

**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: Red Rock Elementary

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>			
The percent of students meeting or exceeding the established growth target in math will be 50% at (winter) and 60% (spring) by 2025 as measured by the MAP Growth Assessment.		No	Continue (and update)			
The percent of students meeting or exceeding the established growth target in reading will be 50% at (winter) and 60% (spring) by 2025 as measured by the MAP Growth Assessment.						
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>
The ELA and Math curriculum will be implemented with fidelity and supported with regular, targeted coaching and regular instructional rounds. Teachers will deliver instruction that is aligned to NVACS and lessons will be delivered with instructional support based on formative and summative student data to address targeted deficits.	More students will meet growth targets and teachers will be able to accurately predict and prepare for misconceptions in instructional delivery.	Yes	Continue	Staff needs more support and practice at implementing the curriculum and teaching lessons to the full extent the standard while understanding how to effectively increase the rigor within a spiraling curriculum. Modeling planning and teaching lessons with the gradual release explicitly carved out for each lesson was a great way for teachers to reflect on how much they required students to do and think for each lesson. It helped to deepen grade level discussions and required teachers to think about how students can show mastery of the focus of each lesson.	Continue to utilize the gradual release model within instruction, PLC discussions, and reviewing lesson efficacy. Create observation feedback forms utilizing gradual release to give targeted feedback and track progress for individual teachers.	Continue professional learning on gradual release model and pedagogical teaching techniques.
Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?			
Increase the percent of classroom observations that show evidence of using needed differentiated instruction to assist students in understanding skills and concepts based on common formative and summative assessment data as discussed and planned in PLCs to 50% at the end of semester 1 and to 70% at the end of semester 2, 2025 as measured by PLC observations and agendas cross-referenced with the Tier I Monitoring 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
The Leadership team (administration and strategists) will clearly define what should happen during PLC meetings and communicate that to staff in order to reflect on current PLC practices and evaluate where each grade level is in the PLC development process. Targeted support will then be provided. Leadership team will then determine an observation schedule based on what is discussed during PLCs and will note findings using the Tier I Monitoring Tool.	Clearly defining what should be occurring in PLCs and providing support and professional learning to staff to build capacity will ensure that Tier I lessons are more purposefully planned, ideas and techniques discussed are actually implemented within the classroom, and more accurate data can be gathered to evaluate their effectiveness.	Yes	Continue	Moving PLCs to the same space increased accountability and allowed admin to monitor progress and track trends for grade levels. Strategist were able to monitor and address needs from PLCs as well and give recommendations to admin on next steps.	Continue to clearly define and differentiate PLC from a grade level meeting. Continue to hold PLCs in central location to aid in accountability and admin's ability to join discussions.	Develop ways to give targeted support without having instructional coaches at each PLC.
Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
Reduce the percent of students chronically absent from 29.2% in Spring 2024 to 20% by Spring 2025, 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

<p>Utilize a coordinated effort with our administration, office staff, and Student Support Team to create a multi-tiered systematic approach to supporting families with making sure students attend school regularly.</p>	<p>Families will better understand the impact of so much missed school and will make the decision to get students to school more regularly.</p>	<p>Yes</p>	<p>Continue</p>	<p>Speaking with parents at high attendance events about chronic absenteeism is great tool to get higher impact. Can see the significant impact of our attendance bracket challenges and improves the overall climate as well, however there was a definite spike in attendance issues in May after testing in April and the bracket challenge in March.</p>	<p>Think about ways to encourage strong attendance all year long and especially in May and December where families have increased family trips or excuses for missing school.</p>	<p>More support from City of Las Vegas to follow through on filed Educational Neglect and CPS reports on chronically absent students.</p>
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