

# Clark County School District

Neal, Joseph M. ES

## 2025-2026 Status Checks with Notes



# Mission Statement

**Joseph Neal STEAM Academy seeks to provide an enriching learning environment where students are immersed in an inquiry-based, authentic STEAM curriculum that challenges our students 21st century critical thinking and problem solving skills. We provide each student at Joseph Neal STEAM Academy with interdisciplinary opportunities in science, technology, engineering, the arts, and mathematics. With the support of our families, community experts, and cultural institutions, Joseph Neal will foster a safe and secure atmosphere that embraces curiosity, ingenuity, responsibility, and endurance.**

## Vision

**Joseph Neal STEAM Academy will increasingly develop the vital skills of Collaboration, Communication, Critical Thinking, and Creativity as they learn and grow together. Our students will use higher-order thinking skills to research, design, produce, and communicate solutions to real-world problems, to benefit their own future and the future of society. Our community will ensure engagement and continued growth by loving one another, leading by example, and learning for a lifetime.**

## 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 [https://nevadareportcard.nv.gov/DI/nv/clark/joseph\\_m\\_neal\\_elementary\\_school/nspf/](https://nevadareportcard.nv.gov/DI/nv/clark/joseph_m_neal_elementary_school/nspf/)

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# Inquiry Areas

## Inquiry Area 1: Student Success

**SMART Goal 1:** Increase the percent of students projected proficient in math 10 percentage points from fall (2025) to winter (2025), and 5 percentage points from winter (2025) to spring (2026) as measured by MAP Growth Assessments.

**Aligns with District Goal**

**Formative Measures:** MAP Growth Data  
 SLG Data  
 Fast Bridge Data  
 enVision Math module assessment data

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> Consistently implement Tier II mathematics instruction with appropriate interventions using cohesive, prescribed materials in small group during the math instructional block.</p> <p><b>Position Responsible:</b> Administration</p> <p><b>Resources Needed:</b> Coaching Calendar            Lesson plan template for interventions            Grade Level SLG rubrics            Academic Vocabulary identified            Numeracy Consultants Diagnostic Assessments (Primary Numeracy Screener, Multiplicative Thinking Screener)            Kathy Richardson Intervention Kits (K-1)</p> <p><b>Evidence Level</b>            Level 1: Strong: enVision Math            Level 2: Moderate: MAP Growth Assessments            Level 4: Demonstrate Rationale: Kathy Richardson</p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 1</p>	<p><b>Oct:</b> Implemented</p> <p><b>October Lessons Learned</b>            Action 1 - implemented -            Action 2 - implemented - and revisited with GL in PLC            Action 3 - implemented - and ongoing            Action 4 - implemented - and ongoing            Action 5 - implemented - and ongoing</p> <p><b>October Next Steps/Need</b>            Next Steps:            Action 2: Cross grade level collaboration in math; specifically discussing routines, effective resources available, implementation of Tier II and III supports, Cross classroom and grade level modeling and lesson planning. Grade level bands will meet and share effective strategies/ discuss targeted standards in learning progression for vertical alignment.            Action 3: Formalize coaching platforms and cycle. (Examples: Modeling, side by side teaching, fishbowls)            Action 5: Respond to IAB data and meet with AARSI again to analyze student instructional needs.</p> <p><b>Feb:</b> Implemented</p> <p><b>February Lessons Learned</b>            Action 2 - implemented and revisited with Lead Team in PLC</p>

Action 5 - implemented and ongoing

**February Next Steps/Need**

Action 2: Vertical alignment focusing on strategic support, grade level to grade level, focusing on differentiation and embedded Tier II/III instruction within the Math Block. Highlight specific academic vocabulary and strategies that align with NVACS from EnVision Mathematics Curriculum.

Action 5: Grade levels 3-5 will plan common IABs in Mathematics and assess students in the months of February and March in preparation for the SBAC assessment in April. Grade level teams will meet to analyze assessment results and also meet with AARSI to gain more knowledge of how to interpret test results to ensure instruction and test preparation align with student needs.

