# Clark County School District

# Northeast Career and Technical Academy

# 2026-2027 School Improvement Plan

**Accreditation Status**
**Accredited**

**Classification: Not Rated**

Magnet

**District Approval Date:** October 19, 2026 **Public Presentation Date:** August 27, 2026

# Mission Statement

Northeast Career Technical Academy empowers students with the necessary tools to succeed in future education and professional careers.

# Vision

Northeast Career Technical Academy aims to shorten the timeline from freshman orientation to revenue generation.

# 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 http://nevadareportcard.nv.gov/DI/nv/clark/northeast_career_and_technical_academy_hs/nspf/

# Table of Contents


Comprehensive Needs Assessment ..... 4
Student Success ..... 4
Inquiry Area 1: Student Success ..... 7
Adult Learning Culture ..... 12
Inquiry Area 2: Adult Learning Culture ..... 13
Connectedness ..... 16
Inquiry Area 3: Connectedness ..... 18
Priority Problem Statements ..... 21
Comprehensive Needs Assessment Data Documentation ..... 22
Plan Notes ..... 23
School Continuous Improvement Team ..... 24
Community Outreach Activities ..... 25

# Comprehensive Needs Assessment

## Student Success

### Student Success Areas of Strength

- The average ACT composite score was 19.7, exceeding both district and national averages.
- Chronic absenteeism decreased to 10% during the 2025–2026 school year.
- Student attendance improved compared to the previous school year.
- Ninety percent of staff participated in professional learning focused on mastery-based instructional practices (Modern Classroom Project).
- 100% of students participated in Career and Technical Education pathway coursework.
- 75% of students completed and passed the College and Career Readiness Exam.

### Student Success Areas for Growth

- Increase the percentage of students meeting projected growth targets in mathematics and reading as measured by MAP Growth.
- Increase participation in Advanced Placement and Dual Credit coursework.
- Increase the percentage of students earning college credit while in high school.
- Reduce the percentage of students earning D or F grades in core academic courses.
- Strengthen the use of formative assessment data to monitor student progress throughout the school year.

### Student Success Equity Resource Supports

| Student Group | Challenge | Solution |
| --- | --- | --- |
| **English Learners** | English Learners represent less than 10% of the student population.<br><br>There is 41% achievement gap between LEP and non LEP students scoring above the 41st percentile in reading based on Fall i-Ready Inform Assessment.<br><br>There is 26% achievement gap between LEP and non LEP students scoring above the 41st percentile in math based on Fall i-Ready Inform Assessment.<br><br>English learners face academic challenges as they continue to develop proficiency in English. | Weighted funding will be used to provide family engagement services for parents and families of pupils who are ELs.<br><br>Family engagement opportunities will be provided to increase communication with families of English Learners regarding academic progress, graduation requirements, and postsecondary opportunities.<br><br>English Learner performance data, including iReady, WIDA ACCESS, course grades, and attendance, will be monitored throughout the school year to identify and address achievement gaps.<br><br>English Learner data will be reviewed during PLC meetings to monitor student progress and identify students in need of additional academic and language supports. |
| **Foster/Homeless** | There is currently no identifiable achievement gap between Foster/Homeless and not Foster/Homeless students. | The school counselors will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth. |
| **Free and Reduced Lunch** | Academic performance data for economically disadvantaged students will be monitored to identify and address achievement gaps in mathematics, reading, and college readiness measures. | Student achievement data for economically disadvantaged students will be reviewed regularly through PLC and MTSS processes to identify academic needs and monitor progress.<br><br>Weighted funding will be used to provide tutoring, intervention, and academic support opportunities for economically disadvantaged students. |
| **Migrant/Title1-C Eligible** | N/A | N/A |

