

# School Performance Plan

School Name

Advanced Technologies Academy HS

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

2501 Vegas Dr

Las Vegas, NV 89106-1643, (702) 799-7870

Superintendent/Assistant Chief:

Pat Skorkowski / Felicia Gonzales

For Implementation During The Following Years:

2016-2017

**The Following MUST Be Completed:**

**Title I Status:**

Served

**Designation:**

Reward School

**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
Gina Lam	Parent	Jonathan Synold	Principal
Gina Vallari	Science Teacher / School Improvement Chair	Rabin Gokul	Counselor
Esperansa Rarich	Support Staff	David Eason	Legal Studies Teacher
Richard Knoepfel	Architecture Teacher / STEM Department Chair	William Loose	Math Teacher
Roger Mayo	Computer Science Teacher	Scott Meikle	Social Studies Department Chair
Natasha Shriner	English Teacher	Paula Woods	Social Studies Teacher

Mary Ziegler	English Department Chair		
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## 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	Achievement Gap Data	Achievement Gap Data
Stakeholder Survey Information	AMAOs/ELPA Analysis	NA
NA	NA	NA
NA	NA	NA
NA	NA	NA
Other: AP Test Score Reports	Other:	Other:
Other: School Site Data Reports - Graduation rates and course enrollment	Other:	Other:

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

Examination of data reveals positive trends and indicates areas where the instructional process is working. Negative trends suggest areas where the planning, instruction and assessment process may need re-alignment.

#### Positive Trends

1. The number of students taking Advanced Placement Examinations increased from 764 in May 2014 to 1001 in May 2015 to 1168 in May 2016. The percent of graduating seniors scoring 3+ on at least one AP Exam at any point during high school has increased from 48.3% for the Class of 2014 to 46.5% for the Class of 2015, to 81.0% for the Class of 2016.
2. The percent of students graduating from A-TECH increased from 97.5% in 2014 to 98.4% in 2015 to 99.25 in 2016.
3. The percent of students who enrolled and completed four or more years of English AND three or more years each of math, social studies, and natural science increased from 89% in the Class of 2016 to 94% in the Class of 2017.

#### Areas of Concern

1. The average ACT score for Black / African American and Hispanic students is 22.1 compared to 25 for white and Asian students as reported on the ACT Profile Report for the 2015-2016 Nevada State Testing of Grade 11 students.
2. There exists a gap in math achievement where 31% of Black / African American and 58% of Hispanic students met college readiness benchmark scores compared to 69% of white and 86% of Asian students as reported on the ACT Profile Report for the 2015-2016 Nevada State Testing of Grade 11 students.
3. There exists a gap in achievement by gender where 52% of males met all four college readiness benchmarks compared to 35% of females as reported on the ACT Profile Report for the 20152016 Nevada State Testing of Grade 11 students.
4. AdvancED surveys administered in November 2015 revealed that 47.54% of students. 26.26% of parents and 32.81% of staff did NOT agree with the statement "My school makes sure there is at least one adult who knows me well and shows interest in my education and future."
5. WIDA Data in Infinite Campus (as WIDA-ELPA) shows 18 students in Grades 9 & 10 who have WIDA Composite Scores ranging from 1.8 - Entering to 4.8 - Expanding.

## 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	75
<input checked="" type="checkbox"/> White	100
<input checked="" type="checkbox"/> FRL	100
<input checked="" type="checkbox"/> IEP	100
<input type="checkbox"/> ELL	

**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 checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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### Priority Need/Goal 1:

All Advanced Technologies Academy students will graduate college and career ready.

### Root Causes:

The Class of 2016 has a graduation rate of 99.25% with only two non-graduates. The root cause for one non-graduate was non-proficient status on the NHSPE-Science; the other non-graduate was credit deficient due to attendance issues. Both non-graduates identified as Pacific Islander; resulting in skewed data for that ethnic group. Although ACT data reported in the Profile Report for the 2015-2016 Nevada State Testing of Grade 11 Students indicates 94% of A-TECH students (Grade 11) are enrolled in "Core or More", no differentiation is made for the level of course rigor (general, honors or AP). Based on school data, a higher percentage of Black / African American and Hispanic / Latino students are enrolled in general-level classes compared to white and Asian students.

