Act 3 - Reviewing Our Journey

Only type in the yellow cells.

Directions and Resources for Act 3

Status Tracker Directions:
1. 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**.

2. 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.
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School Name: Las Vegas Academy of the Arts

Inquiry Area 1 - Student Success		Did we achieve our Student Success goal? *What does our data reveal about our progress toward our goal?*	Continue, Correct, or Cancel the Goal? *Should we continue, correct, or cancel this goal in our next SPP?*			
Increase the percentage of junior students scoring the composite ACT benchmark score (21) or higher from 57.69% to 59% by April 2024.		No	Continue (and update)			
Improvement Strategies	**Intended Outcomes/Formative Measures**	**Were our improvement strategies successful?** *How successful were we at implementing our improvement strategies?*	**Continue, Correct, or Cancel the Strategy?** *Should we continue, correct, or cancel the associated improvement strategies in our next SPP?*	**Now (Lessons Learned)** *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?*	**Next (Next Steps)** *What can we do right away to put our Lessons Learned into practice?*	**Need** *What do we need to be successful in taking action?*
Analyze student data to identify needs and develop high-quality Tier 1 instructional plans	Increase the percentage of students reaching the Science benchmark of 23 as measured by the ACT practice tests questions from a baseline 39.66 % of students in March 2023 to 41% of students by the end of Semester 2, May 2024. Increase the percentage of students who obtain all four subject area ACT benchmarks as measured ACT from 23.56% of students in March 2023 to 25% of students by the end of Semester 2, May 2024. Increase the average MAP Math score for students in scoring in the 61st percentile or higher from 39% in Spring 2023 for students in 9th and 10th grade to 41% in May 2024.	Yes	Continue	*The improvement strategies were to analyze student data to identify needs and develop high-quality Tier 1 instructional plans. Even though teachers' Tier I instruction was much improved, they were not enough to improve ACT scores. We have learned that it takes Tier II instruction to increase struggling students' individual scores. Our improvement efforts impacted our achievement in MAP scores greatly across all demographic groups. In some classes, 100% of students demonstrated growth. However, it did not impact the school's ACT scores overall.*	The next step is to train teachers in Tier II instruction using specific strategies to target students who are below grade level or not mastering standards. Teachers will also give daily ACT questions and monthly ACT quizzes as practice for the ACTs.	We need examples of effective tools, materials, and teaching strategies used for Tier II instruction in order to develop trainings for our teachers. Teachers will need to develop ACT quizzes. These questions can be collected by the Department Chair or PLC leader from former ACT tests to put on warm-ups and quizzes throughout the year.

Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?			
The percent of classroom observations that show evidence of instruction and student work at higher DOK levels (3 or higher) will be 50% by the end of the first semester (2023) and 53% by the end of the second semester (2024) as measured by the LVA classroom walkthrough tool.		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**
Analyze instructional data to identify which subjects and instructors need to increase the DOK levels in the classroom and provide professional development.	Increase the percentage of DOK 3+ in lessons to 50% of observations including higher level DOK by December 2023. Increase the percentage of DOK 3+ in lessons to 53% of observations including higher level DOK by May 2024. Increase the percentage of who is doing the work in the classroom from 44.9% where the teacher is mainly doing the work and processes, to where 50% of the time students are doing the work and processes as measured by LVA instructional rounds data by May 2024. (Incorporate Kagan Engagement Strategies).	Yes	Continue	The improvement strategy was to analyze instructional data to identify which subjects and instructors need to increase the DOK levels in the classroom and provide professional development. This was successful because teachers gave more opportunities for student discourse and analyzed the instructional data from their use of Kagan Strategies that was given to teachers as training, which also demonstrated growth across different subject areas. MAP scores, instructional rounds, and instructional analysis demonstrate that students improve in their learning due to DOK Level 3 and 4 questions. We've learned that through this goal and improvement strategies that when administrators spend more time monitoring classrooms for increased DOK level questions, teachers provide more of them. Our improvement efforts impacted achievement across demographic groups by ensuring that DOK 3+ level questions were asked as Tier I instruction for ALL students.	The next step is for teachers to use the analyzed data to identify the students who are not meeting standards and add the DOK 3 questions and problems to Tier II small group direct instruction.	Training will be provided, instructing teachers on what, how, and when to implement in small group Tier II direct instruction.

Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
Reduce the percent of students chronically absent from 18% in 2022-23, to 15% by 2024, as measured by the NSPF.		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
Analyze student attendance to identify students who have chronic attendance issues and provide appropriate wraparound supports.	Monitor attendance: decrease the number of chronically absent students from 24.8% to 24% by December 2023. Decrease the number of chronically absent students from 18% to 15% by May 2024.	Yes	Continue	Chronic absenteeism decreased to 18% according to FocusEd. It was 15% according to the NSPF. It was successful because attendance was not only monitored, but wraparound supports, such as the use of a truancy officer, family engagement techniques, and incentives were provided. We've learned that when parents are more informed and invited to be engaged in the attendance process, students attend school more often. Our improvement efforts impacted achievement across demographic groups by ensuring that every student whose absences were high received the same interventions and incentives.	We will maintain the expectation of less than 18% of students with chronic absenteeism and continue providing interventions and incentives to ensure our absent rates are at a district low.	We need to continue to implement wraparound services and incentives to decrease chronic absenteeism.