Act 3 - Reviewing Our Journey

Directions:

- Fill in the appropriate cells in the table below.
  - Did we achieve our Goals - **Yes, No**.
  - Do we continue, correct, or cancel our goals/strategies - **Continue, Correct, Cancel**.
- Identify specific **Lessons Learned, Next Steps** and **Needs**.

Note:
The selections you enter will automatically update the accompanying cell on the Master Tracker tab.
↓ ↓

School Name: Gehring Academy

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? Why?*	
1. Increase the percentage of all students proficient in math from 60.9% (2022) to 68% (2023) as measured by state summative assessments. 2. Increase the overall % of students proficient in ELA from 74.9% (2022) to 80% (2023) as measured by state summative assessments. 3. Decrease the overall proficiency gap among Asians and all other subgroups by 6% points. 4. Increase the percentage of all students proficient in math from 64.66% (fall) to 80% (spring) as measured by the MAP assessment. 5. Decrease the proficiency gap between 4th grade Asian and Hispanic subgroups by 2% points from 16% to 14% as measured by state summative assessments. 6. Increase AGP (Adequate Growth Percentile from 57.1% for Multiracial students to 63%.	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? Why?*	**Now (Lessons Learned)** *How have our improvement efforts impacted achievement across demographic groups?*	**Next (Next Steps)** *What have we learned about ourselves and our school through this goal and these improvement strategies? What can we do right away to put these lessons into practice?*	**Need** *What do we need from others in this room and others outside of this room to be successful in taking action?*
Review of Achieve the Core/NVAC standards to focus on most important concepts for students to master in each grade, review assessment (formative and summative) consistently to form flexible grouping with in-class small, differentiated grouping and additional small group support through CTTs to provide remediation and enrichment based on data analysis. Staff will expand project-based learning to enhance inquiry-based approaches to work through real-life problem solving. In this process, students and teachers will use Kagan structures to focus on building communication, collaboration, and problem-solving skills. School-wide blended learning programs (Freckle, Dreambox, MAP Accelerator) will be utilized to support individualized learning in conjunction with whole and small group instruction. Data will be reviewed and monitored on students' individual data sheets, MAP growth assessment reports, FocusED data reports, FocusED grade analysis reports, progress reports, RTI referrals, and observation notes. Student subgroup data will be monitored to examine if students are closing the performance gap. Students identified as needing more assistance will meet in a small group with CTTs and/or learning strategists.	Increase the percentage of students meeting Adequate Growth Percentile (AGP) from 75% to 80% as measured by state summative assessments and reported on the Nevada School Performance Framework (NSPF).	Yes	Continue	Currently, we host data days and long range planning time; as well as, PLC time. More time will be devoted next school year to ensure consistency within the grade levels and PLC planning time. Staff has developed a template for weekly grade level collaboration time and PLC time. As well, a calendar has been created to ensure teachers have more time to collaborate in PLC time. There is inconsistency in tier 1 instruction and small grouping within grade levels. In review of MAP Spring data, overall proficiency was: math-83.5%; reading-85.16%; and science 88%. The student growth summary report for reading shows that students did not make the growth that was expeced in grades 1, 2, 3, 4, and 5. For math, students did not make the expected growth in grades 1, 2, and 4. The science report shows that all students in grades 3-5 met their expected growth. In reviewing the quadrant report for MAP, the majority of teachers classes show high achieving-high growth; however, there are some grade level teachers that fall within the high achieving-low growth quadrant. This shows that more time is needed to increase growth with our students through aceleration time and additional grouping strategies. As well, a shared focus on growth is necessary.	We will continue to provide opportunities for teachers to: 1. Plan together 2. Review data together after the Fall and Winter MAP assessments. 3. Work with teachers to ensure we are meeting our students individual needs in order to achieve growth targets. 4. Ensure acceleration time is functioning in the manner it needs to be functioning to improve student outcomes and Tier I instructional needs. 5. Grade levels will create/modify student goal sheets to allow for more individualized student goals /personal growth. 6. Teachers will turn in plan for implementation of Tier 1 Exact Path reading and math minutes.	There is inconsistency in Tier I instruction and small grouping within grade levels. In review of MAP Spring data, continued staff collaboration time is needed. There is a continued need to improve student growth; especially, for students who have high achievement and low growth. A focus on acceleration time is crucial to ensure students individual needs are met.
Continue to Increase staff support moral by doing more "little things" to show support/celebrate the hard work happening in our building Offer PD on case by case basis to support staff in areas where more assistance is needed Use observation data to ensure all lessons contain components of an effective lesson and awareness of NEPF Increase social/emotional support networks and instructional strategies for both staff and students Continue to revise the RTI process to include more support for students social/emotional development Continue to survey staff anonymously to ensure they feel supported, including ideas on HOW we can best provide support (Oct/Mar)	Staff will use all programs consistently in alignment with school-wide expectations. Staff will feel a boost in morale and feel confident in meeting all expectations. Students will improve stamina leading to a school-wide decrease in behavior.	Yes	Continue	Overall, our results in our survey were positive. Results were shared with the Leadesrhip Cadre, Advisory, and administration. We will continue to monitor the climate and culture of the building; in order to, make improvements.	We will continue to monitor the climate and culture of the building; in order to, make improvements.	Continued fedback from staff is needed to ensure that the school climate remains positive overall.

