



Clark County School District
Southeast Career Technical Academy
2021-2022 School Performance Plan:
A Roadmap to Success

Southeast Career Technical Academy has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Isabelle Sanchez for more information.

Principal: Ryan Cordia
School Website: secta.us
Email: 0870-inbox@nv.ccsd.net
Phone: 702-799-7500

School Designations: Title I CSI TSI TSI/ATSI



School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

| Enrollment Data | | | | | | | | | | | |
|------------------|---------|------------------------|-------|----------|--------|--------|---------------------|-------------------------|--------|--------|--------|
| | Total | Am In/ AK Native | Asian | Hispanic | Black | White | Pacific Islander | Two or More Races | IEP | EL | FRL |
| School | 1,909 | 0.2% | 9.6% | 57.6% | 4.2% | 23.2% | 0.5% | 4.7% | 5.2% | 5.6% | 58.1% |
| District* | 323,787 | 0.34% | 6.06% | 46.57% | 14.72% | 23.76% | 1.62% | 6.93% | 12.73% | 16.12% | 75.54% |
| State* | 496,938 | 0.82% | 5.44% | 42.69% | 11.45% | 31.36% | 1.46% | 6.78% | 12.68% | 14.13% | 65.8% |

*Accountability Year 2019-2020. Source: nevadareportcard.nv.gov

| Student Performance Data | | | | | | | | | | |
|--------------------------|---------------------|-------------|-----------------|-----------------|-------------|-----------------|-----------------|-------------|-------------|-----------------|
| Academic Year | School/ District | Math | | | ELA | | | Science | ELPA | |
| | | Proficiency | Growth (MGP) | Growth (AGP) | Proficiency | Growth (MGP) | Growth (AGP) | Proficiency | Proficiency | Growth (AGP) |
| 2018 | School | 31.9% | N/A | N/A | 65.0% | N/A | N/A | 60.3% | 38.3% | 59.0% |
| | District | 23.7%* | N/A | N/A | 43.0%* | N/A | N/A | 21%* | 8.2%** | 20.4%* |
| 2019 | School | 36.3% | N/A | N/A | 71.6% | N/A | N/A | 41% | 23.1% | 38.6% |
| | District | 24.5%* | N/A | N/A | 46.2%* | N/A | N/A | 26.9%* | 7%** | 14.9%* |
| 2020 | School | 33.7% | N/A | N/A | 72.9% | N/A | N/A | N/A | 5.6% | 15.1% |
| | District | 25.3% | N/A | N/A | 49.2% | N/A | N/A | N/A | 4.7%** | 9.3%** |

*Source: nevadareportcard.nv.gov

**Source: NDE Data File



| 4 Year ACGR | | | |
|------------------|------------------------|------------------------|------------------------|
| | Grad Rate 2017-2018 | Grad Rate 2018-2019 | Grad Rate 2019-2020 |
| School | 99.4% | 100% | 99.5% |
| District* | 85.2% | 85.8% | 83.2% |

*Source: nevadareportcard.nv.gov

| School Climate Data | | | |
|---------------------|-------------------------------------|---------------|------------------|
| | Cultural & Linguistic Competence | Relationships | Emotional Safety |
| School | 408 | 373 | 371 |
| District* | 379 | 368 | 361 |

*Source: datatool.nevadaschoolclimate.org; Results Across Topics; retrieved 6.22.2021

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

| Name | Role |
|----------------------------|--|
| Ryan Cordia | Principal(s) <i>(required)</i> |
| Isabelle Sanchez | Other School Leader(s)/Administrator(s) <i>(required)</i> |
| Melissa Bechtler | Teacher(s) <i>(required)</i> |
| Tina Cowan | Paraprofessional(s) <i>(required)</i> |
| Elana Clavel | Parent(s) <i>(required)</i> |
| Illeana Guzman | Student(s) <i>(required for secondary schools)</i> |
| NA | Tribes/Tribal Orgs <i>(if present in community)</i> |
| NA | Specialized Instructional Support Personnel <i>(if appropriate)</i> |
| <i>*Add rows as needed</i> | |



School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partner.

| Outreach Event | Date and Time | Number in Attendance | Key Takeaways |
|----------------------------|-------------------|----------------------|--|
| SOT | 20 September 2021 | 10 | Budget for possible retirements to ensure quality instruction continues beyond this year |
| | | | |
| <i>*Add rows as needed</i> | | | |