| Student Group | Challenge | Solution |
| --- | --- | --- |
| **Racial/Ethnic Minorities** | There is a 30 percentage point achievement gap between racial/ethnic student groups in mathematics, projected ACT proficiency, and a 21 percentage point achievement gap in reading, projected ACT proficiency. | Weighted funding will be used to provide before- and after-school tutoring focused on mathematics, literacy, and college readiness skills.<br><br>Administrators and instructional leaders will monitor Tier I instruction through classroom walkthroughs focused on rigor, engagement, and equitable access to learning.<br><br>Students will have increased access to Advanced Placement, Dual Credit, and other advanced coursework opportunities.<br><br>Professional learning will be provided to support culturally responsive instructional practices and strategies that improve outcomes for historically underserved student groups. |
| **Students with IEPs** | There is a 24 percentage-point achievement gap between students with IEPs and students without IEPs in mathematics projected ACT proficiency, and a 30 percentage-point achievement gap in reading projected ACT proficiency. | Weighted funding will be used to provide targeted intervention and support services for students with IEPs who are not meeting projected ACT proficiency benchmarks.<br><br>Special education and general education teachers will collaborate through PLCs to review student achievement data and monitor progress toward IEP goals and grade-level standards.<br><br>Students with IEPs will participate in targeted mathematics and literacy interventions based on identified academic needs.<br><br>Professional learning will be provided to support teachers in implementing evidence-based instructional practices for students with disabilities within Tier I instruction. |

**Problem Statements Identifying Student Success Needs**

**Problem Statement 1 (Prioritized):** The percentage of students meeting the benchmarks decreased from 54.5% in Winter 2025-2026 to 52.6% in Spring 2025-2026. The largest declines occurred in mathematics and among Grade 9 students.
**Critical Root Cause:** Teachers and PLC teams did not consistently use formative assessment data to identify unfinished learning and provide timely intervention for students who were not meeting learning targets.

**Problem Statement 2:** There is a 40 percentage point achievement gap in projected ACT proficiency between Long-Term English Learners (4%) and students who are not identified as English Learners (44%).
**Critical Root Cause:** Language development strategies are not consistently embedded within Tier I instruction across content areas.

**Problem Statement 3:** There is a 24 percentage point achievement gap between students with disabilities and students without disabilities in mathematics projected ACT proficiency, and a 30 percentage point achievement gap in reading projected ACT proficiency.
**Critical Root Cause:** Students with disabilities do not consistently receive timely, targeted instruction and intervention based on academic performance data.

## **Inquiry Area 1:** Student Success

**SMART Goal 1:** By Spring 2027, increase the percentage of Grade 9 students meeting or exceeding their i-Ready Typical Growth target in mathematics from 51% to 65% and in reading from 51% to 65%, as measured by the Spring 2027 i-Ready Diagnostic Assessment (Academic Excellence: Confident Mathematical Thinkers and Problem Solvers).

**Aligns with District Goal**

**Formative Measures:** * iReady Growth data reviews after each assessment window.
* Common formative assessments administered within PLCs.
* Student pacing and mastery data reviews every three weeks.
* MTSS Tier 2 intervention rosters and progress-monitoring reports.
* Student goal-setting conferences are conducted quarterly.
* PLC documentation demonstrating intervention planning and reteach cycles.
* Quarterly reviews of D/F rates in core academic courses.

| Improvement Strategy 1 Details | Reviews | | |
|---|---|---|---|
| **Improvement Strategy 1:** Strengthen Data-Driven Instruction and Intervention | Status Check | | EOY Reflection |
| | Oct | Feb | June |
| Leverage i-Ready and common formative assessment data to:<br>* Identify students not meeting growth and proficiency targets.<br>* Provide targeted reteaching and intervention based on student needs.<br>* Monitor student progress through regular PLC data reviews.<br>* Implement MTSS processes to provide timely academic support.<br><br>Increase Student Growth Through PLC Collaboration<br><br>Implement the District PLC Framework to: | Revisions needed | No review | |

* Analyze student learning evidence and common assessment results.
* Develop instructional responses based on identified learning gaps.
* Monitor the effectiveness of interventions and reteaching cycles.
* Use student performance data to inform instructional planning.