### Measurable Objective 1:

Increase the percent of students who meet the college readiness benchmark in all four ACT sub-tests (English, Mathematics, Reading, and Science) from forty-six percent (46%) of student in the Class of 2017 to fifty-one percent (51%) of students in the Class of 2018.

### Measurable Objective 2:

Increase the percent of students who are college and career ready as measured by the percent who score 3 or higher on at least one AP Exam at any point during high school from 81.0% for the Class of 2016 to 83.0% for the Class of 2017.

### Measurable Objective 3:

Increase the graduation rate from 99.25% in 2016 to 100% in 2017.

### Measurable Objective 4:

100% of students in the class of 2017 will demonstrate college and career readiness as measured by eligibility for college credit through the Nevada System of Higher Education.

### Monitoring Status

On Task

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: No	NCCAT-S Indicators:	

All teachers will participate in at least one PLC Team to align expectations, instruction, assessments and rigor across courses.	Required PLC Team time of approximately 14.5 hours for the 2016-2017 school year. Optional - 22.00 / hr monies for after-contract teacher collaboration (FLEX Budget) or Sub-Release for contract-hour collaboration (full-day and/or 1/2-day release, dependent on collaboration needs).	Completion of activities in the Google PLC Form Log by PLC Team Leader each week PLC Teams meet.	Per required contract schedule (26 meetings of 32 minutes), Optional - (Sub-Release or after-contract) - School Principal	N/A
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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: No</b>	<b>NCCAT-S Indicators:</b>	
Provide communication to parents about electronic and online resources, such as Learn-A-Test and Khan Academy that are available for students to practice and prepare for the ACT.	School Principal, Curriculum Administrator, ParentLink Auto-Dialer, Infinite Campus messaging, PAC Meetings, website links	ParentLink call log, PAC Agenda/Minutes, test preparation links posted to A-TECH's website	Oct 2016 and March 2017: Communication to parents re: resources - School Curriculum Administrator, Department Chairpersons, Educational Computing Strategist, School Webmaster	N/A

Comments:

<b>1.3 Curriculum/Instruction/Assessment (Required)</b>		<b>Continuation From Last Year: No</b>	<b>NCCAT-S Indicators:</b>	
Increase rigor by designing instruction and assessment using best practices aligned to the Nevada Educator Performance Framework.	Classroom teachers - daily lesson plans on curriculum engine, Nevada Academic Content Standards, CCSD Curriculum Documents, College Board Curriculum Documents - no funding necessary	Lesson Plans posted to Curriculum Engine, Teacher Performance Evaluations, Student Learning Goals, SMART Goals from PLC Teams	Sept - Oct 2016: Review NEPF Standards and develop SLG's - Supervising Administrator, Oct 2016-May 2016: Instruction aligned to NEPF - Teachers and Supervising Administrator	N/A

Comments:

An example lesson from each department that details alignment to at least one NEPF standard, submitted at the end of each quarter.

<b>1.4 Other (Optional)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
Other Action Step 1.4A: All teachers will provide instruction in college preparatory, content vocabulary as related to, and appropriate for their content / program area. Other Action Step 1.4B: Establish baseline data to measure student awareness of college and career options.	Other Action Step 1.4A: Previously created academic vocabulary lists, research-based instructional strategies for academic vocabulary development Other Action Step 1.4B: College & Career Specialist who works out of the Counseling Office, scheduled visits from college and career recruiters	Sample of Lesson Plans in Curriculum Engine, student work	Other Action Step 1.4A: Oct 2016 - May 2017 (ongoing) - Teachers / DC / Supervising Administrator Other Action Step 1.4B: Sept 2016 - May 2017 (ongoing) - College & Career Specialist, Counseling DC, Supervising Administrator	N/A

## Comments:

Optional Action Step 1.4A: Content vocabulary is explicitly detailed as part of lesson plans in Curriculum Engine. Optional Action Step 1.4B: Establishing baseline data only during 2016-2017, baseline data will be used to draft a measurable objective related to Goal 1 in 2017-2018.



