

School Performance Plan

School Name

LAS VEGAS HS

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

6500 EAST SAHARA AVENUE

LAS VEGAS, NV 89142, 7027990180

Superintendent/Region
Superintendent:

Jesus Jara / Deanna Jaskolski

For Implementation During The Following Years:

2021-2022

The Following MUST Be Completed:

Title I Status:

Served

Designation:

atsi

Grade Level Served:

High School

Classification:

3 Star

NCCAT-S:

Review

*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
Jenna Rhoads	Parent	Rachel Mangum	Parent
Kara Brinkerhoff	Parent	Kimberly Iverson	Parent
Amy Colasuono	Teacher	Christopher Welch	Assistant Principal
Ron Guerzon	Principal	Stephen Blanco	Teacher
Diane Striegel	Support Staff	Arlee Vernon	Teacher
Joceline Mejia Lopez	Student		

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
Statewide Assessments	Achievement Gap Data	Nevada Alternate Assessment (NAA)
Formative Assessments Practice	Time in ELL Program/Projected Time to Proficiency	Achievement Gap Data
Summative Assessments	ELL Program Policies and Procedures	Individualized Education Programs (IEP)
SAT/ACT Assessments	Family Engagement Data	Teacher/Administrator Observation Data
Teacher/Administrator Observation Data	Teacher/Administrator Observation Data	IEP Compliance
Other: Course Enrollment Data	Other: Grade Distribution Data	Other: Grade Distribution Data
Other: Grade Distribution Data	Other:	Other:

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

Priority need #1: Progress has been made with regard to the addition of three new dual credit courses at the beginning of the 2020-2021 school year. Enrollment in our dual credit courses has increased by 38% due to our these new course offerings. However, enrollment in AP courses has shown a slight decrease of 2%, which we attribute to the COVID-19 shutdown and the transition to distance learning. This transition created undue stress on many of the students enrolled in these courses resulting in many students requesting to drop one or more AP courses. Our intent is to persevere with the same action steps previously set forth, which include the promotion of professional development four our AP teachers. We will continue to further engage families, including virtual informational meetings if necessary, along with the continued creative scheduling and hiring to ensure a variety of options for our students.

Priority Need #2: The ACT scores for the 2019-2020 school year were mixed. While we showed a slight uptick of 1.2% in our ACT Math scores from 9.0% to 10.2% proficiency, we showed a 2.5% decrease from 36.9% to 34.4% proficiency in the area of ELA. Growth is still a priority need in this area. We will continue with our focus of utilizing our embedded PLC time to align our core curriculum and assessments to the style and level of rigor of the ACT. We have also utilized our SB 178 funds to purchase and implement the CERT (College Equipped Readiness Tool) ACT prep program for students.

Priority Need #3: An analysis of CTE enrollment data shows an increase in CTE enrollment in all grade levels with an overall increase in CTE enrollment of 31.6%, indicating an increase in retention in CTE pathways. CTE teachers continue to review course specific and workplace readiness assessment data to focus on areas in need of growth.

Given the COVID-19 shutdown and transition to distance learning, we intend to persevere in all of our goals to ensure more accurate data is collected before assessing the need for adjustments.

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	66.7
<input checked="" type="checkbox"/> Asian	100
<input checked="" type="checkbox"/> Black	95.1
<input checked="" type="checkbox"/> Hispanic	93.8
<input checked="" type="checkbox"/> Two or More Races	90.9
<input checked="" type="checkbox"/> Pacific Islander	100
<input checked="" type="checkbox"/> White	84.9
<input checked="" type="checkbox"/> FRL	92.9
<input checked="" type="checkbox"/> IEP	73.9
<input checked="" type="checkbox"/> ELL	91.2

NOTES:

HOPE 2 Intervention

Focus of Intervention:

SEOAC recommends interventions be put into place to reduce the number of students being removed from school. To address this recommendation, Las Vegas High School will implement a STAR ON program.

Monitoring Plan:

The success of the STAR ON program will be measured each quarter using discipline data to determine if the number of students being removed from school due to discipline has decreased.

Evaluation Plan:

Discipline data will be pulled from Infinite Campus each quarter. The data will included suspension and expulsion rates over a two year period to show trends and to determine the success of STAR ON.

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:

Increase participation by X% and achievement by Y% in advanced placement and dual enrollment courses.

Root Causes:

-Low enrollment in dual credit courses. -Low pass rate on Advanced Placement exams. -Lack of qualified teachers for dual credit and Advanced Placement courses. -Lack of dual credit courses in all subject areas. -Need for extra instructional time for Advanced Placement courses.

Measurable Objective 1:

Increase enrollment in dual credit courses by X% by the end of the 2020-2021 school year.