Expand Targeted Supports for Priority Student Groups

Provide targeted academic support for English Learners, students with disabilities, racial/ethnic student groups, and economically disadvantaged students through:
* Tier II interventions.
* Progress monitoring and goal setting.
* Academic tutoring and support opportunities.
* Language development and literacy supports.
* Regular review of subgroup achievement data.

Strengthen Student Ownership of Learning

Implement structures that support student goal setting, progress monitoring, and reflection on academic performance through:
* Student data conferences.
* Individual growth goal setting.
* Progress monitoring of academic and assessment outcomes.
* Regular communication with students and families regarding academic progress.

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|---|---|---|---|---|
| 1 | Implement a schoolwide MTSS process to identify students who are not meeting growth targets and provide targeted Tier II interventions based on i-Ready, common formative assessments, and classroom performance data. | Administration, PLC Leads, Teachers | Year long (review at the end of each CCSD grading period. | |
| 2 | PLC teams will analyze common formative assessment and i-Ready data to identify unfinished learning, develop intervention plans, and monitor the effectiveness of reteaching and support strategies. | Teachers, PLC Leads | Bi-weekly PLC meetings; reviewed at the end of each CCSD grading period. | |
| 3 | Teachers will implement student goal-setting conferences, progress monitoring, and targeted small-group instruction for students not meeting growth and proficiency benchmarks. | Teachers | Year long (review at the end of each CCSD grading period. | |

**Position Responsible:** Administration

**Resources Needed:** Collaboration and professional learning time for all staff
i-Ready assessment and reporting tools
MTSS intervention resources
PLC collaboration protocols
Teacher Clarity Playbook

| | | | |
|---|---|---|---|
| NECTA Playbook resources<br><br>**Schoolwide and Targeted Assistance Title I Elements:**<br>2.4, 2.5, 2.6<br>**Evidence Level**<br>Level 2: Moderate: Professional Learning Communities (PLC)<br>**Problem Statements/Critical Root Cause:** Student Success 1 | | | |

**Inquiry Area 1:** Student Success

**SMART Goal 2:** By Spring 2027, increase the percentage of English Learners meeting the i-Ready projected ACT proficiency benchmark from 4% to 15%, as measured by the Spring 2027 i-Ready projected ACT proficiency report (Academic Excellence: Inclusive Classrooms that Support Every Learner).

**Aligns with District Goal**

**Formative Measures:** * i-Ready projected ACT proficiency reports are reviewed after each assessment window.
* WIDA ACCESS growth and proficiency data reviews.
* Summit K12 usage and progress-monitoring reports.
* PLC reviews of English Learner achievement data and common formative assessments.
* Quarterly monitoring of English Learner course grades and D/F rates.
* MTSS intervention records and progress-monitoring data for English Learners.
* Student goal-setting conferences focused on academic growth and language development.
* Classroom walkthrough data monitoring implementation of language objectives and language development strategies.

| Improvement Strategy 1 Details | Reviews | | |
|---|---|---|---|
| | Status Check | | EOY Reflection |
| | Oct | Feb | June |
| | In progress | No review | |

**Improvement Strategy 1:** Strengthen Language Development and Academic Achievement for English Learners

Implement a systematic process for monitoring English Learner performance and providing targeted language and academic supports to increase projected ACT proficiency, course success, and academic growth.

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|---|---|---|---|---|
| 1 | PLC teams and teachers will review English Learner achievement data, including i-Ready projected ACT proficiency scores, classroom assessments, course grades, and WIDA data, to identify students who require additional support and intervention. | Teachers, PLC Leads, Administration | Quarterly data reviews; monitored throughout the school year. | |
| 2 | Teachers will implement language objectives, targeted language supports, and Tier II interventions for English Learners, including the use of Summit K12 and other language development resources. | Teachers, Administration | Year long; reviewed at the end of each CCSD grading period. | |

**Position Responsible:** Administration

**Resources Needed:** Title III funding
Summit K12
WIDA ACCESS data
Collaboration and professional learning time
Language development instructional resources
PLC collaboration protocols

**Evidence Level**
Level 2: Moderate: Professional Learning Communities (PLC)

**Problem Statements/Critical Root Cause:** Student Success 1

# Adult Learning Culture

### Adult Learning Culture Areas of Strength

- PLC collaboration increased across departments during the 2025-2026 school year.
- Teachers demonstrated stronger alignment between standards, learning tasks, and assessments.
- PLC teams more consistently incorporated student data and common assessments into collaborative planning.
- Teachers reported increased clarity regarding learning intentions and success criteria.
- All departments participated in regular PLC meetings throughout the school year.