**June:** Implemented

**June Lessons Learned**

**June Next Steps/Need**

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

**SMART Goal 1:** By the end of the year, teaching staff will have developed and strategically implemented Tier II/III prescriptive, targeted, and consistent interventions within the Math instructional block to close achievement gaps for students performing below the 40th percentile in MAP/SBAC Assessments.

### **Aligns with District Goal**

**Formative Measures:** PLC planning agendas

Observational and Focal Point Walks

MAP data

SBAC Data

enVisions Math Module assessment data

Fastbridge Diagnostics and Screeners

Numeracy Consultants Diagnostics

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> We will improve targeted Intervention supports within PLCs using an aligned agenda for all meetings. We will ensure strategic implementation of Tier II/III prescriptive, targeted, and consistent interventions within the Math block. Coaches will model strategic interventions for Tier II/III diagnostics and utilize prescribed interventions scheduled within the math block, modeled within professional development, and consistently monitored by administration. Frequent data analysis within PLCs will identify the impact in interventions and instructional alignment for student need.</p> <p><b>Position Responsible:</b> Administration and Leadership Team</p> <p><b>Resources Needed:</b> enVisionsMathematics Common Core Core 2020 IXL (independent Goal-setting) MAP formative assessments SBAC summative assessment Fastbridge data Intervention/Small group Lesson plans Focal Point and Observational data</p> <p><b>Evidence Level</b> Level 1: Strong: Build a committed staff and provide professional development, Level 2: Moderate: Professional Learning Communities (PLC), Progress Monitoring, MAP Growth Assessments Level 3: Promising: enVisions Math, Analyze data in PLCs</p> <p><b>Problem Statements/Critical Root Cause:</b> Adult Learning Culture 2</p>	<p><b>Oct:</b> Implemented</p> <p><b>October Lessons Learned</b> Action 1 - Implemented Action 2 - Implemented and unwrapping standards in Progress Action 3 - Implemented and in Progress for Numeracy Consultants Action 4 - Implemented - but needs inspection and supports Action 5 - In Revision for full implementation Action 6 - Implemented</p> <p><b>October Next Steps/Need</b> Next Steps: Action 4: Provide PD around Tier II and Tier III Mathematics instruction for all staff. Action 5: Formalize coaching processes to align with Action 3 in Inquiry Area 1.</p> <p><b>Feb:</b> In progress</p> <p><b>February Lessons Learned</b> Action 4: Ongoing and revisiting Action 5: Ongoing and revisiting</p> <p><b>February Next Steps/Need</b> Action 4: Continue to provide PD around prescriptive intervention resources. Bring in IXL pathway coach for program and intervention training. Scheduled in February. Bring in Kathy Richardson coach to provide support to grades K-1 in math interventions and gameplay. Provide PD around the effective use of Numeracy Consultants as a prescriptive resource to close gaps for unresponsive RTI students. Action 5: Formalize math coaching cycles through fishbowl and push in observations of model lessons. Formalize monthly coaching cycles with identified teachers (Primary and Intermediate).</p> <p><b>June:</b></p> <p><b>June Lessons Learned</b></p> <p><b>June Next Steps/Need</b></p>

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

**SMART Goal 2:** Beginning in September, teachers will continue to develop and maintain professional practices using the SBAC Suite to improve instructional rigor and standards alignment to the State Assessments within engaging lessons and student practice.

