

School Performance Plan

School Name
 Northwest Career and Technical Academy

Address (City, State, Zip Code, Telephone):
 8200 W Tropical Pkwy
 Las Vegas, NV 89149, 7027994640

Superintendent/Region Superintendent: Jesus Jara / Grant Hanevold

For Implementation During The Following Years: 2019-2020

The Following MUST Be Completed:

Title I Status:	NA
Designation:	NA
Grade Level Served:	High School
Classification:	5 Star
NCCAT-S:	Initial

*1 and 2 Star Schools Only:	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
Gabrielle Rum-Gomez	Parent	Bonnie Lally	Parent
Angela Segovia	Parent	Steven Katten	Parent
Tina Statucki	Principal	Kelly Slear	Assistant Principal
Anita Wagner	Support Staff	Matt Totaro	Teacher
Susan McGivney	Teacher	Jodean Oviatt	Teacher
Anna Fudenberg	Student		

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 type="checkbox"/> AM In/Ak Native	N/A
<input type="checkbox"/> Asian	100.0
<input type="checkbox"/> Black	100.0
<input type="checkbox"/> Hispanic	99.3
<input type="checkbox"/> Two or More Races	100.0
<input type="checkbox"/> Pacific Islander	100.0
<input type="checkbox"/> White	99.2
<input type="checkbox"/> FRL	99.0
<input type="checkbox"/> IEP	100.0
<input type="checkbox"/> ELL	N/A

NOTES:

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)
Hope2	\$8700	Mentorship Program	Goal 1

Plan for improving the school climate

Goal:

Based on the fact that NWCTA scored a 78.5% for parent engagement on the 2018-2019 District Survey (below district average of 88.6% and the district goal of 93%), increase the percentage by at least 5% on the 2019-2020 District Survey (83.5%).

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

Solicit parent input after each parent event using surveys. Revise course expectations to include description of how course fees are used to support the specific classes/programs. Establish a family engagement group to help parents become partners with the school. Require teachers to send out Google Classroom invites to parents. Encourage parents to participate in events by sending out early "save the dates" notification of events, sending invites through ParentLink (email and Text) and IC, and posting event details on website and social media accounts. Provide link on school website to daily video announcements as well as written announcements.

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

CTE/Magnet Administrator and College & Career Coordinator will put out parent surveys after each event to solicit feedback to improve events. Admin will check for revised course expectations (CE). CTE/Magnet Administrator and College & Career Coordinator will establish family engagement group and will track participation. Admin will check to ensure all the teachers they supervise have invited parent to join Google classroom (join code should be in CE). CTE/Magnet Administrator and College & Career Coordinator will oversee family communication - send out updates. Activities Office will ensure link to announcements is on website and daily announcements are also updated and posted in written form.

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

District survey data will show an increase of at least 5% for parent engagement (83.5%).

School Improvement Plan 2019-2020

Northwest Career and Technical Academy

Executive Summary

Northwest Career and Technical Academy (NWCTA) is a 9-12 magnet school, with a lottery process for admission, focused on career and technical education. NWCTA is located in the northwest corner of the Las Vegas valley and serves nearly 1900 students of diverse backgrounds: 37.5% Hispanic, 31.9% White, 12.3% Asian, 9% Black, and 7.4% Two or More Races. Over 36% of NWCTA students qualify for Free or Reduced Lunch, 3.4% receive special education services, and 1.8% are considered English Language Learners. The demographic make-up of the school has been relatively stable over the last few years, with the Hispanic and Free and Reduced Lunch subgroups growing slightly.

The mission of NWCTA is “To boldly educate today’s learners for tomorrow’s challenges by developing advanced skills through unique hands-on experiences in a professional setting, utilizing community partnerships, innovative ideas, and contemporary technologies.” Students who apply to NWCTA select one of 8 programs of study to focus on while they attend: Teacher Education, Culinary Arts, Hospitality & Marketing, Biomedical Science, Veterinary Science, Mechanical Technology, Construction Technology, and Engineering & Design. Students take 7 classes in their program areas and have the opportunity to participate in job-shadowing opportunities, field trips, and internships related to their field of study, and have the ability to earn certifications/college credit in their areas of study. Students are also challenged to take rigorous coursework in their core and elective classes and are provided the opportunity to take honors, Advanced Placement, and Concurrent (Dual) Enrollment classes.

Over the last three years, NWCTA has received a great deal of recognition. NWCTA was one of the first schools to become a Nationally Certified Magnet School (only 55 nationally) and was named a Magnet School of Excellence for Magnet Schools of America for the last two years. NWCTA continues to be named a Silver Award winner by US News and World Report and a 5-Star school by the State of Nevada. NWCTA has had National Merit Finalists every year for the last four years, one of the first CTE Presidential Scholars (one of only 20 nationally), and one Presidential Scholar. NWCTA students continue to place in both state and national CTSO competitions, as well as in Speech and Debate tournaments and other CTE competitions.

NWCTA is striving to ensure all students are college and career ready upon graduation. NWCTA has strategies in place to help students prepare for the ACT by offering the Pre-ACT to students, free after-school tutoring, ACT bootcamp, practice ACT tests, and embedding ACT practice in targeted core classes. NWCTA also requires its students to take Careers for one semester during their freshman year, which utilizes ACT’s WorkKeys curriculum, to prepare students for both the State CTE Workplace Readiness Exam which they have to take when they complete their program of study, as well as ACT’s WorkKeys exam. Students are also provided the opportunity to take an elective Employability Skills class as an upperclassman which also focuses on ACT preparation. NWCTA would like all students to earn at least a 22 on the ACT and a gold or better on the ACT WorkKeys exam. Furthermore, NWCTA would like all students to qualify for the new College and Career Ready Diploma upon graduation.