### Adult Learning Culture Areas for Growth

- PLC implementation is not consistently aligned to the District PLC Framework.
- The depth of data analysis varies across PLC teams.
- Documentation of instructional refinement based on student outcomes is inconsistent across departments.
- Common formative assessment data are not consistently used to drive intervention planning.
- PLC products do not consistently demonstrate evidence of instructional adjustments based on student learning data.

### Adult Learning Culture Equity Resource Supports

| Student Group | Challenge | Solution |
|---|---|---|
| **English Learners** | Language development strategies are not consistently embedded within Tier I instruction across content areas. | • PLC teams will review English Learner achievement data and identify instructional adjustments based on student needs.<br>• Classroom walkthroughs will monitor the implementation of language supports and academic discourse opportunities for English Learners. |
| **Foster/Homeless** | Access to teacher-made content for mastery learning. | Provide hot spots for students who need access outside of school. |

| Student Group | Challenge | Solution |
|---|---|---|
| **Free and Reduced Lunch** | Academic performance data for economically disadvantaged students are not consistently monitored to identify achievement trends | • PLC teams will review achievement, attendance, and course performance data for economically disadvantaged students.<br>• Student support teams will monitor the effectiveness of interventions and access to academic support opportunities. |
| **Migrant/Title1-C Eligible** | N/A | N/A |
| **Racial/Ethnic Minorities** | PLC teams do not consistently analyze subgroup performance data to identify and address achievement gaps. | • PLC teams will review disaggregated student achievement data during collaborative planning.<br>• Professional learning will focus on culturally responsive instructional practices and equitable access to rigorous coursework.<br>• Instructional leaders will monitor subgroup participation and performance in advanced coursework opportunities. |
| **Students with IEPs** | Specially designed instruction and accommodations are not implemented consistently across all learning environments. | • Professional learning will be provided on specially designed instruction, accommodations, and co-teaching practices.<br>• General education and special education teachers will collaborate regularly to review student performance data and instructional supports. |

**Problem Statements Identifying Adult Learning Culture Needs**

**Problem Statement 1 (Prioritized):** While PLC collaboration increased during the 2025-2026 school year, implementation of the District PLC Framework remains inconsistent across teams, resulting in varying levels of data analysis, intervention planning, and instructional refinement.
**Critical Root Cause:** PLC teams do not consistently analyze student learning evidence and use the results to make documented instructional decisions.

## **Inquiry Area 2:** Adult Learning Culture

**SMART Goal 1:** By May 2027, 100% of PLC teams will implement the District PLC Framework and submit at least two documented PLC cycles per semester that include common formative assessment data analysis, instructional adjustments, intervention planning, and evidence of student learning growth (Academic Excellence: Valued Educators, Academic Excellence: Inclusive Classrooms that Support Every Learner).

**Aligns with District Goal**

**Formative Measures:** * PLC attendance and participation logs.
* Monthly PLC product reviews using a common rubric.
* PLC agendas and meeting minutes documenting data analysis.
* Common formative assessment results reviewed during PLC meetings.
* Administrative walkthroughs monitoring implementation of PLC-developed instructional practices.
* Teacher reflections on instructional adjustments made as a result of PLC collaboration.
* Quarterly reviews of intervention plans developed through PLC processes.

