Directions:

As a team, for each goal:
Step 1: Review the *Findings/Visualizations* slides within the *Events 6-8* 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 for *Event 7*.
- Rate the overall status of the improvement strategy using one of the following: Strong - on track; At Risk - requires some refinement and/or support; or Needs Immediate Attention - requires immediate support
- Identify specific Lessons Learned (Now), 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

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%.

Improvement Strategies	Intended Outcomes	Event 7: Status Check 2	Lessons Learned (Now)	Next Steps	Needs
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).	Strong	**Teachers continue to review NVAC standards weekly in grade level PLCs and align instruction/assessments with the standards. Teachers review formative/summative/MAP/benchmark assessments to form flexible groups on a weekly basis. Teachers reviewed data and provided updated groups of students to our CTTs. Staff participated in PBLWorks staff development day training focusing on expanding student inquiry. Teachers facilitate weekly Kagan structures to teach students collaboration skills and productive discourse. Blended learning programs are being used consistently and teachers are pulling data to goal set with their students and check progress. Individual student data sheets are regularly updated with current progress and updates to student goals. The RTI team meets weekly to provide strategies to support student learning and refer to the psychologist if deemed appropriate.**	**Continue to review student data and adjust instruction accordingly. Continue to meet in weekly grade level PLCs to discuss NVAC alignment to assessment and instruction. Provide teachers with Kagan refresher PD during a staff PLC once every two months. Hold monthly PBL PLCs where teachers refine their PBL instruction.**	**Continued staff collaboration time. Trainer of trainer staff member to lead Kagan refreshers. Strategist and administration support during monthly PBL PLCs.**
	Increase the overall % of students proficient in ELA from 55.7% (2021) to 63% (2022) as measured by state summative assessments.	Strong	**After a data review of current ELA MAP scores, overall grade level proficiency is holding steady and varies from 77% proficient to 90% proficient**	**Continue to align instruction and assessments to NVACS, continue reviewing student data on a regular basis to target instruction to student need**	**Grade level collaboration time**

School 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.					
Improvement Strategies	**Intended Outcomes**	**Event 7: Status Check 2**	**Lessons Learned (Now)**	**Next Steps**	**Needs**
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.	Strong	**Little things to support staff morale have increased and are appreciated. Detailed observation notes are being complete to ensure all components of an effective lesson are present. RTI meetings have included a discussion about how to support each of the students brought to the team with actionable strategies and data collection tools.**	**Expand teacher of the month and other recognitions for teachers. Continue classroom observations, detailed notes, and post observation conferences. Continue weekly RTI meetings and collaboration time to facilitate strategies to use with struggling students.**	**Continue staff collaboration time. Continued RTI collaboration time. Continued staff morale surveys.**

School 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.					
Improvement Strategies	**Intended Outcomes**	**Event 7: Status Check 2**	**Lessons Learned (Now)**	**Next Steps**	**Needs**
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	Strong	Personalized staff recognition improves morale, student incentives and spirit days have been increased to once per month, parents receive the Gecko Gazette newsletter weekly to keep them informed about school happenings	Continue to consistently recognize staff in a personal way, expand student incentives and recognition programs, survey staff and students about morale, institute a grade level newsletter so that parents are informed about specific classroom happenings	Newsletters, surveys