



Clark County School District

Southeast Career Technical Academy

School Performance Plan: A Roadmap to Success

Southeast Career Technical Academy has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Isabelle Sanchez Ager

School Website: secta.us

Email: 0870-inbox@nv.ccsd.net

Phone: 702-799-7500

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on 06/27/2023



School Demographics and Performance Information

In compliance with federal and state law, Nevada’s K-12 Accountability Portal provides detailed information about each school’s student and staff demographics and school performance rating, a star rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating report at http://nevadareportcard.nv.gov/DI/nv/clark/southeast_career_and_technical_academy/2022/nspf/.

Inclusion of this link replaces completion of the tables in the previous year’s SPP.

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
Isabelle Sanchez Ager	Principal(s) <i>(required)</i>
Pate Thomas	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>
Alexis Jones	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 our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
SOT Monthly Meeting	2023: May 15	<p>Parents and team members actively participate in the decision making process for larger concerns of the school, providing multiple perspectives on solutions that will benefit the majority of the student community.</p> <p>SOT discussed progress towards SPP: Roadmap goals and continued improvement strategy efforts. Advice and feedback was solicited to inform decisions about SPP: Roadmap revisions.</p>
SOT Plan of Operation Meeting	Feb 8, 2023 Sept 12, 2023	SOT members are in agreement of the administration's presentation of conservative spending for staffing, and spending on projects that support our goals and vision for the new school year.
Parent Responses to District Wide Survey-Results analysis	Jan 2023	There were improvements in percentages of positive parent responses to each survey question that was directly related to the work of the school campus (not those aimed to address CCSD).



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	ACT Math Data 2021-2022, 2022-2023 CCSD MAP Data 2022-2023 (Growth and Achievement Data)	We will analyze classroom survey data that is being implemented in December 2022 to measure student perception on their success in the math classroom	Implementation of the district curriculum and ability to maintain the yearlong pacing guide per course. Teacher Observations in Math classrooms, specifically Algebra 1, Geometry, Algebra 2
	<i>Areas of Strength: Teachers are familiar with the CCSD pacing guide.</i>		
	<i>Areas for Growth: Student data for math proficiency on the ACT dropped from 33.9% (2021) to 28.6% (2022)</i>		
Problem Statement	<i>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.</i>		
Critical Root Causes	<i>Not all math students have equitable access to the necessary time or practices in a foundation math course(s) in order to build the necessary strength in math needed to progress successfully within their mathematics curriculum, over a four year sequence.</i>		



Part B

Student Success	
<p>School Goal: Increase the percent of all students proficient in math from 28.6%(2021-2022) to 36% (2023-2024) as measured by ACT.</p>	<p>STIP Connection: Nevada Education Goal 3: All students experience continued academic growth.</p>
<p>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. This includes creating access for some students to receive math instruction on a daily basis (rather than every other day).</p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): MAP Growth Assessments (2); Exact Path (2); Build a committed staff and provide professional development (1); Progress Monitoring (2); Multi-Tiered Systems of Support (MTSS) (1).</p>	
<p>Intended Outcomes: Increase our school composite ACT score to the national average score of 21.</p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● MAP as data analysis to measure preparedness for ACT (implementation during grade 9-10). Three assessments each year, including two the junior year before ACT is administered (for some juniors). ● Implementation of ExactPath as a Tier I instructional strategy in order to individualize support for each student enrolled in Algebra and Geometry courses. ● Teacher training on current ACT learning outcomes, and target results. ● Instructional strategies that mirror ACT style assessments and timing. ● Schedule students into honors and fundamental courses based on the earned individual student MAP performance data. 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● ACT practice materials ● MAP Performance Data 	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> ● Some staff members may be reluctant to implement strategies learned during Professional Learning (PL) sessions; administration and strategists will model the use of PL strategies during staff meetings and whenever providing PL. 	
<p>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</p>	



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	Focus PLC time on assessment, instruction and intervention/remediation	Scheduled staff PD on the components of a strong PLC intended to increase the focused purposes of their scheduled meetings	Created PLC Form for consistent use and meeting focus Provide purposeful time in between scheduled PLC meetings so that teachers can have time to try out new strategies or bring strong data back to their team for review.
	<i>Areas of Strength: Teachers are making the time to meet. After being surveyed, teachers have asked for more structure in the meetings, reflecting that they have an interest in making their meeting time valuable and meaningful.</i>		
	<i>Areas for Growth: Teachers need a focus during the meetings in order to make meaningful change within their classrooms. Teachers need a way to be accountable for the impact they are making in their classrooms. Teachers are not all well versed in the components of effective PLC.</i>		