| Improvement Strategy 1 Details | Reviews | | |
|---|---|---|---|
| | Status Check | | EOY Reflection |
| | Oct | Feb | June |
| **Improvement Strategy 1:** Strengthen Implementation of the District PLC Framework<br><br>Ensure all PLC teams engage in collaborative cycles that include:<br>* Common formative assessment development.<br>* Student data analysis.<br>* Instructional planning.<br>* Intervention planning and monitoring.<br><br>Improve Data Analysis and Instructional Decision-Making<br><br>Build staff capacity to:<br>* Analyze student learning evidence.<br>* Identify unfinished learning.<br>* Develop targeted instructional responses.<br>* Monitor the effectiveness of instructional adjustments.<br><br>Increase Instructional Consistency Through Professional Learning<br><br>Provide professional learning focused on:<br>* Tier I instruction.<br>* Differentiation and scaffolding.<br>* Language development strategies.<br>* Specially designed instruction.<br>* Student discourse and engagement.<br><br>Monitor and Support Effective Instructional Practices<br><br>Use classroom walkthroughs, coaching, and PLC reviews to: | In progress | No review | |

* Monitor implementation of schoolwide instructional expectations.
* Provide feedback to teachers.
* Identify professional learning needs.
* Celebrate effective instructional practices.

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|---|---|---|---|---|
| 1 | Implement the District PLC Framework with consistent agendas, protocols, and documentation requirements for all PLC teams. | Administration, Department Leaders | Year long; monitored monthly and reviewed at the end of each CCSD grading period. | |
| 2 | PLC teams will complete at least two documented data cycles per semester that include common formative assessment analysis, instructional adjustments, and intervention planning. | Administration, Department Leaders | Bi-weekly PLC meetings; reviewed quarterly. | |
| 3 | Conduct classroom walkthroughs and peer observations to monitor implementation of PLC-developed instructional practices and provide feedback for continuous improvement. | Administration, Department Leaders | Monthly walkthroughs and peer observations; reviewed at the end of each CCSD grading period. | |

**Position Responsible:** Administration

**Resources Needed:** Collaboration and professional learning time
District PLC Framework
Teacher Clarity Playbook
Peer observation tools
PLC documentation templates

**Evidence Level**
Level 2: Moderate: Coaching, HMH English

**Problem Statements/Critical Root Cause:** Adult Learning Culture 1

# Connectedness

### Connectedness Areas of Strength

- Student sense of belonging remained at 54% from Winter to Spring, above the district average.
- Students reported positive perceptions of school culture and belonging.
- Student participation in connectedness surveys reached 80% during the Spring administration.
- Opportunities for student voice and leadership expanded throughout the school year.
- The school maintained a focus on relationship-building and restorative conversations.

### Connectedness Areas for Growth

- Student-adult connections remain an area for improvement.
- Students receiving special education services report lower levels of belonging than their peers.
- The school did not meet the 95% Panorama survey participation goal.
- Schoolwide PBIS implementation remains incomplete.
- Consistent systems for recognizing positive student behaviors have not yet been fully implemented.

### Connectedness Equity Resource Supports

| Student Group | Challenge | Solution |
|---|---|---|
| **English Learners** | English Learners may experience lower levels of school connectedness due to language barriers and limited opportunities to participate. | • Opportunities for student leadership, clubs, and extracurricular activities will be promoted to English Learners.<br>• School staff will provide targeted outreach and communication to families of English Learners.<br>• Panorama and attendance data will be reviewed to monitor trends in connectedness among English Learners. |

| Student Group | Challenge | Solution |
| --- | --- | --- |
| **Foster/Homeless** | Identify the student population to provide support. Ensuring that said students have consistent attendance. | Work with staff, including counselors, administrators, teachers, and community liaisons, to ensure that they are aware of said students and that they are respected with confidentiality. Provide opportunities for connectedness in mentorship and through Hawk Haven. |
| **Free and Reduced Lunch** | Economically disadvantaged students may experience barriers to participation in school activities and to opportunities for connectedness. | • Attendance, discipline, and connectedness data will be reviewed to identify students needing additional support.<br>• Family engagement opportunities will be provided to strengthen connections between home and school. |
| **Migrant/Title1-C Eligible** | N/A | N/A |
| **Racial/Ethnic Minorities** | Student perceptions of belonging and connectedness may vary among racial and ethnic student groups. | • Student voice opportunities will be expanded to ensure representation from diverse student groups.<br>• Panorama and discipline data will be reviewed by the subgroup to identify disparities and guide support efforts.<br>• School activities, recognition systems, and leadership opportunities will reflect the diversity of the student population. |