## 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:

To foster the success of A-TECH students through structured support that encourages academic excellence and school engagement.

### Root Causes:

A-TECH does not offer a structured teacher-student mentor program. Teacher-student mentoring occurs informally with students often seeking-out a teacher role model and mentor on their own. Student-to-student mentoring occurs after the completion and posting of first quarter progress reports. These reports identify freshmen who require intervention due to low academic performance. Students are not required to join student organizations or attend extracurricular events at which they may develop an adult role model or mentor.

### Measurable Objective 1:

Increase the percent of students who agree with the statement "My school makes sure there is at least one adult who knows me well and shows interest in my education and future." from 52.46% in 2016 to 55.0% in 2017 as measured by the CCSD Student Survey.

### Measurable Objective 2:

Increase the percent of parents who agree with the statement "My child has at least one adult advocate in the school." from 73.74% in 2016 to 75.0% in 2017 as measured by the CCSD Parent Survey.

### Measurable Objective 3:

Increase the percent of staff who agree with the statement "In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience." from 67.19% in 2016 to 70.0% in 2017 as measured by CCSD Staff Survey.

### Monitoring Status

On Task

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:	

Develop a sub-committee of the SPP Team to investigate and develop a model for implementation of A-TECH teacher-student mentoring.	Student Mentor Committee, meeting time and room, internet access, research related to student mentor programs, google app for education (ie: forms), school website, social media, morning announcements and daily bulletin.	Committee meeting agenda and minutes, a draft	Oct - Dec 2016: Research and preliminary model developed / Jan 2017: Recruit teacher mentors, develop mentor schedule / Feb 2017: Begin mentoring sessions / May 2017: Evaluate program & administer AdvancED survey - School Administrator	N/A
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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:</b>	<b>NCCAT-S Indicators:</b>	
School Intervention Team contacts parents/guardians of grade 9 students who are identified as having academic difficulty through an analysis of Quarter 1 Progress Reports to offer mentoring and academic interventions.	Student Intervention Team, student mentors, student tutors, letters to parents and students, meeting time and locations.	Contacts are made, student tutoring and mentoring occur	October 2016: Infinite Campus report for Quarter 1 progress grades & identify students. Oct 2016 - May 2017: Mentoring and academic intervention occurs - School Administrator	N/A

Comments:

<b>2.3 Curriculum/Instruction/Assessment (Required)</b>		<b>Continuation From Last Year:</b> <b>No</b>	<b>NCCAT-S Indicators:</b>	
Develop and administer a survey to all students to determine areas of student need. Develop and administer a survey to faculty to determine area of strength and willingness to mentor or provide "workshops" to meet student needs. Develop targeted mentoring schedule for semester 2, using based on results of student & faculty surveys. Advertise mentor workshops to students through A-TECH's website, social media and daily announcements. Evaluate effectiveness based on student and faculty surveys.	Google Forms to generate student and faculty surveys. Faculty-developed mentor workshops. Approximately 30 hours of time, after school with access to classroom (or building facilities) for workshops. Possible faculty compensation - strategic budget (\$22/hr - faculty) or CU's.	Student and faculty survey & results (needs assessment), List of mentor workshop topics and schedule. Student and faculty evaluation of mentor workshops.	School Principal, Mentor Committee Chairperson	N/A

Comments:

This is the first year of design and planning for a student mentor program at A-TECH. The program will be designed around student need and faculty strength. Evaluation of this structure will serve to refine further actions for future years.