School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

Inquiry Area 1 - Student Success

Part A

| Student Success | | | |
|-----------------------------|--|-------------------------------|------------------------------------|
| | Student Performance | Social and Emotional Learning | Access to Rigorous Texts and Tasks |
| Data Reviewed | High School Grad Rate Cohort on Track Credit Sufficient ACT Dual Credit and College Remediation | SEL Screener | Big Ideas Math CTE Curriculum |
| Problem Statement | Over the last 3 years, the composite math score for all students has been maintained. However, the percentage of students who are performing below measured proficiency targets was maintained, but the percentage of students who were performing in the “yellow” - partial understanding decreased by 10%, and the percentage of students performing in the “red” - minimal understanding, increased by 10%. Overall the amount of students who were measured as having a minimal understanding of ACT (grade level) content, increased. | | |
| Critical Root Causes | Not all math students are equally engaged in the mathematics curriculum, over a four year sequence. | | |

Part B

| Student Success | |
|--|---|
| School Goal: Increase the percent of all students proficient in math from 33.8% to 43.8% by 2022, as measured by ACT. | Aligned to Nevada’s STIP Goal: 4 Increase participation in college-level and CTE coursework. |
| Improvement Strategy: Overall, the math department will implement and maintain a focus on engagement and differentiation in all level math courses, with a focus on courses offered in grades 9 and 10. | |



| |
|---|
| Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3 |
| Intended Outcomes: <i>Increase our school composite ACT score to the national average score of 21.</i> |
| Action Steps: <ul style="list-style-type: none">● <i>CERT formative ACT implementation during grade 10 and 11. Three assessments prior to the February ACT test date.</i>● <i>Teacher training on current ACT learning outcomes, and target results.</i>● <i>Grade 9 and 10 students use MAP assessment to track growth in content knowledge.</i>● <i>Instructional strategies that mirror ACT style assessments and timing.</i>● <i>Schedule students into honors classes based on the individual student MAP performance data.</i> |
| Resources Needed: <ul style="list-style-type: none">● CERT program access● ACT practice materials● MAP Performance Data |
| Challenges to Tackle: <ul style="list-style-type: none">● Time in class for CERT assessment and student remediation.● Teacher training for best practice to use formative data, and modify instruction. |
| Equity Supports. What, specifically, will we do to support the following student groups around this goal? |
| English Learners: All students Tier I supports and provide Tier II supports to groups of students as needed. |
| Foster/Homeless: All students Tier I supports and provide Tier II supports to groups of students as needed. |
| Free and Reduced Lunch: All students Tier I supports and provide Tier II supports to groups of students as needed. |
| Migrant: NA |
| Racial/Ethnic Minorities: All students Tier I supports and provide Tier II supports to groups of students as needed. |
| Students with IEPs: All students Tier I supports and provide Tier II supports to groups of students as needed. |



Inquiry Area 2 - Adult Learning Culture

Part A

| Adult Learning Culture | | | |
|-----------------------------|--|---|---|
| | Instructional Practice | Instructional Leadership | Systems and Structures that Support Continuous Improvement |
| Data Reviewed | <i>Student growth and/or achievement data Collective Efficacy weekly write ups Classroom observation data Teacher evaluation data Student Learning Goals</i> | <i>District wide survey data Staff Development survey data Administration participation in PLC meetings. Administrator observation data</i> | <i>Weekly PLC meeting time PLC accountability forms</i> |
| Problem Statement | <i>When teachers were faced with an instructional problem or conflict in their classroom, they struggled to work collaboratively to find and implement potential and reachable solutions. Self-efficacy was observed to be low, referenced by administrative classroom observations.</i> | | |
| Critical Root Causes | <i>Teachers working individually is more comfortable. Peer collaboration is uncomfortable. There was no clear direction on what the school's collaborative practices should be. There was no clear time that was specifically identified as needed to be used for focused collaboration.</i> | | |

Part B

| Adult Learning Culture | |
|---|---|
| School Goal: <i>Increase the frequency of teacher PLC collaboration meetings from zero times per month to three times per month, as measured by the school calendar.</i> | STIP Connection: <i>All students have access to effective educators (STIP#3)</i> |
| Improvement Strategy: <i>Create common peer groups, common goals, and a structure to meet weekly.</i> | |
| Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2 | |
| Intended Outcomes: | |



