



Executive Summary

Trinity High School

Mr. Derald Grauberger, Director
700 E Saint Louis Ave
Las Vegas, NV 89104-2823

TABLE OF CONTENTS

Introduction.....	1
Description of the School.....	2
School's Purpose.....	3
Notable Achievements and Areas of Improvement.....	4
Additional Information	5

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Trinity International Schools is located in the heart of Las Vegas, at 700 East Saint Louis Avenue. Three years ago, TIS relocated to its present location with 57 students, reaching enrollment of 93 students three years later. The surrounding community is a mature neighborhood with churches, schools, and businesses. The school sits on the border of the historic South Ridge neighborhood in the heart of Las Vegas. The student population is an international one, comprised of the following: 61.4% Asian, 2.3% Asian Pacific Islander, 29.6 % Caucasian (includes Hispanic), and 6.8 % Other or more than one race. Staff demographics include (faculty & other staff): 38.5 Hispanic, 7% Black, and 53.8% Caucasian. The Las Vegas community at large is: 45.8 % White, 30.5 % Hispanic, 10.1 % Black, 9.0 % Asian, 0.4 % American Indian, 0.7% Pacific Islander, and 3.5% Other or more than 1 race. TIS serves children in Las Vegas of different nationalities in a non-denominational Christian environment. Students are involved in immediate neighborhood activities like neighborhood clean-up sessions. A Christian activity which involves all students is the Operation Christmas Child. Due to the location of the school in the city's core, the student body regularly comes into contact with homeless people, thus reminding students of the condition of others.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Purpose - Trinity International Schools' purpose is to offer a superior faith based education in the metropolitan Las Vegas area.

Mission - The mission of Trinity International Schools is to nurture learners to achieve their maximum potential in academics, athletics, humanities and Christian service with integrity and pride for our school and the international community.

Values - Trinity International Schools was founded in 1978 as Trinity Christian School by Trinity Temple. In 2007, Trinity Junior/Senior High School began operating independently as Trinity International Schools, a non-affiliated Christian school. Trinity continues to offer a superior faith-based education in the metropolitan Las Vegas area. Trinity High School is licensed as a private school by the State of Nevada Department of Education, and is accredited by the Northwest Association of Colleges and School. Regional accreditation means that the high school has met high academic standards with its curriculum offerings, graduation requirements, grading criteria, faculty qualifications, and community collaboration. The diploma from an accredited high school allows students to compete for admission to any regionally accredited four-year college or university.

TIS's curriculum meets the Nevada state requirements for graduation and diploma delivery. A weekly chapel service is scheduled for students. ELL classes are offered to bring students up to par to be able to successfully take the Nevada state proficiency exams. TIS incorporates honors classes as well as a dual credit program with the College of Southern Nevada. Most of our international students tend to attend TIS for two years, with very few attending longer than this. It is a challenge to help them attain a level of English reading and writing that allows them to pass Nevada state proficiency exams and meet college entrance requirements. One of our greatest successes has been to prepare students to pass the Nevada state proficiency exam and we have achieved a 99% rate. The school is striving to achieve a higher percentage of juniors and seniors that pass the Nevada state proficiency exams on their first round of testing. To help achieve this, more writing skills are being implemented across the curriculum.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

A notable achievement of TIS is that 99% to 100% of our seniors pass the Nevada state proficiency exams annually. Thus TIS enjoys a 99% graduation rate. Even with a very small student population, sports such as soccer, basketball, volleyball, baseball, and track and field, were active. TIS is striving to promote more student involvement.

Technology has played an important factor in our curriculum. Integration of technology in lesson presentations to make a point has made an impact on students. The availability of lap-tops has broadened the students' ability to do class research. Lap-top use in combination with the smart boards have facilitated the integration of technology in to lesson planning as well as a form of a teaching tool. Currently, TIS is using the Odyssey Ware computerized program in the science field from 5th grade to any and all sciences in middle school and high school.

Integration of international students takes place in different manners. English Language Learning classes are formulated to service students at different levels. Along with the learning of the English language, other areas are taught such as how to question, how to compare and contrast and what is factual versus fiction. Cause and effect are concepts many times foreign to many international students. Of course, making deductions based on facts is a challenge because logic and critical thinking is being taught instead of plain memorization. The American style of teaching and learning is a whole new world to most of our international students.

Requiring students to organize a binder by the different classes is a completely different system to most of our students. Along with a different system of education, different foods, different cultural celebrations, different style of living, different sounds, international students are expected to build English vocabulary in all areas of subjects as well as to comprehend, think and express oneself in English at a high school level. All of these new expectations plus being far from home and family take a toll on the students' integration into the American way. TIS' personal Christian examples, counseling and school activities serve to ease their integration/acclimation.

TIS and CSN have a partnership. Dual credit may be earned by those high school students ready to take the challenge. Many TIS students continue in CSN after high school graduation and on to UNLV or many others are ready to move on straight into UNLV's program. 2013-2014 school year has been the year for TIS to establish a housing department. Four international students are living in a house with one of TIS's teacher as the resident parent. So far minor problems have happened, thus encouraging us to expand this type of program. The parents of these international students are happy, students are happy and TIS is happy.

By the end of 2016 TIS plans to expand curriculum to include arts. Some art classes as well as music classes would bridge our internationality. Our American students would have more exposure to other cultures beyond attending school with international students. Another plan is to expand the use of technology into the teaching lesson. Teacher training is a must. Teacher training in other areas is in the planning stage. TIS would like to be able to extend a lap-top or a tablet to each student in order to enhance our learning environment. TIS's big plan is to rent and/or own a better facility than where presently located. The idea of building a gym is the peak of our dream. This would complete TIS's dream of being a completely independent Christian accredited school.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Being an international school, TIS offers the opportunity for true international camaraderie to better understand the world, its people, and cultures through activities that promote student involvement and interests. Student participation in dramatic and musical performances and opportunities helped to bring a greater understanding in the arts from both past and present. Student participation in the International Day of Prayer that is commemorated annually saw 19 TIS students participate, giving prayers in their native languages. The experience will be one that the students, faculty and administration will not forget. Activities such as "Karaoke Night", electronic game night, hiking, prom, all-school party at start of the school year, and an international buffet lunch all bring students together as they learn about other cultures as well as share their own.