



Clark County School District

Joseph Neal STEAM Academy

School Performance Plan: A Roadmap to Success

Joseph Neal STEAM Academy has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal:

School Website: nealsteamacademy.org

Email:

Phone: (702) 799-2200

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on June 20, 2023



School Demographics and Performance Information

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/joseph_m_neal_elementary_school/2022/nspf/.

Inclusion of this link replaces completion of the tables in the previous year's SPP.

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

	Role
Traci McLaughlin	Principal(s) <i>(required)</i>
Jodi Carlisi	Other School Leader(s)/Administrator(s) <i>(required)</i>
LeahAnn Siemen	Teacher(s) <i>(required)</i>
Farrah Cantagallo	
Angela Cruzate	
Jennifer Karbowski	Paraprofessional(s) <i>(required)</i>
Mindy Duplex	Parent(s) <i>(required)</i>



School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
Staff Meeting	May 10, 2023	It was discussed that for Student Success, efforts will still support math, utilizing the district's pacing calendar and creating student goals based on MAP scores. For Adult Learning Culture, teachers will take part in PLC+ training and practices. For Connectedness, teachers will deliver Social Emotional Learning (SEL) lessons multiple times per week.
School Organization Team Meeting	May 18, 2023	SOT discussed progress towards SPP: Roadmap goals and continued improvement strategy efforts. Advice and feedback was solicited to inform decisions about SPP: Roadmap revisions.
Staff Meeting	August 21, 2023	The SPP was reviewed with the staff sharing the plan for Student Success-increasing student proficiency in math for grades 3-5; Adult Learning Culture-teachers using PLC meetings to analyze data and create assessments based on data and standards; Connectedness-improving on students regulating their emotions through Social Emotional Learning (SEL) by the counselor and the teachers, at least twice a week.
School Organization Team Meeting	August 22, 2023	The SPP was shared with the SOT. The team was given an over of the three designated areas-Student Success-increasing student proficiency in math for grades 3-5; Adult Learning Culture-teachers using PLC meetings to analyze data and create assessments based



		on data and standards; Connectedness-improving on students regulating their emotions through Social Emotional Learning (SEL) by the counselor and the teachers, at least twice a week.
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School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

NRS 388.408, Section 1 requires principals of public schools which demonstrate low academic achievement of English learner (EL) pupils to establish a corrective action plan (CAP).

AB 219 (a): Root causes of the low levels of achievement among English learners

AB 219 (b): Plans to address the EL root causes

AB 219 (c): Attainable quantitative goals and timeline for English learners

AB 219 (d): Specific actions to improve the achievement of English learners (including monitoring of those actions and persons responsible)

AB 219 (e): Plans to provide professional development designed to address the needs of English learners

Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	MAP WIDA data SBAC	Panorama Survey	MAP data, grade level summative assessment data, review of curriculum resources, observation data
	<i>Areas of Strength:</i> In the area of math, more than 50% of students in grades K, 1, and 2 scored above the 40th percentile as measured by the Spring MAP growth assessment.		
	<i>Areas for Growth:</i> In the area of math, more than 50% of students in grades 3, 4, and 5 scored below the 40th percentile as measured by the Spring MAP growth assessment.		



<p>Problem Statement</p>	<p>There are a significant number of students performing below the 40th percentile in Mathematics. <i>As evidenced in the data, English learners (EL) in math proficiency are performing below the 40th percentile in Mathematics.</i></p>
<p>Critical Root Causes</p>	<p>We determined a need for consistent delivery of differentiated Tier I instruction including unwrapping the standards, knowledge of the Standards of Mathematical Practices (SMPs), relating new learning to previous learning, vocabulary, problem solving strategies, discourse, foundational math skills, and using the Math Framework. We determined a need for consistent Tier II instruction with consistent, appropriate interventions. In addition, appropriate scaffolds in math will be provided for EL student groups (newcomers, LTELs) in which skills and concepts build upon one another with increasing rigor while maintaining high expectations, and timely feedback will be provided to help students make adjustments to learning.</p> <p><i>AB 219 (a): Root causes of the low levels of achievement among English learners: As evidenced in the data, MAP, WIDA and SBAC, a root cause of low performance of English language learners in language proficiency and content achievement is the need for additional knowledge and skills for educators to deliver effective, grade-level instruction in Tier I designed to provide English learners’ access to the content that builds English language development and content simultaneously.</i></p>

Part B

<p style="text-align: center;">Student Success</p>	
<p>School Goal: Increase the percent of all student groups scoring at or above the 40th percentile from 52% to 55% by winter and 58% by spring, as measured by MAP Growth Assessments.</p> <p><i>AB 219 (c): Attainable quantitative goals and timeline for English learners: Decrease the percent of the all students group scoring at or below the 40th percentile from EL students from 71% to 67% by winter and 62% by spring as measured by MAP Growth Assessments.</i></p>	<p>Aligned to Nevada’s STIP Goal: Goal 3-All students experience continued academic growth.</p>
<p>Improvement Strategy: Teachers will utilize <i>enVisions Common Core 2020</i>, with assistance from learning strategists, to support instructions in the math curriculum.</p> <p><i>AB 219 (b): Plans to address the EL root causes: During Tier I and Tier II instruction, Neal ES will plan with appropriate scaffolds for EL identified student groups (newcomers, LTELs) to support rigor while maintaining high expectations and timely feedback to help students make adjustments to learning.</i></p>	



Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *enVisions Common Core 2020* curriculum-Level-3; Exact Path-Level 2; Analyze data in PLCs (3); MAP Growth Assessments (2).

