculum and methods within math, science, and English –Language Arts to address concerns related to student performance and to address needs due to approaching the Common Core Standards.					
<b>Measurable Objective #2:</b> The staff and administration will conduct an annual analysis of the school’s schedule in order to meet student needs related to: a. common core curriculum, b. state grad requirements, and c. career and college readiness.					
<b>Action Plan</b>				<b>Monitoring Plan</b>	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
1.1 Identify appropriate placement and needs for all students, based upon the results of Common Core / other appropriate tests and individual goals.	Fall 2017	Current courses and instructors in place	Counselor, principal, Science teacher feedback.	Grade level enrollment into specific courses	Principal
1.6 Adjust and adapt entire curriculum for Common Core Standards	Fall 2017	Current instructors in place	Counselor, principal, Teacher feedback.	Adaptations to specific courses	Principal
1.7 Teacher-focused Professional Development centered on Common Core	Fall-Spring – 2017, 2018	RPDP, District	Teachers, Cindy Plummer, Principal	Attendance at those meetings and verification of implementation of strategies/ curricula	Principal
1.8 Review curriculum to meet grad requirements	Spring and Summer 2018	Current courses and instructors in place	Counselor, principal, Science teacher feedback.	Grade level enrollment into specific courses	Principal

**Goal 2:** PCHS will work to limit the participation in high risk activities such as drugs, tobacco and alcohol.

**Measurable Objective(s):** There will be a 5% decrease in high risk activities as measured by anonymous surveys.

<b>ACTION PLAN</b>				<b>MONITORING PLAN</b>	
<b>Action Steps</b> to implement the solutions/strategies <b><u>YEAR 1</u></b>	<b>Timeline</b> for implement ing action steps	<b>Resources</b> e.g., money, people, facilities to be used for implementatio n	<b>Person(s) Responsible</b> Who is the person or group who will ensure that each action step is implemented?	<b>Monitoring Measures</b> Identify data sources & timeline for monitoring the progress of each action step.	<b>Person(s) Responsible</b> Who is the person or group who will ensure that the progress is monitored?
1.1 Construct in house risk assessment survey	Before fall 2013	School web page	Schottel, Nee	Analyze survey results	Committee
1.2 Construct Web page/implement survey	Fall 2013- Bi- yearly	School web page	Nee, Schottel	Counselor monitors web page	Counselor
1.3 Use Unity Day to implement survey	Fall 2013- every year	Leadership Class	Leadership Class	Activity plan	Leadership Teacher
1.4 Continue NIAA Guidelines	2013-2014	NIAA	School AD	Drug tests for sports	AD, Principal
1.5 Evaluate school policies on drug, tobacco, and alcohol/ get rid of on campus smoking area	2013-2014	Committee/ School Nurse	Committee/ School Nurse	Activity Plan	Committee/ Principal
1.6 Collaborate with Law officials to have drug dog in school more frequently/ random times at least one a quarter	2013-2014	Police Department	Committee	Activity Plan	Principal/ committee

<b>Goal 2:</b> PCHS will work to limit the participation in high-risk activities such as drugs, tobacco and alcohol					
<b>Measurable Objective(s):</b> There will be a 5% decrease in high-risk activities as measured by anonymous surveys.					
<b>ACTION PLAN</b>				<b>MONITORING PLAN</b>	
<b>Action Steps</b>	<b>Timeline</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Monitoring Measures</b>	<b>Person(s) Responsible</b>
to implement the solutions/strategies  <u><b>YEAR 2</b></u>	for implementing action steps	e.g., money, people, facilities to be used for implementation	Who is the person or group who will ensure that each action step is implemented?	Identify data sources & timeline for monitoring the progress of each action step.	Who is the person or group who will ensure that the progress is monitored?
2.1 Continue risk Assessment	2014-2015	School web page	Nee, Schottel	Counselor monitors web page	Counselor
2.2 Use Unity Day to implement survey	2014-2015	Leadership Class	Leadership Class	Activity plan	Leadership teacher
2.3 Continue NIAA Guidelines	2014-2015	NIAA	School AD	Drug tests for sports	AD, Principal
2.4 Adopt a Dean of Students with intent to hire for MS and HS	2014-2015	Teacher Salary	Principal/ School board	Activity Plan	Principal

<b>Goal 2:</b> PCHS will work to limit the participation in high-risk activities such as drugs, tobacco and alcohol					
<b>Measurable Objective(s):</b> There will be a 5% decrease in high-risk activities as measured by anonymous surveys.					
<b>ACTION PLAN</b>				<b>MONITORING PLAN</b>	
<b>Action Steps</b>	<b>Timeline</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Monitoring Measures</b>	<b>Person(s) Responsible</b>
to implement the solutions/strategies  <b><u>Year 3</u></b>	for implementing action steps	e.g., money, people, facilities to be used for implementation	Who is the person or group who will ensure that each action step is implemented?	Identify data sources & timeline for monitoring the progress of each action step.	Who is the person or group who will ensure that the progress is monitored?
3.1 Continue risk Assessment	2015-2016	School web page	Nee, Schottel	Counselor monitors web page	Counselor
3.2 Use Unity Day to implement survey	2015-2016	Leadership Class	Leadership Class	Activity plan	Leadership teacher
3.3 Continue NIAA Guidelines	2015-2016	NIAA	School AD	Drug tests for sports	AD, Principal
3.4 Hire a Dean of Students to enforce drug, alcohol, tobacco policies.	2015-2016	Teacher salary	School board, principal	Activity plan	School board, principal

