

Clark County School District
South Career and Technical Academy
2025-2026 Status Checks with Notes



District Approval Date: February 27, 2026

Mission Statement

At South Career and Technical Academy, we empower students to lead, innovate, and thrive through real-world learning.

Our mission is to cultivate skilled, adaptable, and community-driven leaders by connecting academic excellence with career pathways, project-based learning, and a commitment to meaningful impact.

We believe education should not just prepare students for the future — it should inspire them to shape it.

Vision

At South Career and Technical Academy, we envision a school where students lead with purpose, create with confidence, and grow through real-world learning.

Grounded in project-based learning and professional skill development, our school community is built on collaboration, innovation, and meaningful connections between students, staff, families, and industry.

We are designing a new kind of high school experience—one that empowers every student to explore who they are, what they care about, and how they can make an impact.

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at (Add a link to the school's School Rating Report.)

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: By Spring 2026, at least 80% of South CTA students will demonstrate proficiency at the 41st percentile in reading and mathematics as measured by MAP Growth assessments, with targeted interventions supporting growth for students in the bottom quartile and those identified as ELL, SPED, or FRL.

After fall data review, we are revising the SMART goal to at least 80% of South CTA students will demonstrate proficiency at the 61st percentile in reading and mathematics as measured by MAP Growth assessments, with targeted interventions supporting growth for students in the bottom quartile and those identified as ELL, SPED, or FRL. Fall data shows that 73% percent of students are demonstrating proficiency at the 61st percentile.

Aligns with District Goal

Formative Measures: MAP Growth interim assessments (Fall 2025, Winter 2026)

Classroom-based formative assessments tied to standards

Project rubrics assessing core literacy and math skills in real-world tasks

Weekly data team meetings or PLC discussions reviewing student work and growth trends

Utilize a project based learning structure that includes problem identification, conducting research, developing solutions, and presenting findings while emphasizing student engagement, collaboration, and critical thinking.

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Implement data-driven, project-based instruction aligned to core academic standards. Position Responsible: Principal / Assistant Principal Resources Needed: MAP platform access, training time, PD materials, data protocols Evidence Level Level 2: Moderate: PBL with formative assessment cycles is supported by strong quasi-experimental research Problem Statements/Critical Root Cause: Student Success 1	Oct: Revisions needed October Lessons Learned Eighty-nine percent (89%) of students achieved proficiency in the 41st percentile in math and reading combined. October Next Steps/Need Based on data, the goal will be updated to demonstrate proficiency in the 61st percentile. Feb: In progress February Lessons Learned Student Success Goal:

NWEA School Profile Achievement Overview: 2025-2026
(Math) was 79% after Winter Assessment
(Reading) was 79% after Winter Assessment
(Goal was adjusted to 80% for Math and Reading after norms evaluation)

Student Success Goal:
Focus Ed data students meeting target at 61st percentile
(Math) was 73% for Winter Assessment
(Reading) was 76% for Winter Assessment
(Goal was adjusted to 80% for Math and Reading after norms evaluation)

February Next Steps/Need

Continue to monitor MAPs and use the data to guide instruction and implement targeted interventions for students and staff.

June: Continue

June Lessons Learned

Student Success Goal:
NWEA School Profile Achievement Overview: 2025-2026
(Math) was 77% after Spring Assessment
(Reading) was 77% after Winter Assessment
(Goal was adjusted to 80% for Math and Reading after norms evaluation)

Student Success Goal:
Focus Ed data students meeting target at 61st percentile
(Math) was 69% for Spring Assessment
(Reading) was 73% for Spring Assessment
(Goal was adjusted to 80% for Math and Reading after norms evaluation)

June Next Steps/Need

Continue to monitor MAPS/iReady, look at the master schedule and place students and staff appropriately, continue to grow and adapt the PBL model.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By June 2026, South CTA will implement a schoolwide professional learning system (based on the CCSD PLC model) that includes at least two structured collaboration cycles per quarter, focused on project-based learning implementation, instructional alignment, and peer feedback, with 100% staff participation.

Teacher and Student Interaction with Learning Intention (LI) and Teacher and Student Interaction with Success Criteria (SC) data points are both at 33%, aiming for 50% with an increased number of walkthroughs.

Aligns with District Goal

Formative Measures: Agendas and artifacts from collaboration cycles (e.g., unit plans, peer feedback protocols)

