

**Act 2 - Status Check 2 (Plan of Operation Requirement)**

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

[Directions and Resources for Status Check 2](#)

**Status Tracker Directions:**

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

2. Identify specific **Lessons Learned (Now), 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: 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 performance are we noticing?</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 bootcamps, revising curriculum to align with the ACT, ELL support, student workload/major requirements (balance). We have learned that we have some effective strategies in place. PLCs have impacted the consistency of the work being done. Our monitoring shows that work is being done towards the goal. Advertise ACT bootcamps, promoting resources to support the ACT in guidance, additional communication with the parents about ACT and MAP data (scores to be on track for the ACT), ACT prep in academic classes. Incentives were given. MAP scores have shown an increase in Math and Reading.	Guidance conversations, ACT prep in academic classes, communication within the staff, DC meeting discussions, SOT support, Parentlink messages. Admin check-ins to ensure ACT practice is provided. Incentives will continue to be given to students with the highest growth and scores on MAP assessments.	More bootcamps are being scheduled and will be provided to students in January, February, and March to provide students with more practice and supports towards our goal; however, we may need more volunteers.

**Inquiry Area 2 - Adult Learning Culture**

The Professional Learning Community (PLC) process will focus on the identification, planning, and implementation of Tier II interventions to support targeted students. Evidence of these strategies will be documented in PLC notes and observed during classroom instruction, with progress monitoring through assessment data and targeted walkthroughs.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
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<p>Analyze PLC notes with instructional data and targeted students to identify which subjects and instructors need to increase implementation of their 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>At Risk</p>	<p>PLCs have impacted the instruction; however, this is a revised goal to include PLC notes as a measure of Tier II Instruction. Our monitoring of this has just begun, but we see that PLCs have had an affect on students' scores, more cooperative structures, and peer discourse that target individual skills are making improvements towards the goal.</p>	<p>Guidance conversations in PLCs regarding Tier II instruction and targeted students, as well as communication within the staff, DC/TLC meeting discussions, and Parentlink messages. Continue administrator instructional observation rounds in classrooms to ensure work is being done. Add teacher walk-throughs. Another PLC Training on Tier II Interventions: Provide targeted professional development on effective Tier II strategies, ensuring teachers understand how to integrate them into their instruction.          Instructional Walkthroughs: Develop/Update a walkthrough tool specifically focused on observing and gathering evidence of Tier II strategies in action.          Assessment of Progress: Set clear benchmarks for growth in lower quartile students and use data to refine interventions.          Collaborative Reflection: Dedicate a portion of PLC time for reviewing the effectiveness of interventions, with opportunities for teachers to share successes and challenges.</p>	<p>PLC meetings with conversations on Tier II instruction, as well as communication within the staff during Staff Development Day, DC/TLC meeting discussions, SOT support, Parentlink messages. Continue administrator instructional observation rounds in classrooms to ensure work is being done. Teachers discussing targeted students with shared teachers and planning time during preps to observe other classrooms to learn new strategies to support those struggling learners.</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. Parent and student contact plan in place with incentives and consequences. The attendance office tracks attendance, contacts with parents, and contacts the truancy officer for those students who are at risk of becoming chronically absent. We've also been receiving assistance from our social workers and counselors. Throughout the first semester, our Chronic Absenteeism varied from 18% to 8%. At the end of Semester I, we were at 13%. As of today, January 14, 2025, FocusEd displays us at 15%.</p>	<p>To decrease our Chronic Absenteeism, we will continue to contact students and parents at 3 single-class periods, 5 single-class periods, and 6+ absences with different warnings, incentives, and consequences of truanies. We will continue to inform parents of the LVA Absence Form to excuse legitimate absences.</p>	<p>Parents to return calls and assistance from the Truancy Officer.</p>