Directions:

As a team, for each Goal:
Step 1: Review the *Findings/Visualizations* slides within the *Event 9* slide deck. These will need to be updated prior to each event.
Step 2: Reflect on the *Now, Next, Need* questions noted in the slide deck.
Step 3: Fill in the appropriate cells in the table below.
- Did we achieve our Goal/Intended Outcomes - Yes, No.
- Do we continue, correct, or cancel our goals/implementation strategies - Continue, Correct, Cancel.
- Identify specific Lessons Learned, Next Steps and Needs.

Note: The rating you enter for Step 3 will automatically update the accompanying cell on the Master Tracker (tab 1).

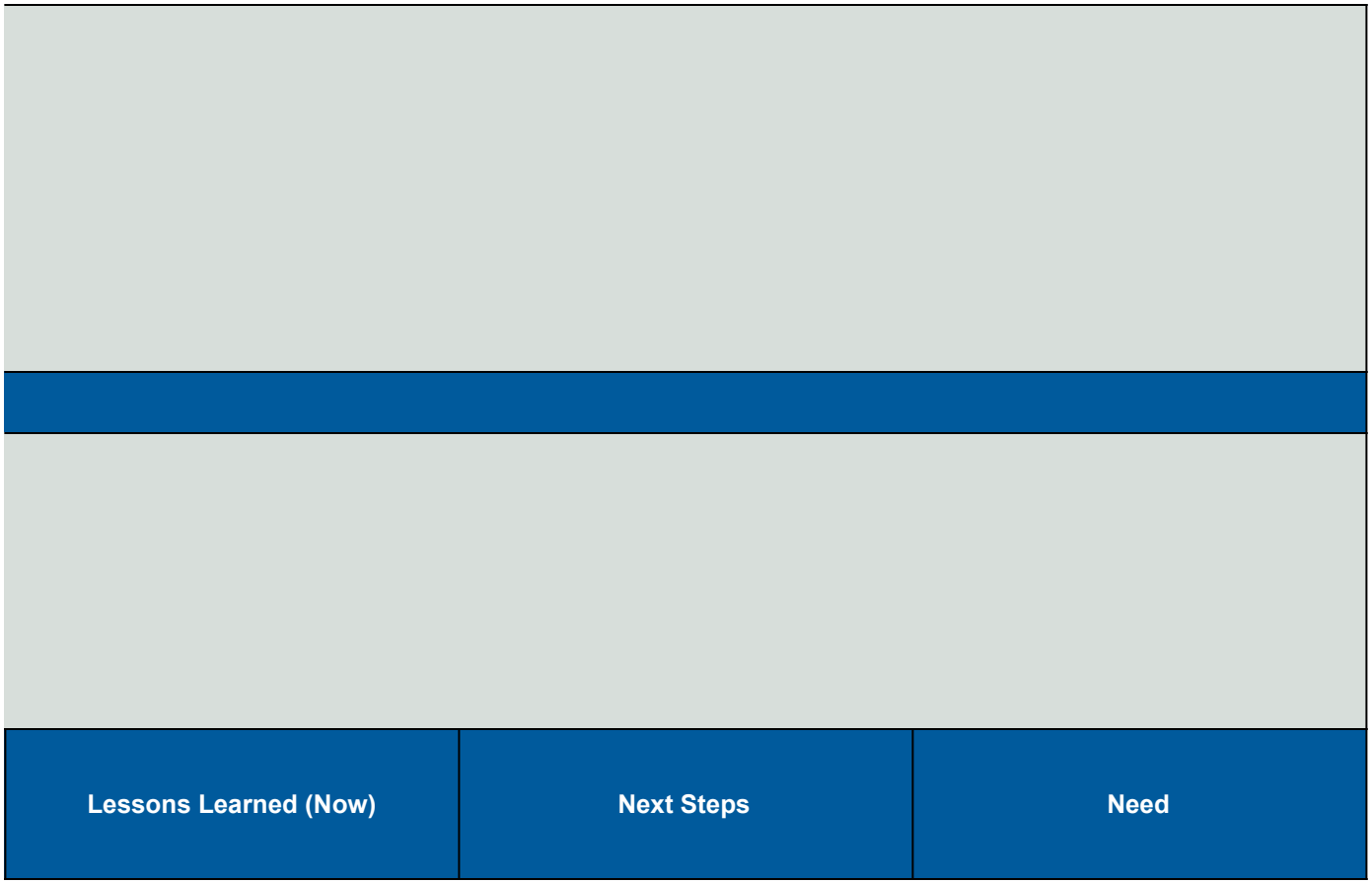
School Goal	Did we achieve our goal?	
1. Increase the percentage of all students proficient in math from 63.8% (2019) to 68% (2022) as measured by state summative assessments. 2. Increase the percentage of all students proficient in math from 81% (fall) to 85% (spring) as measured by the MAP assessment. 3. Decrease the proficiency gap between 4th grade Asian and Hispanic subgroups by 4% points from 18.1% to 14.1% as measured by state summative assessments. 4. Increase the overall % of students proficient in ELA from 55.7% (2021) to 63% (2022) as measured by state summative assessments. 5. Decrease the overall proficiency gap among Asian subgroups and Hispanic and Caucasian subgroups by 6% points from 24% to 18%.	No	

