

School Performance Plan

School Name

Southeast Career Technical Academy

Address (City, State, Zip Code, Telephone):

5710 Mountain Vista St

Las Vegas, NV 89120-2381, 7027997500

Superintendent/Assistant Chief:

Pat Skorkowsky / Felicia Gonzales

For Implementation During The Following Years:

2018-2019

The Following MUST Be Completed:

Title I Status:

Served

Designation:

NA

Grade Level Served:

High School

Classification:

5 Star

NCCAT-S:

Not Required

***1 and 2 Star Schools Only:**

Please ensure that the following documents will be available upon request

☐

Use of Core Instructional Materials

☐

Scheduling

☐

Model School Visits

Members of Planning Team * ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
Ryan Cordia	Assistant Principal	Amanda White	Counselor
Veronica Whitton	Support Staff OS II	Katherine DeSimone	Teacher
Jan Garrett	Teacher	Kyle Johnson	Teacher
Kim Lighty	Teacher	Tina Cowan	Registrar

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

DATA REVIEWED & ANALYZED:

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
SAT/ACT Assessments	ELL Program Policies and Procedures	Individualized Education Programs (IEP)
Summative Assessments	Service Delivery Models	Availability of Curriculum for IEP Students
NA	NA	NA
NA	NA	NA
NA	NA	NA
Other:	Other:	Other:
Other:	Other:	Other:

Summary Statement: Please provide a brief description for how the analyzed data will impact your Inquiry and Action Planning process.

The data reviewed was used to identify trends, areas that need improvement and areas that need continued support in order to maintain the level of proficiency. NSPF data was used to identify multiple trends in previous years but was not used in 2016-17 or 2017-18 as it was being revised. SECTA maintained a Five Star designation for 2017/18, which is the same designation that SECTA earned the year prior. SECTA showed its second year of 1+ point growth on the ACT and was one of two high schools recognized in the state for that accomplishment. Additionally, SECTA is recognized as a Shining Star school for excellence in reducing achievement gaps for at-risk student populations. Teachers and Administration will continue to focus on tier one instruction in the classroom. Instruction and technology in the classroom have been a focus for SECTA staff through professional development activities, and will continue to be in order to increase student achievement, engagement and 21st century learning skills.

Additionally, ACT trend data was used to identify an area that needs improvement several years ago. SECTA students taking the ACT for the last five years were scoring below state average in composite score and every subject area. This data does not correlate with the achievement results demonstrated on the now retired proficiency exam. Two year trend data shows positive growth on the ACT with SECTA students making 1+ point gains the past two years in ACT data. . The goal for the ACT is that SECTA will return to scores earned prior to mandatory ACT testing where students were only testing if they were college bound. Along with an increase in ACT participation and performance, SECTA also needs to increase opportunities for students to be College and Career Ready, including but not limited to more opportunities to earn college credit and/or industry recognized certifications.

As SECTA increases dual credit opportunity, we are seeing an upward trend in students earning college credits as opposed to AP pass percentage rates. This trend has been the impetus for finding more opportunities for dual credit classes for students at SECTA.

HIGH SCHOOL GRADUATION RATES

If you serve high school graduation seniors you must fill in the graduation rates for all subpopulations.

Subpopulation	Percentage of Students
<input checked="" type="checkbox"/> AM In/Ak Native	100
<input checked="" type="checkbox"/> Asian	100
<input checked="" type="checkbox"/> Black	100
<input checked="" type="checkbox"/> Hispanic	99
<input checked="" type="checkbox"/> Two or More Races	100
<input checked="" type="checkbox"/> Pacific Islander	100
<input checked="" type="checkbox"/> White	99
<input checked="" type="checkbox"/> FRL	99
<input checked="" type="checkbox"/> IEP	99
<input checked="" type="checkbox"/> ELL	99

NOTES:

HOPE 2 Intervention

Focus of Intervention:

Monitoring Plan:

Evaluation Plan:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 1:

Add more dual credit opportunities for all students in 11th and 12th grade. Use ACT data to assist with placement and increase number of completed college credits.

Root Causes:

Student opportunities for dual credit are restricted based on ACT individual scores.

Measurable Objective 1:

Provide intense "boot camp" ACT training for interested juniors to help focus on ACT strategies to help boost scores.

Measurable Objective 2:

Increase access to more ACT type questions in general education classes starting in the 10th grade school year. Also, particularly with ELL students, increase research-based strategies to assist ELL students with vocabulary support in all classes to help prepare for assessments.

Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
1.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
ELL Cohort II training for all staff throughout the school year as required by the ELL master plan.	Common Planning time for instructors to collaborate on best questions for exams. Staff collaboration time for strategies in serving ELL student populations.	Staff Sign In for training	Administrative Team	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
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1.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Engage parents and SOT in designing plans to raise student access. Provide parent nights for assistance in understanding college credit potential savings and additionally, college FAFSA and scholarship information.	Title I funding fro parent engagement activities. .	Parent Night Sign In SOT Agendas Title I parent activities	Title I Admin and Counselor	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
ELL Cohort Instruction and strategy training with staff.	ELL Department training videos and resource.	Staff on-going trainings	ELL Coordinator and admin team.	N/A

Comments:

1.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 2:

Increase opportunity for students to earn industry recognized certifications.