Instructional walk-through data using a school-aligned look-for tool

Teacher self-assessments or reflection logs tied to PBL or instructional goals

Exit tickets or surveys after PD sessions

Meeting attendance records for collaboration and professional learning sessions

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Build consistent professional learning structures focused on project-based learning and instructional alignment. Position Responsible: Principal Resources Needed: Staff planning time, feedback tools, PBLWorks rubrics or coaching support Evidence Level Level 3: Promising: Professional learning communities and peer coaching show promising outcomes in teacher practice Problem Statements/Critical Root Cause: Student Success 1	Oct: Revisions needed October Lessons Learned South CTA has implemented a schoolwide professional learning system (based on the CCSD PLC model) that includes at least two structured collaboration cycles per quarter, focused on project-based learning implementation, instructional alignment, and peer feedback, with 100% staff participation. October Next Steps/Need Add data points and update SMART goal so it is related to Tier I monitoring metrics and walk-through data, specifically Teacher and Student Interaction with Learning Intention (LI) and Teacher and Student Interaction with Success Criteria (SC). Currently, both are at 33%, aiming for 50% with increased number of walkthroughs. Feb: In progress February Lessons Learned Walkthroughs via focal point. Onboarding new admin to ensure focal point information to be shared. (Insert focused data in Jan) February Next Steps/Need In Progress June: Continue June Lessons Learned By the end of the school year, 100% of staff were participating in the PBL model. Based on focusEd walkthrough data, 90% of learning intentions were aligned to standards, 90% of success criteria were aligned to learning intentions, and 95% of instruction and tasks were aligned to standards. 82% showed necessary scaffolding, and 60% showed necessary differentiation June Next Steps/Need Each department began working on a playbook for each department to see what PBL teaching should look like, how success criteria and driving questions should align, how to properly format rubrics to align with the student success criteria, and how to get students to interact with both. It will also include how to appropriately differentiate and scaffold within the PBL model.

Improvement Strategy 2 Details	Reviews
Improvement Strategy 2: Adjust master schedule to include teacher PLC time per the designated goal. Position Responsible: Principal, Assistant Principal Resources Needed: Staff planning time, feedback tools, PBLWorks rubrics or coaching support Evidence Level Level 3: Promising: Professional learning communities and peer coaching show promising outcomes in teacher practice Problem Statements/Critical Root Cause: Adult Learning Culture 1	Oct: In progress October Lessons Learned We are continuing to work on PLC structures and alignments. October Next Steps/Need Continue to work on structure and alignment Feb: In progress February Lessons Learned Staff holds weekly PLC meetings on a rotation (week 1: content, week 2 and 3 cross-curricular, week 4 full staff). PLC will have a weekly topic/set of standards that are focused on. February Next Steps/Need In Progress June: Continue June Lessons Learned Staff hold weekly PLC meetings on a rotation (week 1: content, week 2 and 3 cross-curricular, week 4 full staff). PLC will have a weekly topic/set of standards that are focused on. June Next Steps/Need All staff participated in PLCs, but based on staff feedback, PLCs should have better structure and more targeted topics that can be worked on. Department playbooks will help identify what each PLC should look like and admin will help facilitate proper scheduling to ensure staff have the proper time and resources to PLC effectively.

Inquiry Area 3: Connectedness

SMART Goal 1: By the end of the 2025-26 school year, at least 75% of students will report feeling a sense of belonging and connection to South CTA as measured by school climate surveys, with progress monitored through quarterly student feedback and participation in advisory and student-led culture-building activities.

Aligns with District Goal

Formative Measures: Quarterly student voice surveys (brief check-ins on belonging, relationships, and engagement)

Participation rates in advisory, clubs, or student-led initiatives (e.g., Vanguard Cup events)

Teacher advisory reflection logs or debriefs

Student project exhibitions that reflect identity, connection, or school pride

Behavioral indicators like early attendance patterns or office referrals for disengagement

District Wide Student Survey

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: By end of 2025-26, 85% of students will report feeling a sense of belonging as measured by student survey data. Position Responsible: Counselor / Assistant Principal Resources Needed: Advisory curriculum, event planning time, survey tools Evidence Level Level 4: Demonstrate Rationale: Schoolwide SEL systems and advisory structures are supported by strong logic models and district best practices Problem Statements/Critical Root Cause: Student Success 1 - Connectedness 1	Oct: In progress October Lessons Learned Forty three percent (43%) of students who took the Panorama survey reported favorably that they feel a sense of belonging, and thirty-eight percent (38%) of students are "approaching" favorably that they feel a sense of belonging. This indicates that by winter, more students will feel engaged and have a sense of belonging. October Next Steps/Need Administer winter Panorama with all students as opposed to a small set. Increase the number of extra-curriculars and events on campus to provides students with more opportunities to feel a sense of belonging. Increase number of student who take panorama. Only 64 students took it due to rostering issues through panorama. Feb: In progress February Lessons Learned Survey opens Jan 6, need to create a testing plan so that all

students can participate

Update: Forty-nine percent (49%) of students who took the Panorama survey reported favorably that they feel a sense of belonging, and thirtyfour percent (34%) of students are "approaching" favorably that they feel a sense of belonging. This indicates that by spring, more students will feel engaged and have a sense of belonging. 313 students responded.

February Next Steps/Need

Administer the spring panorama, continue to provide SEL support to students not just by counselors, but in the classroom, give the districtwide survey, and analyze the results.

June: Correct

June Lessons Learned

Fifty percent (50%) of students who took the Panorama survey reported favorably that they feel a sense of belonging, and thirty-three percent (33%) of students are "approaching" favorably that they feel a sense of belonging. This indicates that by winter, more students will feel engaged and have a sense of belonging. 364 students responded.

District-wide survey results:

<https://aarsiapps.ccsd.net/survey/surveys/districtwide/results/2526/school/807/results>

Based on the Districtwide survey, students believe teachers care about them, that the school treats students with respect and encourages students to do the same, and that the school does a good job to prevent bullying. Areas of improvement are how students treat eachother and that teachers don't always understand their problems.

June Next Steps/Need

Will continue to utilize Panorama and the district-wide survey to measure student belonging. Will revise the goal to reflect elements of the district-wide survey, including respect for diversity, perceptions of school performance, bullying, and school safety. Will use PLCs and staff development days to work with staff on relationship-building strategies and communicating effectively with students and parents. Will also work on school-wide initiatives to engage students both during the school day and before/after school.