| Student Group | Challenge | Solution |
|---|---|---|
| **Students with IEPs** | Students receiving special education services report lower levels of belonging and student-adult connectedness than their peers. | • Students with disabilities will be provided additional opportunities for mentoring, relationship-building, and participation in school activities.<br>• Staff will monitor Panorama data to identify students needing additional connectedness supports.<br>• School teams will develop targeted interventions to strengthen student-adult relationships for students receiving special education services. |

**Problem Statements Identifying Connectedness Needs**

**Problem Statement 1 (Prioritized):** Student-adult relationships remain one of the lowest-rated indicators on the Panorama survey, particularly among students receiving special education services.
**Critical Root Cause:** Systems for intentionally building and monitoring student-adult relationships are not consistently implemented across the school.

**Problem Statement 2:** The school did not meet the goal of 95% participation in the Panorama survey, with Spring participation reaching 80%
**Critical Root Cause:** The school did not provide sufficient structured opportunities for all students to complete the Panorama survey.

**Problem Statement 3:** Schoolwide PBIS systems were not fully implemented during the 2025-2026 school year, resulting in inconsistent preventive behavior supports across the campus.
**Critical Root Cause:** The school lacked a fully implemented Tier I behavior support framework to ensure consistent expectations and recognition practices across campus.

## **Inquiry Area 3:** Connectedness

**SMART Goal 1:** By Spring 2027, increase the percentage of students reporting a positive sense of belonging on the Panorama Survey from 54% to 60% and increase Panorama survey participation from 80% to 95% (Safe and Supportive Schools: Students Who Are Known, Valued, and Connected).

**Aligns with District Goal**

**Formative Measures:** * Fall, Winter, and Spring Panorama Survey results.
* Panorama survey completion rates by grade level and student subgroup.
* Monthly attendance reviews.
* Quarterly discipline and suspension reviews.
* Student participation rates in clubs, CTSOs, leadership activities, and school events.
* Student-adult connection check-ins conducted through advisory or mentoring structures.

* MTSS reviews of student groups reporting lower levels of belonging.
* Student focus groups and pulse surveys conducted between Panorama administrations.

| Improvement Strategy 1 Details | Reviews | | |
|---|---|---|---|
| | Status Check | | EOY Reflection |
| | Oct | Feb | June |
| | In progress | No review | |

**Improvement Strategy 1:** Strengthen Student-Adult Relationships

Implement structures that increase meaningful student-adult connections through:
* Advisory activities.
* Mentoring opportunities.
* Relationship-building strategies.
* Targeted supports for identified student groups.

Increase Student Voice and Participation

Provide opportunities for students to:
* Participate in leadership activities.
* Engage in clubs, CTSOs, and school events.
* Provide feedback through surveys and focus groups.
* Contribute to school improvement efforts.

Strengthen Positive School Culture and Climate

Implement schoolwide systems that:
* Recognize positive student behaviors.
* Promote belonging and inclusion.
* Increase student engagement.
* Support restorative practices.

Monitor Connectedness and Equity Indicators

Use Panorama, attendance, behavior, and participation data to:
* Identify student groups needing additional support.
* Monitor student perceptions of belonging.
* Address barriers to participation.
* Evaluate the effectiveness of connectedness initiatives.