### **Aligns with District Goal**

**Formative Measures:** SBAC SUITE of Tools for Assessment

Lesson Plans

Focal Point and Observational data

enVisions Mathematics Common Core Core 2020

IXL (independent Goal-setting)

MAP formative/SBAC summative assessment

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> Use SBAC Suite Tools and aligned resources to teach and to measure student growth towards CRT proficiency expectations throughout the entire year.</p> <p><b>Position Responsible:</b> Administration</p> <p><b>Resources Needed:</b> SBAC Suite of Tools</p> <p><b>Evidence Level</b>  Level 1: Strong: Build a committed staff and provide professional development  Level 2: Moderate: Professional Learning Communities (PLC)</p> <p><b>Problem Statements/Critical Root Cause:</b> Adult Learning Culture 1, 2</p>	<p><b>Oct: Implemented</b></p> <p><b>October Lessons Learned</b>  Action 1 - Implemented  Action 2 - Implemented  Action 3 - Implemented and Ongoing (Focus on SMP - unwrap standards and articulate the Depth of standard required, expose students to varied examples and formats, differentiate IXL work to align with student's instructional needs and next level goals)</p> <p><b>October Next Steps/Need</b>  Action 3: Continue the implementation of Professional Learning and PLC supports; for grade level SLG's and related focus of unwrapping standards, DOK levels, Test samples, and differentiation strategies</p> <p><b>Feb:</b></p> <p><b>February Lessons Learned</b>  Action 2: Ongoing and diving deeper  Action3: Ongoing</p> <p><b>February Next Steps/Need</b>  Action 2: AARSI will complete a staff training to support 3rd - 5th grade teachers in interpreting data and designing instructional next steps planned for Feb. 18th, 19th, or 20th.  Action 3: Employ opportunities in the morning and during PLC's for Math on site PD and grade level understanding and planning for end of year standards mastery and SBAC /MAP tests. (Defining Eight Mathematical Practices, unwrapping standards to meet the depth and application of the standard, use of SLG rubric and justification for all grade levels)</p> <p><b>June:</b></p> <p><b>June Lessons Learned</b></p> <p><b>June Next Steps/Need</b></p>

### **Inquiry Area 3:** Connectedness

**SMART Goal 1:** Strengthen Tier I Positive Behavioral Interventions and Supports (PBIS) while reducing the suspension rates for each student group to be less than a 10 percentage point difference from the student group enrollment during the 2025-2026 school year, as measured by school-wide behavior data.

**Aligns with District Goal**

**Formative Measures:** Behavior Data in IC  
Behavior Data in Focus ED  
TFI 3.0 data

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> Strengthen Tier I Positive Behavioral Interventions and Supports (PBIS) by identifying necessary action steps based on the results of the Tiered Fidelity Inventory (TFI) 3.0.</p> <p><b>Position Responsible:</b> Administration</p> <p><b>Resources Needed:</b> TFI 3.0  Staff: PBIS LEAD Team  Teachers and Support staff  Wrap Around Services  PBIS.org  PBISworld.com  MTSS  Shared Space "Beehive" materials</p> <p><b>Evidence Level</b>  Level 1: Strong: MTSS, PBIS  Level 4: Demonstrate Rationale: Wraparound</p> <p><b>Problem Statements/Critical Root Cause:</b> Connectedness 1, 2</p>	<p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b>  Action 1 - In Progress and Ongoing  Action 2 - In Progress and Ongoing  Action 3 - Implemented  Action 4 - Implemented and Ongoing  Action 5 - In Progress  Action 6 - In Progress  Action 7 - Partially implemented  Action 8 - In Progress and Upcoming  Action 9 - Implemented and Ongoing  Action 10 - Upcoming</p> <p><b>October Next Steps/Need</b>  Continue with TFI goals and timelines - in progress</p> <p><b>Feb:</b> Implemented</p> <p><b>February Lessons Learned</b>  PBIS implementation is ongoing and is fully thriving.</p> <p><b>February Next Steps/Need</b>  Action 5 - Roll out the contextually appropriate behavioral training. Clear definitions of each common area have been revised and will be shared within the school setting, as well as with stakeholders.</p> <p>Action 10 - Proactively prepare for the upcoming Spring TFI and student survey about the year. Student voice will be acknowledged and steps will be taken to incorporate their feedback to support and enliven the school culture.</p> <p><b>June:</b> Implemented</p> <p><b>June Lessons Learned</b></p> <p><b>June Next Steps/Need</b></p>