

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: South Academic Center

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>			
100% of students will be provided with high-quality Tier 1 instruction and supports as measured by Exact Path assessments. By the end of the 2024-2025 school year, 60% of students will show growth between the entry		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>
All students receive instruction with evidence-based, scientifically researched Tier 1 instructional materials aligned to the standards that are culturally appropriate, relevant, and inclusive.	Instruction aligns with the NVACS and the instruction students receive at comprehensive schools.	Yes	Continue	There have been changes to how we measure student achievement, as we are no longer using Exact Path. Beginning next school year, we will use IXL to measure reading growth—our primary student achievement goal—for students entering and exiting our program. Our target remains 60 percent growth. We will continue to provide high-quality Tier 1 instruction to support this goal.	Provide professional development at the start of the school year to ensure all staff are aligned and clear on expectations. Additionally, offer training on the effective use of IXL to ensure consistent implementation across classrooms, including regular student engagement with the diagnostic components. Develop clear structures and procedures for student entry and exit from the program to ensure that all necessary data is accurately captured and monitored.	
Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?			
The percentage of teacher's lessons accurately aligned to the NVAC standards will be 60% by the end of the first semester and 95% by the end of the 2024-2025 school year, as measured by Focal Point Tier 1 Monitoring Tool.		Yes	Continue (and update)	We have learned the importance of following up with teachers during observations by using the data we collect to inform and design professional development that effectively equips our teachers and staff.	At the start of the school year, we will provide comprehensive professional development to ensure all staff are aligned with school-wide expectations and instructional priorities. Additionally, we will offer targeted training on the effective use of IXL, with a focus on ensuring consistent implementation across all classrooms, including regular student engagement with diagnostic components. It is essential to develop clear and streamlined structures and procedures for student entry and exit from the program, ensuring that necessary data is accurately captured and closely monitored.	
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	Now (Lessons Learned)	Next (Next Steps)	Need
The percent of classroom observations that show effective use of instructional materials will increase from 57% in May 2024 to 70% by the end of the first semester and 95% by the end of the 2024-2025 school year, as measured by Focal Point Tier 1 Monitoring Tool.	If teachers receive high-quality professional learning, students will receive high-quality Tier 1 instruction.	No	Continue	We have learned the importance of following up with our teachers during and after observations. Specifically, we need to use the data gathered to inform and tailor professional development that equips our teachers and staff effectively. It is also essential to provide timely feedback and ongoing coaching based on these observations.	.We must be more intentional and strategic in our classroom observations and follow-up conversations with teachers, ensuring that feedback is timely, actionable, and linked to instructional goals. Consistent monitoring and coaching are essential to verify that recommended strategies are being implemented effectively. To support this, we will provide targeted professional development focused on the use of Tier 1 instructional materials and evidence-based teaching strategies that directly support increased student achievement. In addition, we recognize the ongoing need for professional development in classroom management to help teachers create structured, engaging, and supportive learning environments. As part of our schoolwide improvement efforts, we will also work to fully integrate Multi-Tiered Systems of Support (MTSS) and Positive Behavioral Interventions and Supports (PBIS) into daily instructional routines.	
Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			

Decrease the chronic absenteeism rate from 50.6% in 2023 to 47% in 2025 as measured by the Alternate Performance Framework.		No	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
Provide additional staff to monitor student attendance and provide Multi-Tiered Systems of Support (MTSS) for improving attendance.	Students will meet the attendance criteria to be released to a comprehensive school (less than 5 absences).	No	Continue	<p>Our goal is to reduce the chronic absenteeism rate from 50.6% in 2023 to 47% by 2025, as measured by the Alternate Performance Framework. Although this remains a critical priority, we have made only minimal progress toward achieving this target. Contributing factors include inconsistent student engagement, limited family involvement, disciplinary issues and personal circumstances that impact attendance.</p> <p>A significant barrier to improvement is the absence of a dedicated attendance enforcement officer on campus. Additionally, high numbers of student suspensions and students placed on Required Parent Conferences (RPCs) have further affected overall attendance rates. These disciplinary actions, while sometimes necessary, contribute to time away from school and hinder our efforts to reduce chronic absenteeism. While we have seen slight gains, more targeted and systemic interventions are needed to create meaningful improvement.</p>	<p>To address chronic absenteeism, our next steps will involve a more strategic and coordinated approach. First, we will establish an Attendance Support Team to monitor attendance data, identify at-risk students, and coordinate targeted interventions. As part of our efforts, we will hire a Safe School Professional who will assist with student mediation and support conflict resolution, contributing to a safer and more positive school environment. Additionally, we will advocate for the placement of a dedicated attendance enforcement officer on campus to support early outreach and consistent follow-up.</p> <p>Improved data monitoring will be key to our success—we will track attendance weekly, flag students nearing the chronic absenteeism threshold, and share trends with staff to inform decision-making. We will also strengthen communication with families to emphasize the importance of regular attendance, providing timely updates and resources to address any barriers students may face.</p> <p>In addition, we will implement a comprehensive MTSS and PBIS framework to address behavior and attendance concerns. This will include a focus on reducing out-of-school suspensions and Required Parent Conferences (RPCs) by offering alternative strategies such as in-school suspension and restorative practices. Staff will receive additional training in classroom management, de-escalation techniques, and restorative practices to prevent behaviors that lead to missed instructional time.</p> <p>To improve student engagement and encourage regular attendance, we will increase student voice in the learning process, implement incentive programs for strong attendance, and assign mentors or conduct regular check-ins with students who have frequent absences. Strengthening family engagement will remain a priority, with efforts such as home visits, parent information sessions, and connecting families to community resources that can help remove barriers to consistent attendance.</p> <p>By taking these steps, we aim to create a supportive, well-structured environment that addresses both the root causes of absenteeism and behavior, ensuring that all students have the opportunity to succeed academically.</p>	