

# School Performance Plan

School Name

SOUTHEAST CAREER AND TECHNICAL ACADEMY

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

5710 MOUNTAIN VISTA  
LAS VEGAS, NV 89120, 7027997500

Superintendent/Region Superintendent:

Jesus Jara / Deanna Jaskolski

For Implementation During The Following Years:

2021-2022

**The Following MUST Be Completed:**

<b>Title I Status:</b>	NA
<b>Designation:</b>	NA
<b>Grade Level Served:</b>	High School
<b>Classification:</b>	5 Star
<b>NCCAT-S:</b>	Not Required

<b>*1 and 2 Star Schools Only:</b>	Please ensure that the following documents will be available upon request	<input type="checkbox"/> Use of Core Instructional Materials	<input type="checkbox"/> Scheduling	<input type="checkbox"/> Model School Visits
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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
Mellisa Bechtler	Teacher	Ryan Cordia	Principal
Jan Garrett	Teacher	Kyle Johnson	Teacher
Tina Cowan	Support Staff		

## 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
Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)	Individualized Education Programs (IEP)
Statewide Assessments	Achievement Gap Data	Availability of Curriculum for IEP Students
Stakeholder Survey Information	Comparison of ELPA with other Assessments	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. SECTA maintained a Five Star designation for 2020-2021, which is the same designation that SECTA earned the year prior. SECTA showed consistent achievement on the ACT, as compared to 2019-2020. Additionally, SECTA is recognized as a Shining Star and Superintendent's Honor Roll 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 the state average in the composite score and every subject area. Three-year trend data shows positive growth on the ACT with SECTA students making 1+ point gains the past two years in ACT data, however for the 2019-2020 school year, SECTA saw a flat line of achievement as compared to 2018-2019. The goal for the ACT is that SECTA will continue to surpass 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 opportunities, we are seeing an upward trend in students earning college credits as opposed to AP pass percentage rates. In 2019-2020, SECTA saw 513 students enrolled in dual credit courses for college credit and 363 of those 513 were enrolled in more than one dual credit course. 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	100
<input checked="" type="checkbox"/> Two or More Races	100
<input checked="" type="checkbox"/> Pacific Islander	100
<input checked="" type="checkbox"/> White	100
<input checked="" type="checkbox"/> FRL	100
<input checked="" type="checkbox"/> IEP	100
<input checked="" type="checkbox"/> ELL	100

### NOTES:

## HOPE 2 Intervention

**Focus of Intervention:**

Hire a social worker to support our students with the highest social-emotional needs.

**Monitoring Plan:**

Weekly student contact logs.

**Evaluation Plan:**

The number of students who received support services in the initial year.

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

<b>Based on the CNA, identify all that apply:</b>	<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 1:**

Increase the composite ACT score for SECTA from 19.5 as reported on the NSPF star rating, to meet the national composite score average of 20.6.

**Root Causes:**

Students need to be placed at the appropriate level of course for their ability level. All students need to be in regular, honors, AP, or Dual Credit based on the ability level. Formative and summative data need to be better utilized to accomplish this goal. All students need strong standard-based tier I instruction at the complexity level they are ready. Students need to be prepared for the ACT exam with both strong content knowledge and test-taking strategies.

**Measurable Objective 1:**

CERT will be given to grade 11 to collect formative ACT test-taking ability. CERT scores for 11th grade students will increase from the baseline assessment at a composite score of 15 to a composite score of 20 prior to the ACT assessment in February.

**Measurable Objective 2:**

Increase the percent of students meeting or exceeding the established growth target collected in October 2021 to 22 by February 2022 CERT.

**Monitoring Status**

In Progress

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
<b>1.1 Professional Development (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
Staff development day training for all staff throughout the school year with a focus on tier 1 instruction and meeting grade-level rigor expectations for instructional standards.	Common planning time for instructors to share best practices during Staff Development Day.	Staff development day handbook Administrative observations Teacher lesson plans	Administrative Team	In Progress

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>1.2 Family Engagement (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
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.	SGF funding for parent engagement activities.	Parent Night Sign In SOT Agendas	Administrators and counselors	In Progress

Comments:

<b>1.3 Curriculum/Instruction/Assessment (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
MAP assessment 3 times and CERT assessment 3 times this school year. AP and Dual Credit courses added to the master schedule. Each exam will be administered three times this school year and teachers will analyze data and provide remediation as needed based on student performance. ACT Boot Camps will also be hosted on campus three weekends to assist with test preparation for any interested student.	Staff development day training, assessment data, and course catalog	Staff training for instruction and assessment implementation.	Full-year, administration.	In Progress

Comments:

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

Comments:

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

<b>Based on the CNA, identify all that apply:</b>	<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:**

Maintain the percent of all students graduating of 100% by 2022, as measured by the 4-year adjusted cohort graduation rate.

**Root Causes:**

Teachers focus on the alignment of industry certifications and job needs to the curriculum in career courses. Teachers in core academic courses teach standards at the appropriate level of complexity. All teachers need to support each learner by using formative data to drive instruction. Need to develop partnerships with every program so that students have access to real work or evidence of skill attainment to gain employment in the industry.

**Measurable Objective 1:**

Increase the percent of 11th and 12th-grade students completing dual credit or AP post-secondary coursework from 513 in 2020-2021 to 600 in 2021-2022, as measured by Infinite Campus.