Measurable Objective 2:

Increase overall pass rates on Advanced Placement exams by X% by the end of the 2021-2022 school year.

Measurable Objective 3:

Use creative scheduling to provide opportunities for additional instructional time to Advanced Placement students by the end of the 2021-2022 school year.

Measurable Objective 4:

Increase the percent of ASF eligible students meeting or exceeding growth projections in reading from X% (Winter) to Y% (Spring) as measured by MAP Growth Assessments.

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
1.1 Professional Development (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
1. Encourage teachers to attend Silver State Advanced Placement Summer Institute. 2. Encourage teachers to seek continued graduate-level education in their content area.	1. Current and/or interested teachers 2. School funded tuition for the Silver State Advanced Placement Summer Institute (\$35). Title 1	Transcripts and/or certificates of attendance from accredited institutions.	School administration will monitor throughout the 2021-2022 school year.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
Implement AP and dual credit parent information nights.	AP/dual credit teachers and culinary teachers/students, video presentations, hand-outs, refreshments, incentives such as course (\$69.50) and exam fees (\$80) paid.	Parent sign in logs	School administration will monitor throughout the 2021-2022 school year. Meetings scheduled for September 2021 and January 2022.	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
1. Use creative scheduling to provide additional instructional time for Advanced Placement courses, such as AP labs and designated AP study areas with resources.	AP teachers, library, one period per day built into the master schedule. Supplemental AP materials provided by the library budget.	Master schedule and student attendance records	Master Schedule completed by August 2021. School administration will monitor throughout the 2021-2022 school year.	N/A

Comments:

1.4 Other (Optional)	Continuation From Last Year:		NCCAT-S Indicators:	
				N/A

Comments:

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:

Based on previous ACT score data, we will increase ACT scores by X% during the 2021-2022 school year.

Root Causes:

-Low/Stagnate ACT scores for the previous four years -Lack of proper teacher preparation and knowledge of exam content -Inconsistent message regarding the importance of the ACT to parents and students -Inconsistent ACT preparation in core classes

Measurable Objective 1:

Increase ACT preparation starting in 9th grade by aligning all assessments with ACT verbiage and structure by the end of the 2021-2022 school year.

Measurable Objective 2:

Provide ACT professional development for instructional leaders to disseminate through departments and professional learning communities by December 2021.

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
2.1 Professional Development (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
1. Provide professional development to instructional leaders through a 3rd party. 2. Instructional leaders will provide professional development to departments during SBCT.	Instructional leaders, core teachers, professional development funding	SBCT agendas and attendance, certificate of attendance from 3rd party training.	Administration and instructional leaders by December 2021.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
-Utilize open house for an ACT information session. -Update school website with information regarding the importance of ACT with important ACT dates. -Send home ACT information, such as parent tips, through ParentLink and school newsletter.	Parent Information PowerPoint for open house, parent tips hand out, administration and instructional leaders	PowerPoint presentation, parent tip hand-out, parent sign-in sheet	Administration and instructional leaders will monitor through the 2021-2022 school year.	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
Align core class curriculum and assessments to ACT style and rigor through professional learning communities.	Instructional leaders, core teachers, sample ACT assessments, and PLC time.	Sample assessments, content area assessments, and PLC agendas/notes.	Administration and instructional leaders will monitor through the 2021-2022 school year.	N/A

Comments:

2.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

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

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 3:

Increase retention in CTE pathways through level 3 by X% and achievement on the CTE Workplace Readiness and course-specific examinations by Y%.

Root Causes:

-Students prematurely exiting CTE programs. -Lack of exam preparation materials provided to both students and teachers. -Lack of up-to-date classroom equipment, materials, and technology.

Measurable Objective 1:

Increase retention in CTE pathways through level 3 by X% by the end of the 2021-2022 school year.

Measurable Objective 2:

Increase overall pass rates on the CTE Workplace Readiness and course-specific examinations by Y% by the end of the 2021-2022 school year.

Measurable Objective 3:

Use creative scheduling to provide opportunities for additional instructional time to level 3 CTE students.

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
3.1 Professional Development (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
1. Provide extra lab time to CTE level 3 classes. 2. Encourage teachers to seek professional development on aligning assessments to the CTE assessments.	CTE Teachers, one additional period per day for lab time	Workplace Readiness and CTE Course Specific scores along with question analysis.	Administration and instructional leaders will monitor through the 2021-2022 school year.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
3.2 Family Engagement (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
-Utilize open house for a CTE information session. - Update school website with information regarding the importance of CTE assessments with important CTE assessment dates.	Parent Information PowerPoint for open house, parent tips hand out, administration and instructional leaders	PowerPoint presentation, parent tip hand-out, parent sign-in sheet	Administration and instructional leaders will monitor through the 2021-2022 school year.	N/A