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

Hold a one week Freshmen Boot Camp for August 2017 focused on math, writing and organizational / technology skills.	6 Teachers, grade 9 student rosters, grade 9 student SBAC scores, invitations for Boot Camp. Funds from strategic budget to cover costs for program.	Schedule of Boot Camp Activities and completion of the program.	Oct 2016 - Feb 2017: Develop boot camp program, identify dates, recruit faculty. Apr - May 2017: Identify students to invite to boot camp, send invitations and receive RSVP. Aug 2017 - Hold Freshmen Boot Camp - evaluate program.	N/A
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## Comments:

Aim to fund this program for 90 Freshmen students, identified by low scores on the grade 7 SBAC tests.

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

<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 3:**

All staff will participate in cultural competency / diversity professional development as part of Site-Based Collaboration Time at points throughout the school year.

**Root Causes:****Measurable Objective 1:**

One hundred percent of A-TECH staff will participate in cultural competency / diversity professional development as scheduled through the SBCT.

### 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
<b>3.1 Professional Development (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
Provide cultural competency / diversity professional development as part of SBCT.	Training Materials from CCSD Equity & Diversity Education Department Meeting / Training Minutes - School Site Equity & Diversity Liaison	Staff Development Agenda Staff Training Sign-In Training Handouts	Sep 2016 - May 2017: PDE as necessary and appropriate during SBCT - School Administrator	N/A

Comments:

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

				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)
FLEX Budget	\$10,000.00	Substitute Release or \$22/hr for Professional Development related to AP Test Prep sessions (4 hrs/class), conference attendance, department collaboration and technology training.	Goals 1 and 2
FLEX Budget	\$3,000.00	A-TECH Makerspace equipment and staffing.	Goals 1 and 2
Title 1 Funds	\$132,525.00	Teacher Prep-Buyouts to reduce class size.	Goal 2

## 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.

For 2016-2017, 100% of A-TECH teachers are highly-qualified in the subject they teach. Traditionally, vacancies are due to retirements this allows A-TECH to hire during the April transfer period and give the flexibility to only consider highly-qualified, experienced candidates with a proven effectiveness as measured by the NEPF.

### 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.

A-TECH will involve parents in an organized, ongoing, and timely way in the planning, review, and implementation of Title I programs, the school performance plan, and parent involvement policy. Parents will be presented the Title I budget and discuss priorities with the principal during Title I meetings. Parents may reach directly contact the principal at any time to analyze and discuss any school concerns. The results of the Student, Staff, and Parent surveys from the annual CCSD survey and the AdvancEd Accreditation survey from March 2015 were used to developing this policy. Survey data was shared at PAC and Accreditation meetings with administration, parents, and staff. Meetings and data analysis revealed that parents and staff wanted to increase family engagement and communication. To that end, A-TECH's administration and staff will:

- Provide assistance to parents, as appropriate, in understanding such topics as the state's academic content and achievement standards, graduation requirements for each cohort, state and local assessments, the requirements of Title I, how to monitor their child's academic progress, and how to work with school faculty to improve student achievement.
- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet all state academic standards.
- Connect with the district's FACEs program to offer additional support services and professional growth opportunities for families.
- Open lines of communication with parent phone calls, text messaging through Google Voice, and Positive Postcards. Bilingual letters will be mailed and emailed to parents in Spanish as indicated by their Infinite Campus language preference.
- Hire a College and Career Specialist to operate out of the counseling office and provide information about college visits, scholarships, grants, and career opportunities to students and parents of all grade levels. The College and Career Specialist will also create and supervise a new College and Career Center in the Counseling office, This center will be open 6:30 am - 2:00 pm daily. Parents and students may also schedule individual appointments with the Specialist and their counselor.
- Offer parent involvement activities in the school that will include opportunities for parents to volunteer and be in school activities. This will include staff development, parent / guardian and family education programs, selection and training of a Parent Ambassador to represent parent interests with administration, parent involvement in school decision-making through participation in staff interviews and budget meetings when appropriate, finally , communication between the school and parents through Google Voice, Infinite Campus, email, traditional mail and phone calls.
- Have three parent representatives on the School Organizational Team in accordance with the restructuring of CCSD pursuant to Nevada AB394; this accounts for 50% of the voting block for site-based decisions. Additionally, A-TECH will provide materials and training to help parents work with their children to improve their child's achievement through the A-TECH website, parent information night, AP Night, College Night, monthly PAC meetings, and a variety of parent/community engagement activities held throughout the year. The A-TECH website has a link to Google Translate to automatically translate the entire website into more than one hundred languages. This allows parents to access important school information in their native language.