### Monitoring Status

In Progress

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position  <b>Responsible</b>	Monitoring Status
<b>2.1 Professional Development (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
All counselors meet weekly to review graduation status for students and ensure all counselors are current with requirement expectations.	5 counselors and staff development day for planning, work each day to implement.	Counselor meeting logs and administrators weekly meetings.	Each administrator is responsible for connecting with the counselor and students to verify the graduation plans are intact.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>2.2 Family Engagement (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
Updating parents on what certifications and graduation diplomas are available.	Meetings with parents. Open house events with staff and parents to communicate what is needed.	Updated sequence sheets on the schools' website. PAC meetings	Admin team, monthly	In Progress

Comments:

<b>2.3 Curriculum/Instruction/Assessment (Required)</b>	<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>			
Build a master schedule that allows all students to acquire the courses needed for graduation. Work with district and state CTE office to design relevant curriculum aligned with industry needs. Continue to increase partnership offerings with Nevada State College. This will be accomplished by adding dual-credit partnerships with existing CTE pathways in Nursing and Cyber Security. AP Capstone will also be added to the master school for the 2021 school year to assist students from any CTE pathway to increase soft communication skills. Guidance counselors will meet with every twelfth-grade student at least three times during the school to ensure that all graduation requirements have been met. During fall, winter, and spring student meetings, the counselor will verify the plan for graduation is current or develop a new plan for each student to graduate on time.	Counselors and curriculum administrator working together to support students in their needs for scheduling graduation requirements.	<table border="1" style="width: 100%;"> <tr> <td data-bbox="1621 603 1852 855">Master schedule</td> <td data-bbox="1852 603 2069 855">Curriculum administrator all year. Counselor</td> <td data-bbox="2069 603 2197 855">In Progress</td> </tr> </table>	Master schedule	Curriculum administrator all year. Counselor	In Progress
Master schedule	Curriculum administrator all year. Counselor	In Progress			

Comments:

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

Comments:



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

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

Comments:

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

				N/A
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Comments:

3.3 Curriculum/Instruction/Assessment (Required)		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)
CTE	200,000	Prep sell for CTE courses to ensure level 3 courses are available to students.	None
General	11,000,000	Hire staff to reduce class size and support academic advisement. Purchase CERT for grade 11 students.	Goal 2
Hope	50,000	Hire a Full Time Social Worker	None
SB 178	160,000	Prep sell for credit recovery courses, extra duty pay for potential summer bridge programming.	Goal 2

## Plan for improving the school climate

**Goal:**

Decrease the percent of students who report "Agree" or "Strongly Agree" on the district survey from 20% to 15% on the question: Students at this school are teased about their clothing or physical appearance.

**Action Plan:** How will this plan improve the school climate?

No Place for Hate campaign through the Anti Defamation League.

**Monitoring Plan:** How will you track the implementation of this plan?

Formative data through student advisory group conversations, summative data through district survey results.

**Evaluation Plan:** What data will you use to determine if the climate of the school has been improved through the implementation of this plan?

School survey data.

## APPENDIX A - Professional Development Plan

### 1.1

Staff development day training for all staff throughout the school year with a focus on tier 1 instruction and meeting grade-level rigor expectations for instructional standards.

#### Goal 1 Additional PD Action Step (Optional)

### 2.1

All counselors meet weekly to review graduation status for students and ensure all counselors are current with requirement expectations.

#### 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 and graduation diplomas 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:**

Increase the composite ACT score for SECTA from 19.5 as reported on the NSPF star rating, to meet the national composite score average of 20.6.

**Measurable Objective(s):**

- CERT will be given to grade 11 to collect formative ACT test-taking ability. CERT scores for 11th grade students will increase from the baseline assessment at a composite score of 15 to a composite score of 20 prior to the ACT assessment in February.
- Increase the percent of students meeting or exceeding the established growth target collected in October 2021 to 22 by February 2022 CERT.

<b>Status</b>
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In Progress
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**Comments:**

**1.1 Professional Development:**

**1.2 Family Engagement:**

**1.3 Curriculum/Instruction/Assessment:**

**1.4 Other:**

	Mid-Year	End-of-Year
1.1	Staff development day training for all staff throughout the school year with a focus on tier 1 instruction and meeting grade-level rigor expectations for instructional standards.	In Progress
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.	In Progress
Progress		

Barriers		
Next Steps		
1.3	MAP assessment 3 times and CERT assessment 3 times this school year. AP and Dual Credit courses added to the master schedule. Each exam will be administered three times this school year and teachers will analyze data and provide remediation as needed based on student performance. ACT Boot Camps will also be hosted on campus three weekends to assist with test preparation for any interested student.	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:**

Maintain the percent of all students graduating of 100% by 2022, as measured by the 4-year adjusted cohort graduation rate.

**Measurable Objective(s):**

- Increase the percent of 11th and 12th-grade students completing dual credit or AP post-secondary coursework from 513 in 2020-2021 to 600 in 2021-2022, as measured by Infinite Campus.

<b>Status</b>
In Progress

**Comments:**

**2.1 Professional Development:**

**2.2 Family Engagement:**

**2.3 Curriculum/Instruction/Assessment:**

**2.4 Other:**

	Mid-Year	End-of-Year
2.1	All counselors meet weekly to review graduation status for students and ensure all counselors are current with requirement expectations.	N/A
Progress		
Barriers		
Next Steps		
2.2	Updating parents on what certifications and graduation diplomas are available.	N/A
Progress		

Barriers		
Next Steps		
2.3	Build a master schedule that allows all students to acquire the courses needed for graduation. Work with district and state CTE office to design relevant curriculum aligned with industry needs. Continue to increase partnership offerings with Nevada State College. This will be accomplished by adding dual-credit partnerships with existing CTE pathways in Nursing and Cyber Security. AP Capstone will also be added to the master school for the 2021 school year to assist students from any CTE pathway to increase soft communication skills. Guidance counselors will meet with every twelfth-grade student at least three times during the school to ensure that all graduation requirements have been met. During fall, winter, and spring student meetings, the counselor will verify the plan for graduation is current or develop a new plan for each student to graduate on time.	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):**

<b>Status</b>
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		