Improvement Strategies	Intended Outcomes	Were our improvement strategies successful? (Select One)	Continue, Correct, or Cancel the Strategy? (Select One)

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 57% to 63% as measured by state summative assessments and reported on the Nevada School Performance Framework (NSPF).	No	Continue
	Increase the overall % of students proficient in ELA from 55.7% (2021) to 63% (2022) as measured by state summative assessments.	Yes	Continue
School Goal		**Did we achieve our 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 80% (fall) to 95% (winter) to 100% (spring) as measured by weekly lesson plan review. Increase the number of staff members proficient in Kagan structures from 50% (fall) to 60% (winter) to 80% (spring) as measured by lesson plan review and classroom observations.		No	
Improvement Strategies	**Intended Outcomes**	**Were our improvement strategies successful? (Select One)**	**Continue, Correct, or Cancel the Strategy? (Select One)**
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 Revise 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	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
School Goal		**Did we achieve our goal?**	
Increase the number of staff members who feel appreciated and supported from 70% (fall) to 100% (spring) as measured by staff surveys. Increase the number of black/African American students that feel emotionally safe at school from 384 (spring 2021) to 400 (spring 2022) as measured and reported by the NV School Climate/Social Emotional Learning Survey.		No	

Improvement Strategies	Intended Outcomes	Were our improvement strategies successful? (Select One)	Continue, Correct, or Cancel the Strategy? (Select One)
Increase staff celebrations- 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. Increase spirit days/incentives for students to be at school and work toward their goals. Increase parent communication efforts to help them understand school goals/expectations and also to receive input/feedback	Improve staff morale Improve students enjoyment coming to school Improve communication with parents	Yes	Continue


Lessons Learned (Now)
Next Steps
Need

Two subgroups did not meet AGP (ELA-ELL 50% and M-Multiracial 57.1%) As well, two subgroups (M-Female 66.7% and 5th grade 65.3% were lower than the overall average of 75.96%)	-Continue to work with staff to ensure that students receive time for differentiated groups, intervention groups, and pulling students to work with the CTT's. -Staff will receive 4 QTEL trainings with the strategist this school year focusing on best practices for ELL students that work for all students. -Staff will participate in book study for strategies that work with ELL students. -Continued Kagan trainings and create time for structured walks. -Continued Project Based Learning training and time to work with specialists to expand their expertise of PBL.	-Review student data for continued monitoring and assurance of growth. -Review CTT data sheets. -Review of MAP, FocusEd, MAP Accelerator, Freckle, Dreambox reports regularly.
Overall, 74.9% proficiency. 3rd grade: 75.2%; 4th grade: 70.9%; 5th grade: 79.2%	-Continue to ensure staff utilizes school-wide supports in place for students. -Continue to ensure data is reviewed and monitored regularly. -Continue to monitor progress through weekly PLC meetings, and observation conferences.	-Frequent checks of supports. -Review student data for continued monitoring and assurance of growth. -Review CTT data sheets. -Review of MAP, FocusEd, MAP Accelerator, Freckle, Dreambox reports regularly.

Lessons Learned (Now)	Next Steps	Need
-Employee of the month nominations were the most powerful form of communication for staff morale. -Extra prep raffle assisted staff in being able to get items done that were on their plate. -The monthly staff treats assisted staff in feeling supported. -Would like to see additional free CU's. -Would like more specific professional development-walk throughs focused on specific targets. -Feel observation process is effective and staff is aware of NEPF. -RTI was revamped and the new process/forms are great. -Would like to continue the surveys and allow for continued suggestions.	-Continue to do things to help and support staff morale and SEL. -Work on creating a bank of support options to choose from for instructional assistance for teachers. -SEL survey to be shared with staff as well as counselor (to assist with SEL support). -Work on Survey for staff to be given Fall/Spring	-Survey for staff Fall/Spring -Bank of Support for teachers

Lessons Learned (Now)	Next Steps	Need
The first goal was in relation to staff support. Staff reported, in the 2022 annual survey, that 94.29% felt supported. The second goal was to increase the number of African American students that felt safe in the NV School Climate/ Social Emotional Learning Survey. We have not received those results. However, our districtwide results for 2022 state that 94.34% of students report the school is safe. Other results indicate: -Students report (2022 survey) bullying is a problem at the school (31.13%) -Students report (2022 survey) that the school does a good job to prevent bullying (84.43%) -Students report (2022 survey) teachers understand their problems (76.42%) -Students report (2022 survey) the school does not involve parents in most school events or activities (67.3%) -Students report (2022 survey) they stay home because they feel overwhelmed and anxious (30.66%) -Parents report (2022 survey) they do not know what goes on inside their child's school (70.73%). -Parents report (2022 survey) the staff values their input and opinions (78.05%)	-Continue to increase staff celebrations. -Continue to improve parent communication regarding events happening at the school and things to be involved in; as well as, opportunities for feedback. -Continue to provide student incentives for students reaching their goals	-Work with staff to continue to ackowledge they are supported and we see their hard work and effort. -Work with parents to allow more opportunities to be a part of the school. -Ensure students feel safe and supported on campus.