### 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.).

A-TECH currently provides transition assistance for incoming freshmen through the Freshmen Bootcamp program, which will expand to a one-week targeted intervention (in August 2017) for 90 freshmen. Additionally, freshmen may seek assistance with academic concerns through the Monday Mentor program (targeted and invited after Q1 progress reports), counselor credit checks and teacher assistance period. Assistance with non-academic transition issues is discussed between student-parent-teacher-counselor, or freshmen student to ambassador mentor. A-TECH is currently investigating models for teacher-student mentoring that will begin during the second semester of 2016-2017 and continue into 2017-2018.

### 4. Identify the measures that include teachers in decisions regarding the use of academic assessments.

Measures that include teachers in decisions regarding the use of academic assessments include the use of school cohort data, such as EOC testing data, PSAT, SAT, and ACT data to write and implement the annual School Performance Plan and AdvancED Accreditation Action Plan. Teachers have great flexibility in their use of district- and classroom-based academic assessments. These assessments are used by teachers to engage in Professional Learning Communities, self-reflect on instruction to create Student Learning Goals as part of the NEPF Evaluation Cycle. Additionally, data is used to target after-school tutoring for students who have not passes EOC assessments and/or master classroom learning objectives.

### 5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts

Advanced Technologies Academy is compliant with all local, state, and federal guidelines in regards to school improvement. The school currently holds regular Title I Parent Meetings and Title I Leadership Team meetings to review and align the school budget with school and district strategic goals and initiatives as outlined in the SPP and AdvancED Accreditation document.

## APPENDIX A - Professional Development Plan

### 1.1

All teachers will participate in at least one PLC Team to align expectations, instruction, assessments and rigor across courses.

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

### 2.1

Develop a sub-committee of the SPP Team to investigate and and develop a model for implementation of A-TECH teacher-student mentoring.

#### Goal 2 Additional PD Action Step (Optional)

### 3.1

Provide cultural competency / diversity professional development as part of SBCT.

#### Goal 3 Additional PD Action Step (Optional)



## APPENDIX B - Family Engagement Plan

### 1.2

Provide communication to parents about electronic and online resources, such as Learn-A-Test and Khan Academy that are available for students to practice and prepare for the ACT.

#### Goal 1 Additional Family Engagement Action Step (Optional)

### 2.2

School Intervention Team contacts parents/guardians of grade 9 students who are identified as having academic difficulty through an analysis of Quarter 1 Progress Reports to offer mentoring and academic interventions.

#### 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:**

All Advanced Technologies Academy students will graduate college and career ready.

**Measurable Objective(s):**

- Increase the percent of students who meet the college readiness benchmark in all four ACT sub-tests (English, Mathematics, Reading, and Science) from forty-six percent (46%) of student in the Class of 2017 to fifty-one percent (51%) of students in the Class of 2018.
- Increase the percent of students who are college and career ready as measured by the percent who score 3 or higher on at least one AP Exam at any point during high school from 81.0% for the Class of 2016 to 83.0% for the Class of 2017.
- Increase the graduation rate from 99.25% in 2016 to 100% in 2017.
- 100% of students in the class of 2017 will demonstrate college and career readiness as measured by eligibility for college credit through the Nevada System of Higher Education.

**Status**

On Task

**Comments:**

Comments in general?

**1.1 Professional Development:****1.2 Family Engagement:**

**1.3 Curriculum/Instruction/Assessment:** An example lesson from each department that details alignment to at least one NEPF standard, submitted at the end of each quarter.