Root Causes:

Alignment of industry certifications and curriculum doesn't always match.

Measurable Objective 1:

Work with industry partners to ensure students in programs where applicable are aligned to industry recognized certifications. Provide opportunities for students to take and pass the certification criteria.

Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
2.1 Professional Development (Required)		Continuation From Last Year: No	NCCAT-S Indicators:	
Work with state and district CTE departments to align curriculum.	Collaboration time for teachers and industry partners.	Curriculum guides inclusive of certifications.	Admin team	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		Continuation From Last Year: No	NCCAT-S Indicators:	
Updating parents on what certifications are available.	Meetings with parents. Open house events with staff and parents to communicate what is needed.	Uldated sequence sheets on schools website. PAC meetings	Admin Team	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: No	NCCAT-S Indicators:	
Work with district and state CTE office to design relevant curriculum aligned with industry needs.	Time to collaborate withe teachers and state officials.	Standards/curriculum reflective of identified certifications.	Admin team	N/A

Comments:

2.4 Other (Optional)	Continuation From Last Year:		NCCAT-S Indicators:	
				N/A

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

Based on the CNA, identify all that apply:	<input type="checkbox"/> General Education	<input type="checkbox"/> FRL	<input type="checkbox"/> ELL	<input type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 3:

Root Causes:

Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
3.1 Professional Development (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
3.2 Family Engagement (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	

				N/A
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Comments:

3.3 Curriculum/Instruction/Assessment (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

3.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I , Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Title I	218,500	Technology advancement, teacher preps to reduce class sizes in core subject areas, purchase of chromebooks to support students in classes to increase technology support and language support for students who don't otherwise have access at home. Also allows for ACT prep website access.	Goal 1
General Budget	8,852,459	Staff and general budget expenditures. Reducing class sizes and providing funds for ACT prep and Boot Camp opportunities for students.	Goal 1

COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

- 1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.**
- 2. Describe the school's strategies to increase family engagement in accordance with Section 1118 of NCLB (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.**
- 3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).**
- 4. Identify the measures that include teachers in decisions regarding the use of academic assessments.**
- 5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts**

APPENDIX A - Professional Development Plan

1.1

ELL Cohort II training for all staff throughout the school year as required by the ELL master plan.

Goal 1 Additional PD Action Step (Optional)

2.1

Work with state and district CTE departments to align curriculum.

Goal 2 Additional PD Action Step (Optional)

3.1

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Engage parents and SOT in designing plans to raise student access. Provide parent nights for assistance in understanding college credit potential savings and additionally, college FAFSA and scholarship information.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Updating parents on what certifications are available.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:

Add more dual credit opportunities for all students in 11th and 12th grade. Use ACT data to assist with placement and increase number of completed college credits.

Measurable Objective(s):

- Provide intense "boot camp" ACT training for interested juniors to help focus on ACT strategies to help boost scores.
- Increase access to more ACT type questions in general education classes starting in the 10th grade school year. Also, particularly with ELL students, increase research-based strategies to assist ELL students with vocabulary support in all classes to help prepare for assessments.

Status

N/A

Comments:
1.1 Professional Development:
1.2 Family Engagement:
1.3 Curriculum/Instruction/Assessment:
1.4 Other:

	Mid-Year	End-of-Year
1.1	ELL Cohort II training for all staff throughout the school year as required by the ELL master plan.	N/A
Progress		
Barriers		
Next Steps		
1.2	Engage parents and SOT in designing plans to raise student access. Provide parent nights for assistance in understanding college credit potential savings and additionally, college FAFSA and scholarship information.	N/A
Progress		

Barriers		
Next Steps		
1.3	ELL Cohort Instruction and strategy training with staff.	N/A
Progress		
Barriers		
Next Steps		
1.4		N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

Increase opportunity for students to earn industry recognized certifications.

Measurable Objective(s):

- Work with industry partners to ensure students in programs where applicable are aligned to industry recognized certifications. Provide opportunities for students to take and pass the certification criteria.

Status

N/A

Comments:
2.1 Professional Development:
2.2 Family Engagement:
2.3 Curriculum/Instruction/Assessment:
2.4 Other:

	Mid-Year	End-of-Year
2.1	Work with state and district CTE departments to align curriculum.	N/A
Progress		
Barriers		
Next Steps		
2.2	Updating parents on what certifications are available.	N/A
Progress		

Barriers		
Next Steps		
2.3	Work with district and state CTE office to design relevant curriculum aligned with industry needs.	N/A
Progress		
Barriers		
Next Steps		
2.4		N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

Measurable Objective(s):

Status
N/A

Comments:

3.1 Professional Development:

3.2 Family Engagement:

3.3 Curriculum/Instruction/Assessment:

3.4 Other:

	Mid-Year	End-of-Year
3.1		N/A
Progress		
Barriers		
Next Steps		
3.2		N/A
Progress		
Barriers		

Next Steps		
3.3		N/A
Progress		
Barriers		
Next Steps		
3.4		N/A
Progress		
Barriers		
Next Steps		