**Goal 2:** PCHS will work to limit the participation in high-risk activities such as drugs, tobacco and alcohol

**Measurable Objective(s):** There will be a 5% decrease in high-risk activities as measured by anonymous surveys.

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
to implement the solutions/strategies  <b><u>Year 4</u></b>	for implementing action steps	e.g., money, people, facilities to be used for implementation	Who is the person or group who will ensure that each action step is implemented?	Identify data sources & timeline for monitoring the progress of each action step.	Who is the person or group who will ensure that the progress is monitored?
4.1 Continue risk Assessment	2016-2017	School web page	Nee, Schottel	Counselor monitors web page	Counselor
4.2 Use Unity Day to implement survey	2016-2017	Leadership Class	Leadership Class	Activity plan	Leadership teacher
4.3 Continue NIAA Guidelines	2016-2017	NIAA	School AD	Drug tests for sports	AD, Principal
4.4 Hire a Dean of Students to enforce drug, alcohol, tobacco policies.	2016-2017	Teacher salary	School board, principal	Activity plan	School board, principal

<b>Goal 2:</b> PCHS will work to limit the participation in high-risk activities such as drugs, tobacco and alcohol					
<b>Measurable Objective(s):</b> There will be a 5% decrease in high-risk activities as measured by anonymous surveys.					
<b>ACTION PLAN</b>				<b>MONITORING PLAN</b>	
<b>Action Steps</b>	<b>Timeline</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Monitoring Measures</b>	<b>Person(s) Responsible</b>
to implement the solutions/strategies  <b><u>Year 5</u></b>	for implementing action steps	e.g., money, people, facilities to be used for implementation	Who is the person or group who will ensure that each action step is implemented?	Identify data sources & timeline for monitoring the progress of each action step.	Who is the person or group who will ensure that the progress is monitored?
5.1 Continue risk Assessment	2016-2017	School web page	Nee, Schottel	Counselor monitors web page	Counselor
5.2 Use Unity Day to implement survey	2016-2017	Leadership Class	Leadership Class	Activity plan	Leadership teacher
5.3 Continue NIAA Guidelines	2016-2017	NIAA	School AD	Drug tests for sports	AD, Principal
5.4 Hire a Dean of Students to enforce drug, alcohol, tobacco policies.	2016-2017	Teacher salary	School board, principal	Activity plan	School board, principal

**PART 6: EVALUATION OF THE SIP**

<p>Goal 1 Pershing County High School will continue to adjust curriculum and methods within math, science, and English-Language Arts to address concerns related to student performance and address needs due to the approaching the Common Core Standards.</p>	<p>Evaluation Measures</p>	<p>Timeline</p>	<p>Person(s) Responsible,</p>
<p>Measurable Objective #1: After setting a baseline following the results of the pilot tests, PCHS will achieve an increase of 2% on the tests within each discipline.</p>	<ul style="list-style-type: none"> <li>• Pilot test scores from Common Core State Exams.</li> <li>• Test data disaggregated by subject.</li> <li>• Test data specific to the Hispanic and IEP subgroups (if possible)</li> <li>• MAPS Data – beginning and end of the year as appropriate – disaggregated by subject and subgroup.</li> <li>• Team meetings / classroom data assessment, both inter- and intradepartmental.</li> <li>• ELA specific meetings with science and social studies staff members to align writing format (Constructed Response) across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Return of scores from Common Core Pilot test dates 2013-2014 school year.</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Teaching Staff by department</li> <li>• SIP Team</li> </ul>