**1.4 Other:** Optional Action Step 1.4A: Content vocabulary is explicitly detailed as part of lesson plans in Curriculum Engine. Optional Action Step 1.4B: Establishing baseline data only during 2016-2017, baseline data will be used to draft a measurable objective related to Goal 1 in 2017-2018.

	Mid-Year	End-of-Year
1.1	All teachers will participate in at least one PLC Team to align expectations, instruction, assessments and rigor across courses.	On Task
Progress		
Barriers		
Next Steps		

1.2	Provide communication to parents about electronic and online resources, such as Learn-A-Test and Khan Academy that are available for students to practice and prepare for the ACT.	N/A
Progress		
Barriers		
Next Steps		
1.3	Increase rigor by designing instruction and assessment using best practices aligned to the Nevada Educator Performance Framework.	N/A
Progress		
Barriers		
Next Steps		
1.4	Other Action Step 1.4A: All teachers will provide instruction in college preparatory, content vocabulary as related to, and appropriate for their content / program area. Other Action Step 1.4B: Establish baseline data to measure student awareness of college and career options.	N/A
Progress		
Barriers		
Next Steps		

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 2

#### Priority Need/Goal 2:

To foster the success of A-TECH students through structured support that encourages academic excellence and school engagement.

#### Measurable Objective(s):

- Increase the percent of students who agree with the statement "My school makes sure there is at least one adult who knows me well and shows interest in my education and future." from 52.46% in 2016 to 55.0% in 2017 as measured by the CCSD Student Survey.
- Increase the percent of parents who agree with the statement "My child has at least one adult advocate in the school." from 73.74% in 2016 to 75.0% in 2017 as measured by the CCSD Parent Survey.
- Increase the percent of staff who agree with the statement "In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience." from 67.19% in 2016 to 70.0% in 2017 as measured by CCSD Staff Survey.

#### Status

On Task

#### Comments:

comments goal 2

#### 2.1 Professional Development:

#### 2.2 Family Engagement:

**2.3 Curriculum/Instruction/Assessment:** This is the first year of design and planning for a student mentor program at A-TECH. The program will be designed around student need and faculty strength. Evaluation of this structure will serve to refine further actions for future years.

**2.4 Other:** Aim to fund this program for 90 Freshmen students, identified by low scores on the grade 7 SBAC tests.

	Mid-Year	End-of-Year
2.1	Develop a sub-committee of the SPP Team to investigate and and develop a model for implementation of A-TECH teacher-student mentoring.	N/A
Progress		2.1
Barriers		2.1
Next Steps		2.1

2.2	School Intervention Team contacts parents/guardians of grade 9 students who are identified as having academic difficulty through an analysis of Quarter 1 Progress Reports to offer mentoring and academic interventions.	On Task
Progress		2.2
Barriers		2.2
Next Steps		2.2
2.3	Develop and administer a survey to all students to determine areas of student need. Develop and administer a survey to faculty to determine area of strength and willingness to mentor or provide "workshops" to meet student needs. Develop targeted mentoring schedule for semester 2, using based on results of student & faculty surveys. Advertise mentor workshops to students through A-TECH's website, social media and daily announcements. Evaluate effectiveness based on student and faculty surveys.	N/A
Progress		2.3
Barriers		2.3
Next Steps		2.3
2.4	Hold a one week Freshmen Boot Camp for August 2017 focused on math, writing and organizational / technology skills.	N/A
Progress		2.4
Barriers		2.4
Next Steps		2.4

**APPENDIX C - Monitoring/Evaluation****Priority Need/Goal 3****Priority Need/Goal 3:**

All staff will participate in cultural competency / diversity professional development as part of Site-Based Collaboration Time at points throughout the school year.

**Measurable Objective(s):**

- One hundred percent of A-TECH staff will participate in cultural competency / diversity professional development as scheduled through the SBCT.

**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	Provide cultural competency / diversity professional development as part of SBCT.	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		