Intended Outcomes: Students will increase proficiency on MAP Mathematics. This will decrease the number of at risk students in mathematics.

Action Steps:

- Tier 1 instruction with a focus on unwrapping the standards, Math Framework, SMPs, fluency/numeracy, problem solving strategies
- Consistently implement Tier II mathematics instruction with appropriate interventions with cohesive materials
- Teachers meet weekly during PLCs to review data, develop instructional strategies, common assessments, rubrics, and lesson plans
- Teachers will use Fastbridge and MAP data to drive instruction and identify small groups for intervention purposes
- Learning strategists and classroom teachers will work with students who fall below the 40th percentile in mathematics for targeted intervention.
- ***AB 219 (d): Specific actions to improve the achievement of English learners (including monitoring of those actions and persons responsible):***
 - PLC focus to include: Scaffolding instruction with appropriate tasks to increase proficiency and student learning for ELL student groups. (Responsible: Math Strategist, teachers, administration, ELL Division, and monitored by classroom observations and data review)

Resources Needed:

- *enVisions Common Core 2020* math curriculum
- Chromebooks
- Formative and summative assessments
- Exact Path
- Fastbridge
- Instructional supplies
- Lesson plans
- PLC planning templates

Challenges to Tackle:

- Available personnel to implement instruction/intervention; administration, learning strategists, and teachers to model strategies during PLCs and PL opportunities.
- Availability to appropriate Tier II materials; learning strategists will make materials available and provide PL when necessary.

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Learning Strategists provide differentiated instruction and interventions, Exact Path



Foster/Homeless: Counselor will provide culturally sensitive instruction, SEL lessons

Free and Reduced Lunch: Learning Strategists provide differentiated instruction and interventions, Exact Path

Migrant: N/A

Racial/Ethnic Minorities: Learning Strategists provide differentiated instruction and interventions, Exact Path

Students with IEPs: SEIF, Special Education Teachers, General Education Teachers, Learning Strategists to provide accommodations and instructional support as outlined in IEPs

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	SBAC data, MAP data, Classroom observation data	Classroom observation data, Professional Learning Communities (PLC) data	Classroom observation data, PLC format
	<i>Areas of Strength:</i> Grade levels create lesson plans and summative assessments together.		
	<i>Areas for Growth:</i> Increase the effectiveness of Professional Learning Communities (PLC), focusing on analyzing data, unwrapping standards, vertical alignment, implementation of the pacing calendar, and adjusting instruction as needed.		
Problem Statement	There is a lack of significant professional learning opportunities in effective Tier I instruction, student discourse, and scaffolding for ELL student groups.		
Critical Root Causes	We determined a need for consistent professional learning of differentiated Tier I instruction including unwrapping the standards, knowledge of the Standards of Mathematical Practices (SMPs), relating new learning to previous learning,		



	<p>vocabulary, problem solving strategies, discourse, foundational math skills, and using the Math Framework. AB 219 (a): Root causes of the low levels of achievement among English learners: We determined a need for consistent professional learning Tier II instruction with consistent, appropriate interventions. In addition, professional learning is needed for the appropriate use of scaffolds in math for EL student groups (newcomers, LTELs) in which skills and concepts build upon one another with increasing rigor while maintaining high expectations.</p>
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Part B

Adult Learning Culture	
<p>School Goal: By the end of the school year, 100% teachers will use Professional Learning Communities (PLC) templates to track student data and adjust instruction based on data.</p>	<p>STIP Connection: Goal 2: All students have access to effective educators.</p>
<p>Improvement Strategy: We will improve the quality and consistency of the PLCs using a common format for all meetings.</p> <p>Evidence Level: (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)-Build a committed staff and provide professional development (1); enVisions Math (3); Analyze data in PLCs (3); MAP Growth Assessments (2); Exact Path (2); Professional Learning Communities (PLC)-Level 2; Progress Monitoring (2).</p>	
<p>Intended Outcomes: <i>Decrease the percentage of students scoring at or below the 40th percentile on MAP Math Growth Assessment</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● Professional Learning on PLC+ ● Calendar PLC meetings ● PLC templates used school-wide ● Teachers meet weekly during PLCs to develop instructional strategies, common assessments ● PLC meetings will focus on Tier 1 instruction with a focus on unwrapping the standards, Math Framework, SMPs, fluency/numeracy, problem solving strategies, and discourse; Tier II mathematics instruction with appropriate interventions with cohesive materials ● Teachers will use Fastbridge and MAP data to drive instruction and identify small groups for intervention purposes ● AB 219 (d): Specific actions to improve the achievement of English learners (including monitoring of those actions and persons responsible): <ul style="list-style-type: none"> ○ PLC focused on Scaffolding instruction with appropriate tasks to increase proficiency and student learning for ELL student groups. (Responsible: Administration and monitored by classroom observations and data review.) ○ Professional learning is needed for the appropriate use of scaffolds in math for EL student groups (newcomers, LTELs) in which 	