Problem Statement	<i>It has been observed that when teachers are faced with an instructional problem or conflict in their classroom, related to student proficiency, they struggle to work collaboratively to find and implement potential, reachable solutions. Self-efficacy is observed to be low, referenced by administrative classroom observations and administrative to teacher conferences.</i>
Critical Root Causes	<i>Teachers working individually is more comfortable. Peer collaboration is uncomfortable and requires vulnerability. Teachers are unclear on what a strong and purposeful PLC should result in.</i>

Part B

Adult Learning Culture	
School Goal: <i>During the 2023-2024 school year, Increase 100% of teacher knowledge and implementation of effective PLC practices as measured by PLC observation data.</i>	STIP Connection: <i>Nevada Education Goal 2: All students have access to effective educators</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): <i>Analyze data in PLCs (3); Build a committed staff and provide professional development (1); Exact Path (2); Principal commitment (3).</i>	
Intended Outcomes: <ul style="list-style-type: none"> ● <i>Increased educator impact on student achievement, measured through administrative observation, student quarter grades, and student performance on scheduled formative and summative exams.</i> 	
Action Steps: <ul style="list-style-type: none"> ● <i>Peer PLC groups identified based on common content.</i> ● <i>Develop a weekly protected meeting time.</i> ● <i>Peer PLC groups create a common instructional focus each meeting (common assessment creation, data analysis, instructional practices).</i> ● <i>School leaders support teachers groups through a system of feedback based on observation of the groups.</i> 	
Resources Needed: <ul style="list-style-type: none"> ● <i>Master weekly calendar outlining PLC meeting dates.</i> ● <i>Form created for teachers to use for meeting focus and accountability.</i> 	
Challenges to Tackle: <ul style="list-style-type: none"> ● <i>Some staff may be reluctant to participate in vulnerable sharing and reflection of practice during PLC work; administration and teacher</i> 	



leaders will facilitate and model the conversation to begin the year for groups in need of this support; administration will advocate and assist in reflection with teachers in order to have observable teacher action result in student outcomes.

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	Survey feedback (student Panorama survey)	Survey feedback (staff survey to administration) about school	SOT and PAC meeting participation and responses, counseling and social worker meetings with parents
	<i>Areas of Strength: School has planned for and held more opportunities for students to increase their connectedness by engaging in clubs, sports, during and after-school leadership opportunities, school activities (open to all) such as dances, BBQs, game nights, movie nights, etc. Student participation in many of the planned activities is large.</i>		
	<i>Areas for Growth: Student lack of participation in supporting spirit weeks. Per Panorama Spring 2023 survey results, the overall percentage marker of student "Sense of Belonging" has dropped, but two of the three highlighted areas of focus for us within the survey data have improved. Student connectedness to adults increased by 3% (23% to 26%), students feel that they matter decreased by 2% (41% to 39%), and students feel that they belong at school increased by 8% (57% to 65%). We need to increase our number of students completing the Panorama assessment for a strong snapshot of the students' perception.</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 (Covid years), resulting in less connection in and out of school, all leading to the positive connection through the whole picture school experience.</i>		

Part B

Connectedness	
School Goal: <i>Increase the amount of students reporting that they feel connected to the school community from 39% to 50% by Spring 2024, 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): *Creating a Positive School Climate and Culture (3)*

Intended Outcomes: *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.*

Action Steps:

- *Plan for and implement at least two high school on site activities after school (BBQ, Carnival, etc.)*
- *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 and pay for working more hours.*
- *Student groups to work events.*
- *Teachers to work events.*

Challenges to Tackle:

- *Insufficient funding from SGF account; Amend SGF budget to set aside a percentage of the fund specifically for after school enrichment*
- *Some staff may not have buy-in to extend their days and/or weekends; admin will involve staff in the process of planning the events.*

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: The school counselor and social worker will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth; The Title I HOPE Advocate on campus will coordinate ongoing services and support and monitor students' social/emotional progress.

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>\$13,974,564.48</i>	<i>Support Instruction: staffing, classrooms supplies, textbooks, programming for specific depts (IXL, Gismos), prep sells, tutoring, extra pay for licensed and support staff for additional hours</i>	<i>Goal 1, 2, 3</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>