

Act 2 - Status Check 1

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

Directions and Resources for Status Check 1

Status Tracker Directions:

← Before completing this tab, follow the directions to set up the Master Sheet.

1. 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

Note:

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



2. Identify specific **Lessons Learned (Now)**, **Next Steps**, and **Needs**

School Name: Las Vegas Academy of the Arts

Inquiry Area 1 - Student Success

Increase the percentage of junior students scoring the composite ACT benchmark score (21) or higher from 45.81% to 48% by April 2025.

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</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>
Analyze student MAP data, formative and summative classroom data, and observation tools to identify needs and develop high-quality Tier 1 and Tier II instructional plans.	Former ACT questions will be reviewed by Math, English, and Science teachers after each warm-up ACT practice. Common ACT language between all academic and major classes, assessed by a Kahoot multiple choice question each Friday after the morning announcements, measured by number of correct answers after each play. Maintain the Math MAP growth of 72%, Math MAP achievement scores of 68%, and ELA MAP achievement scores of 69% by the end of Semester 2, May 2025. Increase the CRT Science 9th Grade scores of 20.2% to 23% using CERs, Texas, Tennessee, Florida state tests, and annotation. Increase the percentage of students reaching the English benchmark of 23 as measured by the ACT practice test questions from a baseline 66.26% of students in April 2024 to 68% of students by the end of Semester 2, May 2025. Increase the percentage of students reaching the Math benchmark of 23 as measured by the ACT practice test questions from a baseline 26.60% of students in April 2024 to 29% of students by the end of Semester 2, May 2025. Increase the percentage of students reaching the Reading benchmark of 23 as measured by the ACT practice test questions from a baseline 52.22% of students in April 2024 to 55% of students by the end of Semester 2, May 2025. Increase the percentage of students reaching the Science benchmark of 23 as measured by the ACT practice test questions from a baseline 28.08% of students in April 2024 to 30% of students by the end of Semester 2, May 2025. Increase the percentage of students who obtain all four subject area ACT benchmarks as measured ACT from 18.72% of students in April 2024 to 21% of students by the end of Semester 2, May 2025.	Strong	ACT bootcamp kick-off, CREW Day, revising curriculum to align with the ACT, ELL support, student workload/major requirements (balance). we have learned that we have some good strategies in place. PLCs have impacted the consistency of the work being done. ACT Warm-ups have been incorporated into Math, Science, and English classrooms. Our monitoring shows that work is being done towards the goal.	Advertising the ACT bootcamp (before the ACT-counselors), during the day bootcamp for struggling students (that cannot attend the bootcamp), teachers will incorporate ACT prep questions, ELL tutoring, Admin & counselors will communicate to parents and students about what is offered and how important it is.	Guidance conversations, ACT prep in academic classes, communication within the staff, DC meeting discussions, SOT support, Parentlink messages. Admin check ins to ensure work is being done.

Inquiry Area 2 - Adult Learning Culture

In classroom walkthroughs, maintain 60% of Tier I lessons having DOK Level 3+ questions/instruction, while adding Tier II instruction in lesson plans, observed and measured by lesson plans and the LVA classroom walkthrough tool.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
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<p>Analyze instructional data to identify which subjects and instructors need to increase the DOK levels and Tier II instruction in the classroom and provide professional development in Tier II instruction.</p>	<p>Maintain the percentage of DOK 3+ in lessons to 60% of observations including higher level DOK by December 2024. Building Tier II In-Class Instruction into lesson plans and observed by admin, including higher level DOK by May 2025. Incorporating Kagan Engagement Strategies into Tier I and Tier II Instruction. PLC data tool to measure student progress Progress Monitoring Tier II/RTI/MTSS tools Documentation of the Interventions used Backwards assessment lesson plan models for data collection PLC and data analysis training Teachers will engage in Professional Development on the effective use of Tier II strategies Teachers will implement Tier II strategies in a variety of modalities</p>	<p>Strong</p>	<p>Administration walkthroughs-results pending. Admin needs to calibrate on their walkthrough tool.</p>	<p>Tier II/RTI training, lesson plan addition of Tier II Instruction.</p>	<p>Discuss importance of DOK and Tier II Instruction in PLC's/dept meetings, communication of data from walkthroughs.</p>
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Inquiry Area 3 - Connectedness

Reduce the percentage of students chronically absent from 18% in 2023-24 to 15% by May 2025, as measured by the District Overview and FocusEd.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
<p>Analyze student attendance to identify students who have chronic attendance issues and provide appropriate wraparound supports.</p>	<p>Monitor attendance: decrease the number of chronically absent students from 18% to 17% by December 2024. Decrease the number of chronically absent students from 18% to 15% by May 2025. Monitoring the Academic Probation list to measure student growth Comparing the Academic Probation list with the Behavior and Chronic Absenteeism student lists Increase administrator and teacher engagement of extra-curricular activities</p>	<p>Strong</p>	<p>Student Success Center is contacting parents of chronically absent students. Challenges include parents answering the calls and/or returning the calls. Incentives have been added to plan of action.</p>	<p>Continue with parent contact plan. The attendance office will continue to track attendance and make contact with parents for those students who are at risk of becoming chronically absent.</p>	<p>Continue to communicate with parents about chronically absent students.</p>