skills and concepts build upon one another with increasing rigor while maintaining high expectations. (Responsible: Math Strategist and administration and monitored by classroom observations and data review.)

Resources Needed:

- MAP data
- Fastbridge data
- *enVisions Common Core 2020* math curriculum
- formative and summative assessment
- Exact Path data
- Lesson plans

Challenges to Tackle:

- Receiving PLC+ training; administration and learning strategists will provide PL during staff meetings and whenever PL is provided.
- Effective PLC template
- Teacher accountability and consistency

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Teachers, Learning Strategists, and Counselor collaborate on student instruction and interventions

AB 219 (e): Plans to provide professional development designed to address the needs of English learners:

All educators at Neal ES will complete Understanding Language Development (ULD) professional learning series, sessions 1-4 to increase the knowledge and skills of teachers to deliver effective, grade-level instruction in Tier I designed to provide English learners' access to the content.

Foster/Homeless: Teachers, Learning Strategists, and Counselor collaborate on student instruction and interventions

Free and Reduced Lunch: Teachers, Learning Strategists, and Counselor collaborate on student instruction and interventions

Migrant: N/A

Racial/Ethnic Minorities: Teachers, Learning Strategists, and Counselors collaborate on student instruction and interventions

Students with IEPs: Collaborate with SEIF, Special Education Teachers, General Education Teachers, and Learning Strategists to understand inclusive practices across the Special Education continuum through the use of Special Education PLCs and collaboration with inclusion teachers.



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Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	Panorama Survey and Nevada School Climate Survey	Panorama Survey and Nevada School Climate Survey	Panorama Survey and Nevada School Climate Survey
	<i>Areas of Strength:</i> On the Spring 2023 Panorama Survey, 90% of our students feel they are in supportive relationships with family, friends, and adults at school.		
	<i>Areas for Growth:</i> On the Spring 2023 Panorama Survey, 38% felt they were able to regulate their emotions.		
Problem Statement	38% percent of students in grades 3 thru 5 reported a difficult time with emotional regulation.		
Critical Root Causes	Inconsistent training and implementation of student engagement strategies and schoolwide engagement structures. Inconsistent use of cool down areas in the classroom and use of the Shared Space room designed to assist students with self-monitoring and using cool down strategies.		

Part B

Connectedness	
<p>School Goal: 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>STIP Connection: Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</p>
<p>Improvement Strategy: Teachers will utilize the Rethink ED and the counselor will use the Panorama Education Playbook to teach lesson in SEL (Social Emotional Learning)</p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Multi-Tiered Systems of Support (MTSS) (1); RethinkED (4);</i></p>	



Wraparound Services
(4).

Intended Outcomes: Increased the number of students who can successfully regulate emotions.

Action Steps:

- Counselor will provide guidance lessons from the Panorama Education Playbook
- Teacher use Rethink ED for SEL instruction
- Teachers and Counselor will use cool down areas in the classroom and the Shared Space room to implement SEL strategies

Resources Needed:

- Counselor
- Teachers
- Panorama Education Playbook
- Rethink ED
- SEL materials

Challenges to Tackle:

- Make time in the daily schedule for classroom SEL instruction; administration, counselor, and teachers to provide other teachers with sample daily schedules to aid in scheduling SEL instruction.
- Counselor creating a schedule to address all classrooms and specific SEL groups

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Teachers provide differentiated instructional support as needed. Counselor outreach to support family needs.

Foster/Homeless: Teachers provide differentiated instructional support as needed. Counselor outreach to support family needs.

Free and Reduced Lunch: Teachers provide differentiated instructional support as needed. Counselor outreach to support family needs.

Migrant: N/A

Racial/Ethnic Minorities: Teachers provide differentiated instructional support as needed. Counselor outreach to support family needs.

Students with IEPs: SEIF, Special Education Teachers, General Education Teachers, Learning Strategists, and Counselor to provide support as needed.





COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
Strategic Budget	\$4,227,347	Staffing, Professional Learning	All
Title III	\$2112.00	Tutoring, Instructional Materials	All