

Act 2 - Status Check 2 (Plan of Operation Requirement)

[Directions and Resources for Status Check 2](#)

****Only type in the yellow cells.****

Status Tracker Directions:

- Rate the overall status of each improvement strategy:
Strong - on track;
At Risk - requires some refinement and/or support; or
Needs Immediate Attention - requires immediate support
- Identify specific **Lessons Learned (Now)**, **Next Steps**, and **Needs**

Note:
 The status you enter from the drop-down lists will automatically update the accompanying cell on the Master Tracker tab.



School Name: Joseph Neal STEAM Academy

Inquiry Area 1 - Student Success

School Goal: Increase the percent of all student groups scoring at or above the 40th percentile from 50% to 60% by winter and 68% by spring, as measured by MAP Growth Assessments.

Improvement Strategies	Intended Outcomes/Formative Measures	Status <i>Are we implementing the improvement strategy as planned?</i>	Now (Lessons Learned) <i>What does our progress monitoring data reveal about progress toward our goal? What are we learning as we implement our improvement strategies? What challenges with implementation and gaps in performance are we noticing?</i>	Next (Next Steps) <i>What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?</i>	Need <i>What do we need to be successful in taking action?</i>

<p>Teachers will utilize enVisions Common Core 2020, with training and instructional strategy support from Administration and learning strategists, to improve effective Tier 1 instruction in the math curriculum.</p>	<p>K-5 Grade Students will increase proficiency on MAP Mathematics from Fall to Spring. This will decrease the number of at risk students in mathematics.</p>	<p>Strong</p>	<p>According to the K-5 Winter MAP data, we surpassed our initial Math goal by decreasing the number of at risk students and increasing our students at or above the 40th percentile to 60%. Students increased their proficiency and growth in Math and Reading. As we specifically targeted Math, the "At Risk" (below 41st percentile) population of students in Math decreased from 50% to 40%, a drop of 10% percent in at risk students. Since we are making progress, we will adjust the intended outcomes to: "Increase the percent of all student groups scoring at or above the 40th percentile from 50% to 60% by winter and 68% by spring, as measured by the MAP Growth Assessments."</p> <p>***What are we learning as we implement our improvement strategies? Setting clear learning intentions and success criteria has allowed teachers to develop a roadmap for daily learning goals during instruction. Specific focus on each grade level Math SLG and common rubric has helped our students implement key strategies and apply skills across multiple standards. The targeted and clear expectation of labeling, computation precision, use of academic vocabulary, and explaining their thinking and solving process, has helped support student growth and mastery across standards. The implementation of Math Tutoring for at risk students in basic fact/numeracy support and for enrichment purposes for 5th grade students has been helpful (student data growth) for those attending regularly. Use of Strategist as an interventionist with struggling student groups, has supported student foundational skills and closing targeted gaps. Use of Edmentum is key, but cannot take the place of instruction with the teacher.</p> <p>***What challenges with implementation and gaps in performance are we noticing? 4th Grade has 67% students still at risk and 2nd grade has 48% students at risk; they still need targeted strategist support and intervention with struggling student groups. More students need to take advantage of tutoring for basic fact/numeracy skills. Starting another round for Teacher/Support Staff tutors and a new round of invitations sent to needy students should begin ASAP. Instructional use of academic vocabulary, teacher modeled solving strategies, and the increased use of hands-on manipulatives are instrumental in student understanding. Continue to implement the rigorous SLG common rubric in classroom instruction and in a home- to-school connection including homework practice of key and enduring concepts/skills.</p>	<p>Continue strong implementation of Learning Intentions and Success Criteria, focusing on student interaction and discourse about the roadmap to successful learning Who: All Classroom Teachers /Administration When: February 2024 Immediately begin school wide implementation of Test Taking Superhero Strategies and Study Skills that focus on precision, accuracy, and explaining their thinking. Who: Principal, Teacher and Student Leads, and Strategists When: February 2024 Data reveals that more students need to take advantage of tutoring for basic fact/numeracy skills. Starting another round for Teacher/Support Staff tutors. A new round of invitations sent to at risk or high need students. Who: Strategist/Administration/Tutor When: Continues as of February 16, 2024 Instructional use of academic vocabulary, modeled solving strategies, and use of hands-on manipulatives are instrumental in student understanding. Continue high impact strategies and implementation of the SLG common rubric in classroom instruction and home to school connection/ homework practice of skills. Who: Classroom teachers/GL Leads/Administration When: Continue check-in Walkthrough starts in February - Developed in PLC's Begin Targeted Support/Interventions for highest at risk grade levels. 4th Grade has 67% students still at risk in Math and 2nd grade has 48% students at risk in Math; they still need targeted strategist support and intervention with struggling student groups. Implement Strategist block time to support classroom push-in and student group intervention pull out. Provide Teacher Prep buyout to support interventions in these grade levels on M-T and Th-Fri. Who: Classroom teachers/Administration/Strategists When: By February 16, 2024 Implement aligned rigor from IAB and ICA test practice and online tool/format practice for MAP and SBAC tools for students. Reference SBAC Blueprints and updated practice resources available as well as NWEA practice tests and RIT Band continuums aligned in Edmentum for daily practice. Who: Classroom Teachers/Strategists When: Continued use January - April 2024</p>	<p>We will need Superhero Testing Strategies to be implemented on a school-wide basis. We need: motivated and expressive/engaging teachers to assist in schoolwide implementation and assemblies for Test Taking Superhero Strategies. The following strategies will be incorporated and continued through the rest of the year to support students growth and achievement: Roll out for all K-5 students coordinated by Principal, continuing teaching tutors for before and/or after school, invitations for "at risk" student groups sent by Assistant Principal, Prep buyout for teachers (highly skilled in Math) to push-in to high needs classrooms, or pull out identified struggling student groups for an intervention block in 2nd grade and/or 4th grade, coordinated by Administration and Math Strategist. Extra duty pay and Prep buyout tracked by Office Manager. Grade Level collaboration to implement Math challenge and incentive trackers, school challenge tracker done by Strategist and Grade Level, Incentives procured by Administration/Office on a bi-monthly basis.</p>
---	---	---------------	---	---	---

