

## School Improvement Plan 2018-2019

Name of School East Career and Technical Academy

### Executive Summary

- School Profile/Description of the School

East Career & Technical Academy is a MSA Certified Demonstration Magnet School in Las Vegas, Nevada. East Tech serves 1908 students. It is a Title I school and the only five-star high school in the state that serves a FRL population of over 70%. East Tech is committed to its vision of promoting academic achievement through small learning communities called Houses, and use of PBL enables students to develop 21st century skills to meet the challenges of the global workplace. East Tech's houses are based on students' programs of study.

- School Purpose/Mission/Vision

East Tech's mission is to cultivate ethical citizens and empower them to become proficient in East Tech's tenets, which are content knowledge, problem solving, collaboration, technology skills, presentation skills, and written communication skills. East Tech's vision is to promote academic excellence through Project Based Learning (PBL) and smaller learning communities based on theme areas while incorporating the tenets. East Tech's staff works to ensure that students work toward mastery of all of these skills across all curricular areas and use the tenets as a guide for curriculum planning and PBL activities campus-wide. East Tech, a Magnet Schools of America Certified Magnet Demonstration School, believes in the importance of college and career readiness and provides students a variety of opportunities to explore growth in their theme courses, core courses and through rich and robust experiences in the community.

- Notable Achievements of Student Success

East Tech has received multiple awards and accolades over the years, including being only one of 14 schools in the nation and two in the state to be designated a Magnet Schools of America National Demonstration School, which is the highest level of accreditation offered by Magnet Schools of America's National Certification Program. East Tech's most notable achievement in 2018: East Tech was awarded the Magnet Schools of America Ronald P. Simpson Magnet School of Excellence Award, which designates it as America's #1 Magnet School. East Tech is in its third year of being recognized as a Shining Star School by the Nevada Department of Education and its students continue to earn more college credit than any other school in the

state. Additionally, East Tech's Career and Technical Student Organizations brought home over 300 medals in Nevada state competitions. Students in FCCLA earned 19 medals and 6 teams who qualified to compete nationally. HOSA students earned 24 medals and 10 students qualified to compete nationally. Students in SkillsUSA earned 5 medals and 4 students qualified to compete nationally. DECA students earned 159 medals and a state record-breaking 41 students qualified to compete nationally. East Tech also prepares students for college. Students completed 606 Tech Prep courses, earning 1495 college credits worth more than \$142,025. This number represents the most credits earned by any high school in the state of Nevada. The Class of 201 East Tech graduates were awarded almost \$6,200,000 in scholarships with 97% of graduates enrolled in college this fall.

- Areas of Improvement for School Practices

**Improvement Priority 1:**

Teachers must participate in collaborative learning communities to improve horizontal and vertical alignment of courses and course goals, to emphasize analysis of data from multiple sources, to create and utilize common assessments, all with the goal of improving college and career ready measures, such as AP Exam Scores, ACT Scores and End-of-Program and Nevada Workplace Readiness Scores. *(to help meet the objectives of goals 2 and 3)*

**Improvement Priority 2:**

Implement training for all staff on evaluation, interpretation and use of data and develop a systematic process to involve all staff in continuously collecting, analyzing and applying learning from a range of data sources including common assessments, trend data, program evaluation in order to ensure students are meeting goals of college and career readiness. *(to help meet the objectives of goals 2 and 3)*

**Improvement Priority 3:**

Plan, implement and maintain a defined and comprehensive student assessment system and engage all staff in a continuous process to determine verifiable improvement to meet the ultimate goal of college and career readiness. *(to help meet the objectives of goals 1-3)*

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

| <b>Goals/Priorities:</b>   |
|--|
| 1. Increase the percentage of students graduating each year, to achieve 100% graduation  |
| 2. Increase the percent of students achieving at 22 on ACT Exam and showing measured improvement across all demographic groups in math, English and science ACT scores   |
| 3. Increase the percent of students passing the Advanced Placement Exams and receiving College Credit for Program Courses (successful completion of Program Course of Study and End-of-Program and Nevada Workplace Readiness Assessments) |