School Improvement Goals: (Aligned to findings from Self-Study/Diagnostics)

Goals/Priorities:
1. Develop a formal structure to ensure each student is well-known by at least one adult advocate in the school
2. Train all professional and support staff in the evaluation, interpretation, and use of data to differentiate instruction to meet the needs of all students

Action Plan: (Strategies aligned to findings from Self-Study/Standards/SQF)

Goal/Priority: Develop a formal structure to ensure each student is well-known by at least one adult advocate in the school.			
Objectives: Develop a formal structure that will allow school personnel to build long-term relationships with individual students and to advocate for their academic and life skills by 6/01/2021 as measured by staff and student mentoring surveys, mentor/mentee agendas/lesson plans, and staff and student reflections.			
Rationale: Provide Adult Advocate for Each Student - Each student is assigned to one of his/her classroom teachers so that every student has an adult advocate on campus who is familiar to him/her. There is an opportunity for teachers to regularly follow up with and monitor their mentee students, as the students are in their classroom every other day for regular instruction. The overall structure provides students with regular opportunities to ask questions, address issues, identify potential pitfalls early, and receive support from an adult whose role is to assist and advocate for them. Lesson plans for the 45-minute sessions will be developed by the Mentorship Coordinator with a focus on the academic and personal success of diverse learners.			
Strategies /Activities/Critical Initiatives <i>What will be done?</i>	Person Responsible	Resources <i>Time/Support/ Finances</i>	Timeline <i>By when?</i>
Build a schedule with 45-minute homeroom mentorship class to be held 8 days throughout the school year: first day of school, each quarter when progress reports are distributed, and report card distribution days for the first three quarters. Dates determined by CCSD Master Calendar.	Admin	None	By August of each Year
Using staff input and student achievement and attendance data, develop mentorship classes that are capped at approximately 25 students. Establish classes for special education and ELL to receive targeted support.	ELL advocate; case managers (SPED); Mentorship Coordinator, administrators	None	By August of each Year
Mentorship Coordinator will develop various learning activities, using Imago, with a focus on the academic and personal success of diverse learners.	Mentorship Coordinator, administrators	None	Prior to each mentorship class
Mentorship Coordinator will lead training for teachers to help them facilitate mentorship classes.	Mentorship Coordinator, teachers, administrators	None	Prior to each mentorship class
Teachers meet with students individually to review their progress and/or grades as well as to build relationships. While the teacher and student meet, other students are engaged in various learning activities with a focus on academic and personal success.	ELL advocate; case managers (SPED); Mentorship Coordinator; teachers; administrators	Time - 45 minutes x 8	8 times each year
Mentorship Coordinator will facilitate after-school mentorship opportunities in the library utilizing technology resources (ACT Academy, WorkKeys, AP Academy)	Mentorship Coordinator	\$6100 Hope 2, \$6100 Strategic Budget	M, W, Th, F

Evidence of Success (*How will you know you're making progress?*): Collect feedback from students and teachers via surveys, collecting agendas/lesson plans, and staff reflections and student work/reflections. Based on feedback, the Mentorship Coordinator will adjust/modify future mentorship activities.

Evaluation Process (*How will you know your goal has been reached?*): Student survey data will show that students feel more supported on campus - that they have at least one adult advocate.

Goal/Priority: Train all professional and support staff in the evaluation, interpretation, and use of data to differentiate instruction to meet the needs of all students

Objectives: Collaborate to develop a continuous program of professional learning to ensure all staff can accurately measure the impact of instruction and programs on the achievement levels of students as measured by teacher surveys, teacher reflections, SLG plans, notes, PLC meeting notes reflecting data review and action steps, modified lesson plans, sign-in sheets, observation notes, student work, and grades.

Rationale: Provide Professional Development for Analyzing Data to Improve Instruction - Teachers and staff will participate in training to gain knowledge and understanding in evaluating, analyzing, interpreting, and utilizing data to adapt lesson plans and instructional delivery of the curriculum/program standards to increase student learning and achievement.

Strategies /Activities/Critical Initiatives <i>What will be done?</i>	Person Responsible	Resources <i>Time/Support/Finances</i>	Timeline <i>By when?</i>
A minimum of 2 teacher/staff training sessions during the school year to focus on knowledge/understanding of types of data; how to evaluate, analyze, and interpret data; how to write and develop student learning goals and objectives; and how to adapt lesson plans and instructional delivery to increase student achievement of diverse learners.	School or district personnel with demonstrated knowledge	None	Annually
A minimum of 2 teacher/staff supervisory conferences that focus on how to write and develop student learning goals and objectives and how to adapt lesson plans and instructional delivery to increase student achievement of diverse learners. Conferences will include one-on-one sessions with teacher/staff and supervisor (pre-evaluation conference and a mid-cycle review conference) reviewing data from individual SLG plans.	Classroom teachers; counselors; case managers (SPED); ELL Success Advocate; administrators	None	Annually
At least one quarterly PLC meeting will be utilized by teachers and classroom support staff to evaluate, analyze, and interpret student data to adapt instruction to improve student achievement. Specifically, integrating assessment into instruction (NEPF Instructional Standard 5) to plan ongoing learning opportunities based on evidence of all students' current learning status, to align assessment opportunities with learning goals and performance criteria, to structure opportunities to generate evidence of learning during the lesson of all students, and to adapt actions based upon the evidence generated from formative and summative classroom assessments and national and state assessments.	Classroom teachers; case managers (SPED); counselors; ELL Success Advocate; administrators	None	Annually

Evidence of Success (*How will you know you're making progress?*): Collect feedback from staff on data analysis professional development and review SLG's to ensure they are data-driven.

Evaluation Process (*How will you know your goal has been reached?*): SLG data will demonstrate growth/mastery on identified standards of targeted student groups.