Comments:

3.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
Align CTE class curriculum and assessments to CTE assessment style and rigor through professional learning communities.	Instructional leaders, core teachers, sample CTE assessments, and PLC time	Sample assessments, content area assessments, and PLC agendas/notes.	Administration and instructional leaders will monitor through the 2021-2022 school year.	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)
Title III	38,808	Title III Budget funds to develop the language of newcomer students via a push in model and increase tutoring availability to the ELL subgroup. Funds will be utilized to augment technology to increase proficiency within our ELL subgroup.	None
Title I	608,895	Title I funds are utilized to reduce class sizes in the areas of math and ELA. One counselor will be added to assist in the freshmen transition to high school. Funds will be utilized to augment our current technology to increase the use of differentiated instruction and to increase proficiency within our ELL subgroup.	Goals 1, 2 and 3
Strategic Budget	11,525,539	Strategic Budget funds are utilized to increase participation and achievement in advanced placement and dual enrollment courses, increase ACT scores, and to increase retention in CTE pathways through level 3 and increase achievement on the CTE exams.	Goals 1, 2 and 3
Academic Support Fund	610,015	Academic Support Funds are utilized to reduce class sizes in the areas of math and ELA. Funds will be utilized to augment our current technology to a summer academy and after-school program to increase proficiency for our students within the bottom quartile of achievement.	Goals 1, 2 and 3

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.

Our school carefully screens applicants to ensure only effective teachers are hired at Las Vegas High School. We seek out and place a large number of BYU student teachers and partner them with our most effective teachers to ensure alignment with our vision. Many of these student teachers remain and establish their careers at Las Vegas High School. Our low teacher turn-over rate allows us to be highly selective in our teacher hiring process. Teachers are carefully vetted through the CCSD HCM system and interviewed to insure they meet our rigorous criteria. Teachers who show a deficiency are supported through the evaluation process and supported by our Instructional Leaders.

2. Describe the school's strategies to increase family engagement in accordance with Section 1116 of ESSA (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.

Verbal and written communication is sent out in both Spanish and English to accommodate our high number of Spanish-speaking parents. Parents are invited to informational meetings on colleges, scholarships, Advanced Placement testing and other events around our sports and performing arts. Progress reports are sent home each quarter and many one-on-one parent meetings are held to discuss academics and attendance concerns. EOC results were sent home in English and Spanish when provided by the District. We recruit and retain qualified Spanish-speaking support staff to augment our ability to effectively communicate with parents.

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.).

Our close proximity to our middle schools allows us to establish relationships with students at the middle school level before they enter our campus. Many events such as homecoming, allow us to invite students from the middle schools to promote their involvement and ease their transition to high school. Our high school students visit our feeder middle schools to assist with both academic and extra-curricular events. We hold our annual Wildcat Premiere Night in March and freshmen orientation barbecue in August, both of which allow students to tour the campus, preview clubs and electives and meet teachers and mentors and develop relationships with peers.

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

Teachers work within their PLCs to develop and fine-tune common assessments to ensure they are standards-based and at the appropriate level of rigor to move students towards college and career readiness. Our schedule allows for this daily embedded collaboration, and our teachers utilize it effectively. Instructional Leaders for each department serve as liaisons between administration and teachers in order to ensure expectations and concerns are clearly conveyed so that all teachers have input with regard to decision-making.

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

Title I monies are utilized to lower class sizes and fund teachers and instructional leaders for teacher support for ELL strategies and mathematics. We coordinate with Project 150 to service our homeless population and provide meals for the holidays. Academic Support Funds were utilized to support our increased graduation rate by funding CERT, to assist in increasing ACT scores and APEX support for credit recovery and remediation for math and English language arts through the IXL program.

Plan for improving the school climate

Goal:

Increase and improve the communication from Las Vegas High School to parents/guardians and community members in regards to curriculum, use of funds, and community involvement from 55% to 65% through the implementation or continued implementation of the following: • Use of a weekly electronic newsletter • Reintroduction of the LVHS App • Newly designed school website with links to individual teachers • School identification in ParentLink • Professional development in Infinite Campus on the use of the communication tools • Itemized breakdowns of how specific fundraising money is used • Parent Information Nights for specialized programs

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

This plan will increase communication to all stakeholders thereby improving involvement and participation among both parents and students in all school activities.

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

Las Vegas High School will track the implementation of this plan by: • Collecting sign in sheets at all parent meetings • Monitoring circulation data of weekly newsletter • Monitoring usage of the school app • Administrative approval of all fundraising breakdown descriptions • Posting agendas of all parent meetings on the website

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

Las Vegas High School will use the Clark County School District school climate survey results as well as the following to determine if school climate has improved: • Collected sign in sheets at all parent meetings • Collected data of weekly newsletter views • Usage data of the school app • Completed fundraising documents • Amount of hits on the school website

APPENDIX A - Professional Development Plan

1.1

1. Encourage teachers to attend Silver State Advanced Placement Summer Institute. 2. Encourage teachers to seek continued graduate-level education in their content area.