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

| <b>Goal/Priority:</b> Increase the percentage of students graduating each year, to achieve 100% graduation  |  |   |   |
|---|--|---|---|
| <b>Objectives:</b> Ensure that all students are on-track for graduation so ALL students can graduate on time  |  |   |   |
| <b>Rationale:</b> The key purpose of a high school education is to complete, and upon completion be college and career ready and by making sure every student crosses this vital finish line, East Tech is committing to improve the opportunities and growth potential for students and for the Las Vegas Valley |  |   |   |
| <b>Strategies /Activities/<br/>Critical Initiatives</b><br><i>What will be done?</i>  | <b>Person<br/>Responsible</b>  | <b>Resources</b><br><i>Time/Support/Finances</i>  | <b>Timeline</b><br><i>By when?</i>  |
| 1. Ensuring seniors are on track for graduation   | Stacy LeFevre (Curriculum AP), Karen Stelluto (Assessment & Attendance AP) and Art Nelson (Head Counselor)       | Monthly queries provided to staff in Department/Program Leader meetings so teachers can follow up with off-track students   | Monthly   |
| 2. Providing opportunities for credit recovery in real-time   | APEX teachers Stacy LeFevre (Curriculum AP) East Tech Counselors (to meet with students who fall behind in APEX) | APEX class periods and possible after-school or other options to assist students with credit recovery completion The use of bi-monthly reports to ensure students are making progress toward completion | In classes daily, via reports pulled every two weeks to ensure students are progressing toward completion |
| 3. Working with teachers and families at each crucial grading period to make sure   | Senior Teachers, Counselors and  |   |   |

|   |  |  |  |
|---|--|--|--|
| students are doing what is necessary to pass their courses  | Stacy LeFevre (Curriculum AP) ,<br>Karen Stelluto (Attendance and Assessment AP) |  |  |
| 4.  |  |  |  |
| 5.  |  |  |  |
| Evidence of Success ( <i>How will you know you're making progress?</i> ):<br>Monthly report of off-track students will continually reduce and progress and grade reports showing seniors in danger of failing will decrease each grading period |  |  |  |
| Evaluation Process ( <i>How will you know your goal has been reached?</i> ):<br>100% of East Tech students walk at graduation in May 2019   |  |  |  |

| <b>Goal/Priority:</b> Increase the percent of students achieving at 22 on ACT Exam and showing measured improvement across all demographic groups in math, English and science ACT scores   |   |  |  |
|---|---|--|--|
| <b>Objectives:</b> Ensure that ALL students have a variety of opportunities in and outside of class to prepare for the ACT exam, and have access to skill development and mastery as well as test-taking strategies in order to achieve to their maximum potential on the ACT Exam  |   |  |  |
| <b>Rationale:</b> The ACT exam opens doors for students, including both college admissions and college scholarships. ACT scores are also used from time to time in industries, and can provide students opportunities when entering the skilled labor force. In addition, the State of Nevada requires all students to take and show measurable growth (year over year, but demographic group) as a measure of school performance |   |  |  |
| <b>Strategies /Activities/<br/>Critical Initiatives</b><br><i>What will be done?</i>  | <b>Person Responsible</b>   | <b>Resources</b><br><i>Time/Support/Finances</i>   | <b>Timeline</b><br><i>By when?</i>       |
| 1. ACT School-Wide Preparation Plan<br><i>Includes: After-school tutoring (3x/week), access to Albert.IO ACT Preparation Software and ACT practice opportunities in core and program courses</i>  | Jayme Rawson (Achievement Coach) and Brad Leimbach (Math Department Chair)  | ACT School-wide team will work to secure funds to pay teachers for after school, snacks for students, experts to meet with parents | Throughout 2019 (see attached calendar)  |
| 2. ACT Saturday Sessions  | Brad Leimbach (Math Department Chair) and Jayme Rawson (Achievement Coach), Karen Stelluto (Assessment & Attendance AP) | Funds to pay teachers, access to chrome carts and Act Preparation Books and snacks for students)                                   | 9 sessions from December 2018-March 2019 |
| 3. ACT School-Wide Practice and Data Collection/Evaluation  | Craig Statucki (Dean of Students)   | Access to practice mini-tests and to data culled   | Monthly by course in all                 |