Inquiry Area 2 - Adult Learning Culture	**Did we achieve our Adult Learning Culture goal?**	**Continue, Correct, or Cancel the Goal?**	

Increase the percent of lesson plans that consistently include school-wide expectations (Objectives and student friendly targets, Components of an effective lesson, Kagan structures, Assessment (formative and summative), Differentiated reading/flexible grouping, Project-based learning) from 66.6% (fall) to 80% (winter) to 100% (spring) as measured by weekly lesson plan review. Increase the number of staff members proficient in Kagan structures from 65.8% (fall) to 70% (winter) to 80% (spring) as measured by lesson plan review and classroom observations.		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**
Continue to Increase staff support moral by doing more "little things" to show support/celebrate the hard work happening in our building Offer PD on case by case basis to support staff in areas where more assistance is needed Use observation data to ensure all lessons contain components of an effective lesson and awareness of NEPF Increase social/emotional support networks and instructional strategies for both staff and students Continue to revise the RTI process to include more support for students social/emotional development Continue to survey staff anonymously to ensure they feel supported, including ideas on HOW we can best provide support (Oct/Mar)	Staff will use all programs consistently in alignment with school-wide expectations. Staff will feel a boost in morale and feel confident in meeting all expectations. Students will improve stamina leading to a school-wide decrease in behavior.	No	Continue	Staff do not consistently follow programs in alignment with expectations.	Review, with staff, the school-wide expectations to ensure that a laser focus is maintained on academic and social-emotional development with students. Continue high quality Tier I Instructional training during staff development days and Kagan Structures training during the school year (before school). Ensure all grade levels have consistent data days (Fall and Winter) scheduled; PLC time embedded within the schedule; and instructional rounds during the school year to see peers engaged in high quality Tier I instruction.	Time during all staff development days and monthly meetings. As well as, substitutes for the data days. Strategists will cover during instructional rounds. Continue observations with teachers and admin walks to ensure consistency on campus. Discuss nonnegotiables with staff during the first three days, expectation meetings, and individual conferences.
Inquiry Area 3 - Connectedness		**Did we achieve our Connectedness goal?**	**Continue, Correct, or Cancel the Goal?**			
Increase the number of staff members who feel appreciated and supported from 94.29% (fall) to 100% (spring) as measured by staff surveys. Decrease the number of students chronically absent from 20% to 10% for 2022-2023.		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**
Continue to celebrate staff- increase acknowledgement of what is being done to improve student success and social/emotional growth, increase opportunities to thank staff for their hard work and dedication. Continue to celebrate students with spirit days/incentives for students to be at school and work toward their goals. Continue to communicate with parents and to help them understand school goals/expectations and also to receive input/feedback Increase of volunteers to assist staff; to include, Foster Grandparents (3), community members for PBL, and parent volunteers.	Improve staff morale Improve students enjoyment coming to school Improve communication with parents Improve attendance for staff and students	Yes	Continue	Staff morale has stayed consistent-as evidence by turnover during transfer season and informal surveying. Teachers continue to feel overwhelemed by all the demands outside of teaching. Administration; as well as, the staff will continue to look at school wide policies to see what can be adjusted to take these items off of their plate and focus on high quality tier 1 instruction. Second, staff and students will continue to be celebrated for their hard work and dedication for reaching their goals. Staff will look for additional ways to highlight their achievements. A weekly newsletter continues to be the main source of information for families. As well, administration is utilizing Dojo and social media platforms for communication. Third, we have been very fortunate with all our volunteers. We will continue to improve partnerships with the community for our PBL process and real-world experiences. Finally, our chronic absentee rate has steadily declined as we implemented our positive attendance reward system monthly. We will continue this process.	We will continue our focus to ensure that staff and students feel supported. We will find new ways to support morale. We will continue to utilize Dojo, the weekly newsletter, and social media to keep parents apprised of things that are happening at the school. Finally, we will continue to find positive ways to increase attendance at school by staff and students.	Continue to survey and communicate with staff, students, parents and the community for needs. Continue to utilize multiple means for communication with families. Continue to utilize the monthly attendance incentives and attendance monitoring to support staff and students.