

Act 3 - Reviewing Our Journey

[Directions and Resources for Act 3](#)

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

Status Tracker Directions:

- Select from the drop-down list:
Did we achieve our goals - **Yes, No**.
Should we continue, correct, or cancel our goals/strategies - **Continue, Correct, Cancel**.
- Identify specific **Lessons Learned, 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		Did we achieve our Student Success goal? <i>What does our data reveal about our progress toward our goal?</i>	Continue, Correct, or Cancel the Goal? <i>Should we continue, correct, or cancel this goal in our next SPP?</i>			
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.		No	Continue (and update)			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful? <i>How successful were we at implementing our improvement strategies?</i>	Continue, Correct, or Cancel the Strategy? <i>Should we continue, correct, or cancel the associated improvement strategies in our next SPP?</i>	Now (Lessons Learned) <i>Why were our improvement strategies successful or unsuccessful? What have we learned about ourselves and our school through this goal and these improvement strategies? How have our improvement efforts impacted achievement across demographic groups?</i>	Next (Next Steps) <i>What can we do right away to put our Lessons Learned into practice?</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 I 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>Yes</p>	<p>Continue</p>	<p>According to the K-5 Spring 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 65%. 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 35%, a drop of 15% percent in at risk students. Since we are making significant progress, we will continue to implement effective Tier 1 instructional strategies with targeted Learning Intentions and success criteria, aligned common assessments, and high expectations and training in showing your work using accuracy and precision checkpoints. The school will offer appropriately aligned interventions and tutoring opportunities to prescriptively close student gaps. We will continue to adjust the intended outcomes to increase the Proficient population and decrease the population of at risk students.: Adjusted/increased rigor 23-24 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 the MAP Growth Assessments." We increased our student proficient population from 40th percentile level in fall, to 50% in winter, to 65% proficient in spring. ***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 effective and standards based Tier I instruction that is aligned with SBAC rigor and test format practices. SBAC Blueprints for Math and ELA must be utilized to ensure appropriate standards focus with consistent instruction and teacher modeling, along with student practice and accountability for tracking their own growth and mastery level. Ensure that the parent community joins in daily practice efforts at home with their children for nightly homework practice to help close gaps and increase student mastery and confidence in learning. ***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 as they move forward. More students need to take advantage of tutoring for basic fact/numeracy skills. Starting another round for Teacher/Support Staff tutors and 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>Implement advanced 5th grade Math classes for identified students that can excel in a 6th grade preparatory Math/Algebra course for AM Tutoring. Who: 5th grade Classroom Teachers and Math Strategist/Administration When: August 2024 --- Develop 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: August 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: September 2024--- Review Data to determine students that need to take advantage of tutoring for basic facts and numeracy skills. Start initial rounds for Teacher/Support Staff tutors. Send invitations to bubble/at risk or high need students. Who: Strategist/Administration/Tutor When: September 2024 --Instructional use of academic vocabulary, modeled solving strategies, and use of hands-on manipulatives are instrumental in student understanding. Develop and consistently 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: Check-in Walkthrough starts in October - Begin Targeted Support and Interventions for highest at risk grade levels. Develop plans in PLC's. 5th Grade will have 67% students still at risk in Math (according to previous EOY) and 3rd grade will have 48% students at risk in Math (according to previous EOY data in 2nd grade); These grades will need targeted strategist support and intervention with struggling student groups. Implement Strategist/CTT 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 appropriate PLC days. Who: Classroom teachers, Administration, and Strategists When: By September 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 October 2024 through April 2025</p>	<p>We will need engaged teachers that sign up for tutoring, time set aside for consistent PLC meetings, targeted supports in prescriptive math interventions and Strategist Training for MATH, and SBAC alignment discussion. SUPERHERO STRATEGIES will need 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: TUTORING: Roll Out for Grade 5 Accelerated 6th grade Math class before school. Roll out for all K-5 students, Teaching tutors for before and/or after school, invitations for "at risk" student groups sent by Admin/Strategists, PREP-BUYOUT for teachers (highly skilled in Math) to push-in to high needs classrooms, or pull out with a CTT or Strategist for identified struggling student groups in an intervention block in high need grade levels, 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. STUDENT INCENTIVES procured by Administration/Office on a bi-monthly basis. PLC incorporation of planning with SBAC ALIGNED PRACTICE tests and resources ALIGNMENT of SCHOOLWIDE SLG MATH FOCUS. Ensure that our Neal PARENT COMMUNITY is aware of the schoolwide focus for student goals for Math and ELA.</p>
<p>Inquiry Area 2 - Adult Learning Culture</p>		<p>Did we achieve our Adult Learning Culture goal?</p>	<p>Continue, Correct, or Cancel the Goal?</p>			