- *Increased educator impact on student achievement through observation and student quarter grades.*

Action Steps:

- *Peer PLC groups identified based on common content*
- *Peer PLC groups create a common instructional focus.*
- *Develop a weekly protected meeting time.*
- *School leaders support teachers groups through a system of feedback based on observation of the groups*

Resources Needed:

- *PLC collaboration meeting reflections (required each meeting)*
- *Master weekly calendar outlining PLC meeting dates*

Challenges to Tackle:

- *Maintain the focus on instruction during PLC collaboration meetings*
- *Teachers discomfort or willingness to be vulnerable amongst their peers*
- *Evolving conversation from teacher actions to student outcomes*
- *Sharing formative student outcomes with peers, and focus on implementing instructional strategies to support.*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: During teacher work groups, strategies and practice for ELL will be highlighted and plans made for Tier II intervention.

Foster/Homeless: During teacher work groups, strategies and practice for homeless and students in the foster system will be highlighted and plans made for Tier II intervention.

Free and Reduced Lunch: During teacher work groups, strategies and practice for students who receive free and reduced lunch will be highlighted and plans made for Tier II intervention.

Migrant: NA

Racial/Ethnic Minorities: During teacher work groups, strategies and practice for our campus racial and ethnic minorities will be highlighted and plans made for Tier II intervention.

Students with IEPs: During teacher work groups, strategies and practice for students with special education needs will be highlighted and plans made for Tier II intervention.



Inquiry Area 3 - Connectedness

Part A

| Connectedness | | | |
|-----------------------------|--|--|---|
| | Student | Staff | Family & Community Engagement |
| Data Reviewed | <i>Panorama Data Chronic absenteeism Behavioral data District-wide survey results from students</i> | <i>District-wide survey results from staff Staff work attendance</i> | <i>Districtwide survey results from parents Participation in PAC meetings</i> |
| Problem Statement | <i>Based on a review of Panorama Data, school results from students reflect that students tend to not feel connected to the school community.</i> | | |
| Critical Root Causes | <i>Students have less social interactions with and on campus (i.e. dances, assemblies, spirit weeks, etc.). Students have had less involvement in school clubs, activities, and sports. Students have experienced less time on campus over a period of time (last two years), resulting in less connection to the inner workings of the school experience.</i> | | |

Part B

| Connectedness | |
|---|--|
| School Goal: <i>Increase the amount of students reporting that they feel connected to the school community from 45% to 55% , as measured by winter Panorama Data.</i> | STIP Connection: <i>All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated. (STIP#6)</i> |
| Improvement Strategy: Create more opportunities for students to connect to the adults and one another at the school. | |
| Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3 | |
| Intended Outcomes: <i>Students have an increase in reporting that they feel connected to the adults on campus, that they matter to the school community, and that they belong to the school community.</i> | |

**Action Steps:**

- *Plan for and implement at least two high school dances throughout the year.*
- *Plan for and implement at least three spirit weeks throughout the school year.*
- *Increase communication and advertisement for students to feel welcomed to get involved in school clubs, activities, and athletics.*
- *Open the school campus for more events that include students, their parents, and staff (i.e. open house, orientations, awards nights, etc.)*

Resources Needed:

- *Money from Student Generated Funds*
- *Employee work hours*
- *Student groups to work events*
- *Teachers to work events*

Challenges to Tackle:

- *Money*
- *Staff buy in (time)*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: All students have equal access to Tier I and Tier II supports as needed.

Foster/Homeless: All students have equal access to Tier I and Tier II supports as needed.

Free and Reduced Lunch: All students have equal access to Tier I and Tier II supports as needed.

Migrant: NA

Racial/Ethnic Minorities: All students have equal access to Tier I and Tier II supports as needed.

Students with IEPs: All students have equal access to Tier I and Tier II supports as needed.



COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

| Funding Source | Amount Received for Current School Year | Purpose(s) for which funds are used | Applicable Goal(s) |
|----------------------|---|---|--------------------|
| <i>School Budget</i> | <i>\$13,000,000</i> | <i>Support Instruction: staffing, CERT, classrooms supplies, textbooks, programming for specific depts (IXL, Delta, Gismos), prep sells, tutoring</i> | <i>Goal 1</i> |
| <i>SGF</i> | <i>\$40,000</i> | <i>Support Structure: social events for students and staff, CTSO travel for students, dual credit and AP enrollment and assessment costs</i> | <i>Goal 3</i> |
| | | | |
| | | | |
| | | | |

Directions:

As a team, for each goal:

Step 1: Review the *Findings/Visualizations* slides within the *Events 6-8* slide deck. These will need to be updated prior to each event.

Step 2: Reflect on the *Now, Next, Need* questions noted in the slide deck.

Step 3: Fill in the appropriate cells for *Event 8*.

- Rate the overall status of the improvement strategy using one of the following: Strong - on track; At Risk - requires some refinement and/or support; or Needs Immediate Attention - requires immediate support

- Identify specific Lessons Learned (Now), Next Steps and Needs

Note: The rating you enter for Step 3 will automatically update the accompanying cell on the Master Tracker (tab 1).

School Goal - Inquiry Area 1 - Student Success

Increase the percent of all students proficient in math from 33.8% to 43.8% by 2022, as measured by ACT.

| Improvement Strategies | Intended Outcomes | Event 8: Status Check 3 | Lessons Learned (Now) | Next Steps | Needs |
|---|--|-------------------------|---|--|--|
| Overall, the math department will implement and maintain a focus on engagement and differentiation in all level math courses, with a focus on courses offered in grades 9 and 10. | Increase our school composite ACT score to the national average score of 21. | At Risk | Our spring Map data reflects only (approx) 50% of students meeting their projected growth targets. The more focus and forward moving steps are needed in the area of differentiation for all student groups within math grades 9-10 | Lower Alg 1 class sizes for 22-23, by summer 22, curriculum AP. Utilize MAP data from Spring 22 and Fall 22 to target Tier 2 needs for Alg 1 and Geometry students, Alg 1 and Geom teachers. | Alg 1 and Geom teachers need continued guidance, practice and time to analyze MAP data in order to target students in need |

School Goal - Inquiry Area 2 - Adult Learning Culture

Increase the frequency of teacher PLC collaboration meetings from zero times per month to three times per month, as measured by the school calendar.

| Improvement Strategies | Intended Outcomes | Event 8: Status Check 3 | Lessons Learned (Now) | Next Steps | Needs |
|--|--|-------------------------|---|--|---|
| Create common peer groups, common goals, and a structure to meet weekly. | Increased educator impact on student achievement through observation and student quarter grades. | Strong | This strategy is being implemented as planned. There are increased opportunities for teacher to teacher discussions on classroom instruction and strategies. Teachers may need more structure to guide the conversations and ensure that consistent goals are met amongst teacher groups. | Next steps for our teacher teams is to focus in on either 1) analysis of common assessment questions or 2) campus-wide tasks made to grow our students success while at school. The goal here is to assist in creating | Since, teachers may need more structure to guide the conversations and ensure that consistent goals are met amongst teacher groups, we need to create a form with guiding questions and analysis tasks and hone in the goals of the teacher teams |

School Goal - Inquiry Area 3 - Connectedness

Increase the amount of students reporting that they feel connected to the school community from 45% to 55% , as measured by winter Panorama Data.

| Improvement Strategies | Intended Outcomes | Event 8: Status Check 3 | Lessons Learned (Now) | Next Steps | Needs |
|--|--|-------------------------|---|--|---|
| Create more opportunities for students to connect to the adults and one another at the school. | Students have an increase in reporting that they feel connected to the adults on campus, that they matter to the school community, and that they belong to the school community. | At Risk | Spring Panorama reflects that from Winter to Spring assessments, students "Sense of Belonging" did not increase nor decrease, but remained at 48%. This is higher than the district average of 39%, but work ins needed to target students who feel a decreased sense of belonging to our school community. | Our team has discussed the possibility of moving forward with an extracurricular requirement (sports or clubs/activities) to be fulfilled within the 9th or 10th grade year. | Implementation in 9th (and possibly 10th) grade courses (like Tools fo Success), some of the activities provided within the Panorama curriculum to better create meaningful connections between the students. Curriculum planning, grade nine teachers. |