Inquiry Area 2 - Adult Learning Culture
 By the end of the school year, 100% of teachers will meet within consistent Grade Level/Departmental PLC's using the Professional Learning Communities (PLC) templates to plan high impact lessons and track student data to responsively adjust instruction to meet the needs of all students.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
------------------------	--------------------------------------	--------	-----------------------	-------------------	------

<p>We will improve the quality and consistency of the PLCs using a common format for all meetings.</p>	<p>Decrease the percentage of students scoring at or below the 40th percentile on MAP Math Growth Assessment.</p>	<p style="text-align: center;">At Risk</p>	<p>Our goal was specifically set for the end of the year, so we are still implementing structural improvements and staff training for expected PLC impact in instructional design and responsive data analysis. We have surpassed our overall target for data improvement thus far for students in Math. We have also implemented common PLC scheduling, and the require template used, yet there are Adult Learning needs for PLC consistency and more time allotment needed to have effective collaboration within the district and school effective PLC expectations. NOTE: We also decreased the amount of students at risk in Reading from 49% to 38%. ***What are we learning as we implement our improvement strategies? We need more time for PLC collaboration across each grade level. We need a dedicated PLC Professional Development calendar to implement consistency and convey value of PLC time. Staff Training will support independent efficacy in PLC growth and school wide collective efficacy in PLC expectations. As well, the PLC action planning template cycle designed for collaborative planning, teaching, assessing, analyzing, and responding to students needs will be followed. ***What challenges with implementation and gaps are we noticing? The challenge is time set aside for PLC development when we are targeting the much needed training and time that is vital for new resource implementation/roll out and planning that is still new to staff. This goal will take time to implement effectively and we are still moving forward. Departmental PLC's raise their own set of issues for planning time because teachers do not always have a common prep across all of the SPED/Specialists' departments. SPED department meetings are monthly and follow a SEIF agenda, rather than a PLC format and Specialist meetings are scheduled as needed, for now. An improvement of collaboration and targeted needs in this area can be developed.</p>	<p>PLC+ and Teacher Clarity teacher PD materials previously ordered have arrived at the school and training is the next step. Who: Administration Team RBG3 When: February 2024 Calendar a common day for PLC across the school (offering prep buyout on Wednesday, our only fully common prep day). Who: Administration/Grade Level Leads/Strategists When: By February 14, 2024 Develop a PLC implementation Calendar for PLC focus and discussion (based on PLC Teaching and Learning Cycle, CCSD pacing guide/GL long range planning). Who: Administration/Grade Level Leads/Strategists When: By February 2024</p>	<p>We will need: Prep buyout for teachers for common PLC in K-5 grade only coordinated by Grade Level Leads. Prep buyout must be tracked by the Office Manager according to the budget funds allotted. Grade Level collaboration is to implement PLC Teaching and Learning Cycle expectations within the PLC template. PLC's held on a weekly basis with the entire Grade Level, Administration and training support guests, as needed.</p>
<p>Inquiry Area 3 - Connectedness</p>					
<p>Increase the percent of 3rd-5th grade students who feel that they can successfully regulate their emotions from 38% (spring 2023) to 44% (fall 2023) to 50 % (winter 2024), to 56% (spring 2024) as measured by the Panorama Education Survey.</p>					
<p style="text-align: center;">Improvement Strategies</p>	<p style="text-align: center;">Intended Outcomes/Formative Measures</p>	<p style="text-align: center;">Status</p>	<p style="text-align: center;">Now (Lessons Learned)</p>	<p style="text-align: center;">Next (Next Steps)</p>	<p style="text-align: center;">Need</p>