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.		Yes	Continue (and update)			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	Now (Lessons Learned)	Next (Next Steps)	Need
We will improve the quality and consistency of the PLCs using a common format for all meetings.	Decrease the percentage of students scoring at or below the 40th percentile on MAP Math Growth Assessment.	Yes	Continue	<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, yet the required and common use of the template was not yet fully used. 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.</p> <p>NOTE: In targeting school goals, we also decreased the amount of students at risk in Math , but also 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. The newly developed PLC Professional Development calendar will be implemented consistently to help convey the 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 within weekly PLC meetings. *25 Prep Buyouts for PLC's are in the current 24-25 budget for all K-5 Grade level classroom teachers.</p> <p>***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 will be developed, and align with goals for PLC collaboration and collective teacher efficacy.</p>	<p>PLC+ and Teacher Clarity teacher PD materials will be utilized for Teacher Development and PLC Training Who: Administration Team RBG3/Strategists When: August - November 2024</p> <p>Calendar a common day for PLC across the school (offering prep buyout on a common prep day for all grade levels). Who: Administration/Grade Level Leads/Strategists When: By August 12, 2024</p> <p>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: August 2024</p>	We will need: 25 pre-arranged Prep buyouts for teachers for common PLC in K-5 grades only, coordinated by Administration/Strategists/Grade Level Leads. Prep buyout must be tracked by the Office Manager according to the 24-25 school budget funds allotted. Grade Level collaboration is to implement PLC Teaching and Learning Cycle expectations within the CCSD approved PLC template. PLC's will be held on a weekly basis with the entire Grade Level, Administration, Strategists, and training support guests, when needed. Specialists and SPED Departments will meet in PLC collaborations on a bi-monthly basis. The Specialists PLC will be lead by an Administrator and Specialists' Department Lead. The SPED Department PLC will be lead by the SEIF and an Administrator.
Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the 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.		Yes	Cancel			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	Now (Lessons Learned)	Next (Next Steps)	Need

<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>Yes</p>	<p>Cancel</p>	<p>Progress Monitoring has been collected for the spring Panorama Data. From spring of 2023 where 38% of students self-identified regulating emotions to spring of 2024 where 62% of students self-identified regulating emotions. Students did respond more favorably that they could successfully regulate emotions, as measured by the Panorama Education Survey. 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. We will move on to a newly developed focus for student connectedness that will target understanding and use of schoolwide expectations for behavior and attendance. Schoolwide Common expectations, community training, and student incentives and recognition will be part of what is re-established. ***What are we learning as we implement our improvement strategies? Although there are posted norms for the common areas and there is a rewards system in place, there is not a consistent school wide knowledge of the common expectations by staff, students, or parents. The consistent staff use of praise cues and acknowledgement for following those guidelines are not universal among all staff and there is not an effective and consistent use of a rewards system that honors immediate recognition and reward for students following the schoolwide expectations. There is a continued need for improved rapport building with apathetic, marginally motivated, and oppositional students. Across grade levels, 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 reinigorated and established, then consistently implemented next year. As planned, teachers received more training in Rethink Ed and PBIS to support rapport building strategies for teachers and an increase in emotional regulation strategies for students. The staff received 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 newly developed Shared Space "Serene" room, as well as School-wide goal setting /data trackers designed to assist students with self-monitoring and using cool down strategies before they escalate. ***What challenges with implementation and gaps in performance are we noticing? All staff, students, and parents are not fully clear on what is expected at school for behavior or for attendance. When students are</p>	<p>Ensure consistent time in the daily schedule for classroom review of PBIS expectations and implementation of frequent rewards system, classroom chats/SEL instruction; administration and counselor will assist in scheduling SEL instruction. Ensure creation of Serene Room schedule and Calming areas in classrooms. Who:Administration/Counselor/Teachers When:By August The Counselor, SEIF, Strategists, Resource, and Administration will continue to discuss SEL/Behavioral Needs for students in RTI. Who:Administration/ Counselor/RBG3/Teachers When: Thursdays in RTI grade level meetings Continue and complete Professional Development for increased student engagement, develop PBIS behavioral expectations, and de-escalation strategies for maladaptive/unwanted behaviors. Who:Administration/Counselor/CCSD PBIS /Select Teachers When: August - October Staff Meetings Continue and complete the Specialist and support staff development for staff in these identified connectedness areas. Who:Administration/Counselor/CCSD PBIS /Select Teachers When: August - October -monthly mtg. Seeking partnerships with the school's community - We will be implementing possible mentorships with select Tier II and III students, including incentive rewards implemented at school on a predetermined basis (with Licensed supervision). Who:Administration/ Strategist/ MDLT/Teachers When: September - December 2024 A schoolwide Attendance incentive plan will be implemented, especially to incentivize and reward students for improving their attendance and connection to daily attendance at school. Who:Administration/ Strategist/ MDLT/Teachers When: August-December 2024</p>	<p>In order to support an increase in School connectedness, Administration and the Behavior PBIS committee will collaboratively set clear PBIS schoolwide/classroom behavioral and attendance expectations. Parents will be informed of schoolwide PBIS expectations and the CCSD Behavior Code of Conduct. Parents will be provided updated information regarding the school wide PBIS common expectations and guidelines that will be posted and taught throughout school, (example: "Be Kind, Be Respectful, Be Responsible, Be Safe). Parents will also receive Mental Health/Counseling support offered to the Las Vegas community through CCSD. The Administration, counselor, and select "behavior model" teachers will continue planned Professional Development for increased student engagement strategies; including rapport/trust building. The focus will be on developing and honoring the POSITIVE and encouraging students to see themselves as leaders contributing to the school wide goal for learners. Planned PD will continue for Teachers and the Counselor, who will use de-escalation strategies, restorative practices, use cool down areas in the classroom, and the Shared Space room to implement SEL strategies. Clearly defined incentive rewards for appropriate and exemplary behavior will be developed with the Behavior/Attendance Committees. Rewards and incentives will be taught and implemented on a school-wide basis. PTO and the school Behavior/Attendance Committee will determine incentive reward parties for students earning the appropriate amount of "reward tickets"/recognition on a monthly basis (behavior and attendance rewards). Partnership with the community partners, CCSD partners, and strategists 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. 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, as needed.</p>
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