|  |  |   |                     |
|--|--|---|---------------------|
|  | and core teachers across all subject areas                                 | from these practice tests   | grade levels        |
| 4. ACT Super Prep Weekend Boot Camp  | Jayne Rawson (Achievement Coach) and Brad Leimbach (Math Department Chair) | Funds to pay for supervision and food for students, advertising to parents and students | January 11-13, 2019 |
| 5.   |  |   |                     |
| <p><b>Evidence of Success (How will you know you're making progress?):</b><br/>Students will show improvement on a variety of practice tests and experiences throughout the school year, leading up to the March 12, 2019 test</p>                   |  |   |                     |
| <p><b>Evaluation Process (How will you know your goal has been reached?):</b><br/>Students will meet the overall score goal of college-ready 22 and make progress toward all percentage goals by demographic group as set by the State of Nevada</p> |  |   |                     |

| <p><b>Goal/Priority:</b> Increase the percent of students passing the Advanced Placement Exams and receiving College Credit for Program Courses (successful completion of Program Course of Study and End-of-Program and Nevada Workplace Readiness Assessments)</p>   |  |   |                                    |
|--|--|---|------------------------------------|
| <p><b>Objectives:</b> With college and career readiness at the forefront of all East Tech does, it is vital that East Tech support students so that they can become State of Nevada Program Completers in CTE, earn workplace-ready certifications (by program), earn college credits (through CTE/Tech Prep Agreements with NSHE as well as Jumpstart Programs) and graduate both college and workplace ready (Nevada Workplace Readiness Assessment)</p> |  |   |                                    |
| <p><b>Rationale:</b> The purpose of CCSD's CTA Academies is to ensure that graduates from these four-year immersive, career-based programs young adults who are ready to excel in college and in the fields they choose</p>  |  |   |                                    |
| Strategies /Activities/<br>Critical Initiatives<br><i>What will be done?</i>   | Person Responsible   | Resources<br><i>Time/Support/Finances</i>   | Timeline<br><i>By when?</i>        |
| 1. Program Teachers have training in End of Program exams and Workplace Readiness Exams  | Program Leaders sharing up to date program information and best practices with their teams | Through SBCT (TPP) time on a monthly basis, and highlighted in Department/Program Leader Meetings | Monthly throughout the school year |
| 2. Program teachers will stress the importance of these exams and what scores students need to meet in order to  | Program Leaders will develop strategies to   | Through SBCT (TPP) time on a monthly basis, and highlighted                                       | Monthly throughout the school      |

|   |   |  |                                    |
|---|---|--|------------------------------------|
| obtain their CTE College Credit   | ensure students understand the test, scoring and test importance by developing a plan of action by program  | in Department/Program Leader Meetings  | year                               |
| 3. Program teachers will focus on building critical reading skills in all students to help students improve their performance on the End of Program and Workplace Readiness Assessments   | Program teachers will work with core department teachers, especially English teachers, in order to create opportunities to practice program-based critical reading practice opportunities | Through SBCT (TPP) time on a quarterly basis, with program teachers using time to meet with core teachers for the purpose of developing lesson plans that cover critical reading strategies and practice and highlighted in Department/Program Leader Meetings | Monthly throughout the school year |
| 4.  |   |  |                                    |
| 5.  |   |  |                                    |
| Evidence of Success ( <i>How will you know you're making progress?</i> ): Meeting minutes from meetings where program teachers and program/core teams are developing plans, strategies and lessons, and collecting data that shows measured and marked improvement toward the goal of student success on End of Program and Workplace Readiness Assessments |   |  |                                    |
| Evaluation Process ( <i>How will you know your goal has been reached?</i> ): An increase in students completing the CTE Program of Study and an increase by program in students passing both their End of Program and Workplace Readiness Assessments   |   |  |                                    |