<p>Teachers will utilize Rethink ED and classroom engagement and rapport building strategies alongside the counselor using the Panorama Education Playbook to teach lessons in SEL (Social Emotional Learning)</p>	<p>Increased the number of students who can successfully regulate emotions.</p>	<p>At Risk</p>	<p>Progress Monitoring is still pending for the winter Panorama Data. From spring of 2023 to fall of 2023, students did respond more favorably that they could successfully regulate emotions, as measured by the Panorama Education Survey in Fall. School wide behavioral data is trending downward based on Incident Reports in IC as well. 94% of students have had 0-1 behavioral incident reports. However, the level of and severity of incident reports we have received, the repeat offenders in Tier II and Tier III, and the needs within our SPED/STAR population are needing significant support.</p> <p>***What are we learning as we implement our improvement strategies? There is a continued need for improved rapport building with apathetic and oppositional students. Across the board, there is a need for improved student motivation and use of incentives and goal setting within classrooms and grade levels. Implementation of strategic student engagement strategies, SEL with Rethink Ed, and school wide engagement structures that target social emotional learning and modeled behavioral expectations need to be continued. As planned, teachers received more training in Rethink Ed to support rapport building strategies for teachers and an increase in emotional regulation strategies for students. The staff began the behavioral support training on Tier I expectations and on de-escalation strategies, behavioral replacement, and motivation strategies. We will continue training in the appropriate use of the Shared Space room, as well as goal setting /data trackers designed to assist students with self-monitoring and using cool down strategies.</p> <p>***What challenges with implementation and gaps in performance are we noticing? Our challenges are that our 4th and 5th grade have event severity in behaviors, but Kindergarten and 1st grade have repeated incidents from the same students. A review of schoolwide expectations and consequences for behavior could be implemented in classrooms or within a school wide assembly. The implementation of school mentors for Tier II and Tier III students and goal setting for Tier II and Tier III students would help in addition to the "Cool Down" room and spaces within classrooms.</p>	<p>Continue to ensure consistent time in the daily schedule for classroom SEL instruction; administration and counselor will assist in scheduling SEL instruction.</p> <p>Who:Administration When: By February 12th</p> <p>The Counselor/RBG3/Administration will continue to discuss SEL/Behavioral Needs for students in RTI.</p> <p>Who:Administration/ Counselor/RBG3/Teachers When: Thursdays in RTI</p> <p>Continue and complete the Professional Development for increased student engagement, clear PBIS behavioral expectations, and de-escalation strategies for maladaptive/unwanted behaviors.</p> <p>Who:Administration/Counselor/CCSD PBIS /Select Teachers When: January 22 and February 21st, 2024</p> <p>Continue and complete the Specialist and support staff development for staff in these identified connectedness areas.</p> <p>Who: Administration/Counselor/CCSD PBIS /Select Teachers When: January 22 and February 21st, 2024</p> <p>Partnership with the school's community partner will be implemented for mentorships with select Tier II and III students, including incentive rewards implemented at school on a predetermined basis (with Licensed supervision).</p> <p>Who:Administration/ Strategist/ MDLT/Teachers When: February Plan 2024</p>	<p>In order to support emotional regulation for students, the counselor (and classroom teachers) will provide guidance lessons from the Panorama Education Playbook to all classrooms on a weekly basis (Counselor-monthly basis). Teachers have received Professional Development for Rethink Ed and will continue the use of Rethink Ed classroom resources for Social Emotional Regulation in school. In collaboration with the Administration, the counselor/MDLT team, and teachers will analyze various student data needs for discussion and supports. The school Counselor will pull cohorts of students to address concerning students' emotional needs, on a weekly basis. The administration will partner with parents, teachers, and the MDLT team to help support behavior referral students that have difficulty with behavioral choices because of emotional regulation, as needed. Parents will be provided updated information regarding SEL and Mental Health/Counseling support offered to the Las Vegas community through CCSD. Administration, counselor, and select "behavior model" teachers will continue planned Professional Development for increased student engagement strategies; including rapport/trust building, and setting clear PBIS schoolwide and classroom behavioral expectations for Tier I. Planned PD will continue for Tier II de-escalation strategies and replacement behaviors with all teachers. Classroom teachers will utilize Rethink ED for SEL instruction twice a week for student support. Teachers and the Counselor will use de-escalation strategies, use cool down areas in the classroom, and the Shared Space room to implement SEL strategies and incentive rewards. Partnership with the school's community partner will be implemented for mentorships with select Tier II and III students, including incentive rewards implemented at school on a predetermined basis (with Licensed supervision).Parents will be provided updated information regarding SEL and Mental Health /Counseling support offered to the Las Vegas community through CCSD.</p>
--	---	----------------	---	--	---