Goal 1 Additional PD Action Step (Optional)

2.1

1. Provide professional development to instructional leaders through a 3rd party. 2. Instructional leaders will provide professional development to departments during SBCT.

Goal 2 Additional PD Action Step (Optional)

3.1

1. Provide extra lab time to CTE level 3 classes. 2. Encourage teachers to seek professional development on aligning assessments to the CTE assessments.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Implement AP and dual credit parent information nights.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

-Utilize open house for an ACT information session. -Update school website with information regarding the importance of ACT with important ACT dates. -Send home ACT information, such as parent tips, through ParentLink and school newsletter.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

-Utilize open house for a CTE information session. -Update school website with information regarding the importance of CTE assessments with important CTE assessment dates.

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation**Priority Need/Goal 1****Priority Need/Goal 1:**

Increase participation by X% and achievement by Y% in advanced placement and dual enrollment courses.

Measurable Objective(s):

- Increase enrollment in dual credit courses by X% by the end of the 2020-2021 school year.
- Increase overall pass rates on Advanced Placement exams by X% by the end of the 2021-2022 school year.
- Use creative scheduling to provide opportunities for additional instructional time to Advanced Placement students by the end of the 2021-2022 school year.
- Increase the percent of ASF eligible students meeting or exceeding growth projections in reading from X% (Winter) to Y% (Spring) as measured by MAP Growth Assessments.

Status

N/A

Comments:**1.1 Professional Development:****1.2 Family Engagement:****1.3 Curriculum/Instruction/Assessment:****1.4 Other:**

	Mid-Year	End-of-Year	
1.1	1. Encourage teachers to attend Silver State Advanced Placement Summer Institute. 2. Encourage teachers to seek continued graduate-level education in their content area.		N/A
Progress			
Barriers			
Next Steps			
1.2	Implement AP and dual credit parent information nights.		N/A
Progress			

Barriers		
Next Steps		
1.3	1. Use creative scheduling to provide additional instructional time for Advanced Placement courses, such as AP labs and designated AP study areas with resources.	N/A
Progress		
Barriers		
Next Steps		
1.4		N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation**Priority Need/Goal 2****Priority Need/Goal 2:**

Based on previous ACT score data, we will increase ACT scores by X% during the 2021-2022 school year.

Measurable Objective(s):

- Increase ACT preparation starting in 9th grade by aligning all assessments with ACT verbiage and structure by the end of the 2021-2022 school year.
- Provide ACT professional development for instructional leaders to disseminate through departments and professional learning communities by December 2021.

Status
N/A

Comments:**2.1 Professional Development:****2.2 Family Engagement:****2.3 Curriculum/Instruction/Assessment:****2.4 Other:**

	Mid-Year	End-of-Year
2.1	1. Provide professional development to instructional leaders through a 3rd party. 2. Instructional leaders will provide professional development to departments during SBCT.	N/A
Progress		
Barriers		
Next Steps		
2.2	-Utilize open house for an ACT information session. -Update school website with information regarding the importance of ACT with important ACT dates. -Send home ACT information, such as parent tips, through ParentLink and school newsletter.	N/A
Progress		

Barriers		
Next Steps		
2.3	Align core class curriculum and assessments to ACT style and rigor through professional learning communities.	N/A
Progress		
Barriers		
Next Steps		
2.4		N/A
Progress		
Barriers		
Next Steps		

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

Increase retention in CTE pathways through level 3 by X% and achievement on the CTE Workplace Readiness and course-specific examinations by Y%.

Measurable Objective(s):

- Increase retention in CTE pathways through level 3 by X% by the end of the 2021-2022 school year.
- Increase overall pass rates on the CTE Workplace Readiness and course-specific examinations by Y% by the end of the 2021-2022 school year.
- Use creative scheduling to provide opportunities for additional instructional time to level 3 CTE students.

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	1. Provide extra lab time to CTE level 3 classes. 2. Encourage teachers to seek professional development on aligning assessments to the CTE assessments.	N/A
Progress		
Barriers		
Next Steps		
3.2	-Utilize open house for a CTE information session. -Update school website with information regarding the importance of CTE assessments with important CTE assessment dates.	N/A
Progress		

Barriers		
Next Steps		
3.3	Align CTE class curriculum and assessments to CTE assessment style and rigor through professional learning communities.	N/A
Progress		
Barriers		
Next Steps		
3.4		N/A
Progress		
Barriers		
Next Steps		