<p>Measurable Objective #2. The staff and administration will conduct an annual analysis of the school's schedule in order to meet student needs related to: a. common core curriculum, b. state grad requirements, c. career and college readiness</p>	<ul style="list-style-type: none"> <li>• Team meetings (inter- and intradepartmental) to identify appropriate placement and needs for all students.</li> <li>• Evaluation of available data (MAPS, HSPE, Common Core pilot data) to determine adequacy of course offerings for students – with a focus on Hispanic and IEP subgroups.</li> <li>• Analysis of Nevada high school graduation requirements and adjustment as needed.</li> <li>• Analysis of Curriculum and Common Core/Next Generation Science Standards and adjust as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of Grad requirements and schedule adjustments – Sumer / Fall 2013</li> <li>• Analysis of available data – Fall, 2013, Spring 2014 as data become available.</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Teaching Staff by department</li> </ul>
<p>Goal 1, Measurable Objectives #1 and #2 Five year plan</p>			
<p>Research basis:  Smarter Balanced Consortium (2012). <a href="http://www.smarterbalanced.org/">Http://www.smarterbalanced.org/</a> <i>Information related to the Common Core Standards as well as test items/ scoring will be generated through the Smarter Balanced Consortium. One staff member has worked with the consortium on common core item-writing.</i>  Calkins, I., Ehrenworth, M., and Lehman, C. (2012). <i>Pathways to the Common Core. Many on our staff have worked through this book as an RPDP book study.</i>  Nevada Department of Education (2013). <i>Next generation science standards. Two science teachers are on the review committee for the NGSS and will take part in the steps for statewide implementation.</i></p> <p>2013-2014</p> <ul style="list-style-type: none"> <li>• Intra- and interdepartamental meetings/discussions related to Common Core and make curriculum adjustments.</li> <li>• ELA meetings with science and social studies to align writing format across the curriculum. A review of writing samples will take place at each meeting.</li> <li>• Review graduation requirements and student needs and adjust course offerings as needed.</li> <li>• Identify and apply appropriate placement for students based upon student needs and abilities.</li> </ul> <p>2014-2015</p> <ul style="list-style-type: none"> <li>• Analyze Common Core pilot scores, map data, and other pertinent information (such as I.E.P. requirements) and make appropriate curriculum adjustments.</li> </ul>			

- Continue intra- and interdepartmental meetings/discussions related to Common Core and curriculum adjustments focusing on the need to increase scores by 2% across subgroups.
- Adjust schedule as needed to meet the needs of all students but with a focus on Hispanic and I.E.P subgroups.

2015-2016

- Analyze Common Core scores, map data, and other pertinent information (such as I.E.P. requirements) and make appropriate curriculum adjustments.
- Continue intra- and interdepartmental meetings/discussions related to common core and curriculum adjustments focusing on the need to increase scores by 2% across subgroups.
- Review schedule and course offerings, adjust as needed.

2016-2017

- Review common core standards via smarter balanced information. Adjust curriculum as necessary.
- Continue intra- and interdepartmental meetings/discussions related to common core and curriculum adjustments focusing on the need to increase scores by 2% across subgroups.
- Review schedule and course offerings, adjust as needed.

2017-2018

- Analyze common core scores, map data, and other pertinent information (such as i.e.p. Requirements) and make appropriate curriculum adjustments.
- Continue intra- and interdepartmental meetings/discussions related to common core and curriculum adjustments focusing on the need to increase scores by 2% across subgroups
- Review state graduation requirements and adjust course offerings as mandated.

PART 6: EVALUATION OF THE SIP

Goal #2: PCHS will work to limit the participation in high risk activities such as drugs, tobacco and alcohol	Evaluation Measures	Timeline	Person(s) Responsible,
There will be a 5% decrease in high risk activities as measured by anonymous surveys	Surveys distributed to students twice each year.	Sept. 2013 and May 2014.	Administrator and Counselor
	Monitor results of NIAA screening	As delivered throughout each activity's season.	Athletic Director
Goal 2, Measurable Objective #1 Five year plan			
<p>Research Basis:</p> <p>American Lung Association (2010). Not on Tobacco (NOT) Program. <i>This is a nationally recognized program to help teens quit smoking. The success of this program serves to show the committee that there are ways to help teens quit smoking.</i></p> <p>Faggiano F, et al. (2008). The effectiveness of a school-based substance abuse prevention program. Preventative Medicine. doi:10.1016/j.ypmed.2008.06.06.018 <i>This study, implemented in Europe, indicated two things helpful to our plan. First, the study indicated that anonymous survey results administered to teens can be trusted and that programs can have some effect in influencing high-risk behaviors.</i></p> <p>Nevada department of education (2012). Youth risk survey. <i>This annual risk survey given by the state of Nevada served as the template for the survey designed by the committee.</i></p> <p>2013-2014</p> <ul style="list-style-type: none"> <li>• Construct Risk Survey that will monitor student risk behaviors.</li> <li>• Adapt school web page for survey implementation</li> <li>• Complete surveys with students during Fall Unity Day activities as well as at end of the year.</li> </ul>			

- Monitor survey results; build a database of survey results which will be maintained and updated following each survey implementation.
- Add a Dean of Students to the high school staff, if feasible.

#### 2014-2015

- Implement surveys with students - beginning and end of the school year.
- Evaluate survey results; Compare to prior year surveys.
- Research and implement programs to address behaviors as needed (examples being Drunk Driving Simulators, DARE wreck simulations, etc).
- Continue Dean of Students position.

#### 2015-2016

- Implement surveys with students - beginning and end of the school year.
- Evaluate survey results; Compare to prior year surveys.
- Research and implement programs to address behaviors as needed .
- Continue Dean of Students position.

#### 2016-2017

- Implement surveys with students - beginning and end of the school year.
- Evaluate survey results; Compare to prior year surveys.
- Research and implement programs to address behaviors as needed .
- Continue Dean of Students position.

#### 2017-2018

- Implement surveys with students - beginning and end of the school year.
- Evaluate survey results; Compare to prior year surveys.
- Research and implement programs to address behaviors as needed .
- Continue Dean of Students position.