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|---|---|---|---|---|
| 1 | Implement schoolwide strategies that increase student-adult connections through advisory activities, mentoring opportunities, and intentional relationship-building practices. | Administration, Counselors, Teachers | Year long; progress reviewed quarterly and after each Panorama administration window. | |

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|---|---|---|---|---|
| 2 | Expand opportunities for student voice, leadership, CTSO participation, clubs, and school activities to increase student engagement and belonging. | Administration, Counselors, Teachers | Year long; participation reviewed at the end of each CCSD grading period. | |
| 3 | Monitor Panorama, attendance, discipline, and participation data to identify student groups needing additional support and implement targeted connectedness interventions. | Administration, Counselors, Teachers | Quarterly data reviews; progress monitored after each Panorama administration window. | |

**Position Responsible:** Administration

**Resources Needed:** Resources Needed:
Panorama Survey data
5-Star program
Advisory resources
Student leadership opportunities
Family engagement resources

**Evidence Level**
Level 1: Strong: Counselor

**Problem Statements/Critical Root Cause:** Connectedness 1

# Priority Problem Statements

**Problem Statement 1**: The percentage of students meeting the benchmarks decreased from 54.5% in Winter 2025-2026 to 52.6% in Spring 2025-2026. The largest declines occurred in mathematics and among Grade 9 students.

**Critical Root Cause 1**: Teachers and PLC teams did not consistently use formative assessment data to identify unfinished learning and provide timely intervention for students who were not meeting learning targets.

**Problem Statement 1 Areas**: Student Success

**Problem Statement 2**: While PLC collaboration increased during the 2025-2026 school year, implementation of the District PLC Framework remains inconsistent across teams, resulting in varying levels of data analysis, intervention planning, and instructional refinement.

**Critical Root Cause 2**: PLC teams do not consistently analyze student learning evidence and use the results to make documented instructional decisions.

**Problem Statement 2 Areas**: Adult Learning Culture

**Problem Statement 3**: Student-adult relationships remain one of the lowest-rated indicators on the Panorama survey, particularly among students receiving special education services.

**Critical Root Cause 3**: Systems for intentionally building and monitoring student-adult relationships are not consistently implemented across the school.

**Problem Statement 3 Areas**: Connectedness

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Student Success**

- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- CCR Participation data
- College and career readiness data
- Credit Sufficiency/Deficiency/Retrieval data
- Criterion-Referenced Test in Science
- Grades
- I-Ready
- SAT, ACT, PSAT or ASPIRE
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs

**Adult Learning Culture**

- Lesson Plans
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- School leadership data
- Staff surveys and/or other feedback
- Student Climate Survey
- Walk-through data

**Connectedness**

- Attendance
- Behavior
- Enrollment
- PBIS/MTSS data
- Perception/survey data
- Social Emotional Learning Data

# Plan Notes

| Funding Source | Amount | Purpose(s) for which funds are used | Applicable Goal(s) |
|---|---|---|---|
| General Funds Allocation | $12,374,388.88 | Staffing, Supplies | Student Success, Adult Learning Culture, Connectedness |
| At-Risk Weighted Allocation | $363,920.02 | Staff | Student Success, Adult Learning Culture, Connectedness |
| EL Weighted Allocation | $318,600.24 | Staff | Student Success, Adult Learning Culture, Connectedness |
| General Carry Forward | $0.00 | | |
| At-Risk Weighted Carry Forward | $0.00 | | |
| EL Weighted Carry Forward | $0.00 | | |
| Title IA | $0.00 | | |
| CTE | $15,000.00 | Staff | Student Success, Adult Learning Culture, Connectedness |
| | | | |
| | | | |

# School Continuous Improvement Team

| Team Role | Name | Position |
|---|---|---|
| CI Team Lead | Nicole Delgado | Principal |
| CI Team member | Roxane Thomas | Assistant Principal |
| CI Team member | Christine Greathouse | Parent |
| Team member | Marlenne Gutierrez | OS-II |
| CI Team member | Deanna Pardo | Teacher |
| CI Team Lead | Stormy Hanson | Assistant Principal |

# Community Outreach Activities

| Activity | Date | Lesson Learned |
|---|---|---|
| Understanding WIDA | 10/1/2026 | There has to be a better communication pattern for families and students. Attempts were made through email (Parentlink). For the future, there will be direct outreach to the students and phone calls to all of the students who receive services as English Language Learners. |