

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?	
Increase the 2020-2021 school year proficiency percentage of 55.4% for all students in ELA to 72% by 2022 as measured by state summative assessments and reported on the Nevada School Performance Framework.		No	
Improvement Strategies	Intended Outcomes	Were our improvement strategies successful? (Select One)	Continue, Correct, or Cancel the Strategy? (Select One)

<p>Increase proficiency of all students in ELA as measured by state summative assessments and reported on the Nevada School Performance Framework utilizing IA, small group, tutoring.</p>	<p>Increase the ELA proficiency rate from 55.4 % to 72% by 2022 as measured by state summative assessments and reported on the Nevada School Performance Framework.</p>	<p>No</p>	<p>Cancel</p>
<p>Increase proficiency of all students in ELA as measured by state summative assessments and reported on the Nevada School Performance Framework utilizing robust Tier 1 instruction.</p>	<p>Increase the ELA proficiency rate from 55.4 % to 72% by 2022 as measured by state summative assessments and reported on the Nevada School Performance Framework.</p>	<p>No</p>	<p>Cancel</p>
<p>School Goal</p>		<p>Did we achieve our goal?</p>	
<p>Increase the Math proficiency rate from 2020-2021's 26.5% to 60% while increasing ELA proficiency rate from 2020-2021's 55.4 % to 72% by 2022 as measured by state summative assessments and reported on the Nevada School Performance Framework.</p>		<p>No</p>	
<p>Improvement Strategies</p>	<p>Intended Outcomes</p>	<p>Were our improvement strategies successful? (Select One)</p>	<p>Continue, Correct, or Cancel the Strategy? (Select One)</p>

<p>Provide staff tools to increase proficiency of all students in Math as measured by state summative assessments and reported on the Nevada School Performance Framework utilizing IA, small group, tutoring.</p>	<p>Provide staff tools to increase the Median Growth Percentile as measured by state summative assessments and reported on the Nevada School Performance Framework.</p>	<p>No</p>	<p>Cancel</p>
<p>Increase proficiency of all students in ELA as measured by state summative assessments and reported on the Nevada School Performance Framework utilizing IA, small group, tutoring.</p>	<p>Provide staff tools to increase the Median Growth Percentile as measured by state summative assessments and reported on the Nevada School Performance Framework.</p>	<p>No</p>	<p>Cancel</p>
<p>School Goal</p>		<p>Did we achieve our goal?</p>	
<p>Increase the appropriate behavior of students in school and decrease “bullying” type behaviors.</p>		<p>Yes</p>	
<p>Improvement Strategies</p>	<p>Intended Outcomes</p>	<p>Were our improvement strategies successful? (Select One)</p>	<p>Continue, Correct, or Cancel the Strategy? (Select One)</p>
<p>Use CHAMPS to increase the appropriate behavior of students in school and decrease “bullying” type behaviors.</p>	<p>Provide staff tools to increase the appropriate behavior of students in school and decrease “bullying” type behaviors.</p>	<p>Yes</p>	<p>Continue</p>
<p>Use restorative meetings to increase the appropriate behavior of students in school and decrease “bullying” type behaviors</p>	<p>Provide staff tools to increase the appropriate behavior of students in school and decrease “bullying” type behaviors.</p>	<p>Yes</p>	<p>Continue</p>

Lessons Learned (Now)	Next Steps	Need

<p>The goal was set too high to begin with. Incremental strategies are needed. IA will continue, but with a focus on Growth based upon individual goal setting with the classroom teacher.</p>	<p>Revise goal to focus on MAP Growth (percent of students meeting growth targets) or look at student groups that did not meet the targets in each indicator and determine if that should be the focus to avoid TSI designation.</p> <p>Increase the percent of students meeting or exceeding the established growth target in ELA from 53% (winter) to Y% (spring) and the percent of students meeting or exceeding the established growth target in Mathematics from 49% (winter) to 50% (spring) by 2023, as measured by the MAP® Growth™ Assessments.</p> <p>Decrease gap in ELA between students identified as LEP and Not LEP meeting growth targets from X percentage points in [year] to Y percentage points by [year], as measured by [assessment].</p>	<p>Focus in on individual student Growth, teacher and student. AARSI Training providing PD on data collection, review, and next steps.</p> <p>Follow MTSS (providing multiple tiers of instruction and intervention to meet the needs of every, individual student) with frequent grade level PLC meetings (Analyzing Standards: content-specific pacing guide is used to design lessons ensuring instruction is aligned to the Standards and support MASTERY of the Standards. Purposefully planned learning tasks and activities support overall MASTERY of the Standards. Utilizing data collection, review, and develop next steps).</p> <p>One on One Conferences, admin/supervisor and teacher with input from Learning Strategist.</p>
<p>The goal was set too high to begin with. Incremental strategies are needed. IA will continue, but with a focus on Growth based upon individual goal setting with the classroom teacher.</p>	<p>See Above for details.</p>	<p>See Above for details.</p>
<p>Lessons Learned (Now)</p>	<p>Next Steps</p>	<p>Need</p>

<p>The goal was set too high to begin with. Incremental strategies are needed. IA will continue, but with a focus on Growth based upon individual goal setting with the classroom teacher.</p>	<p>Revise goal to focus on MAP Growth (percent of students meeting growth targets) or look at student groups that did not meet the targets in each indicator and determine if that should be the focus to avoid TSI designation. Increase the percent of students meeting or exceeding the established growth target in ELA from 53% (winter) to Y% (spring) and the percent of students meeting or exceeding the established growth target in Mathematics from 49% (winter) to 50% (spring) by 2023, as measured by the MAP® Growth™ Assessments. Decrease gap in ELA between students identified as LEP and Not LEP meeting growth targets from X percentage points in [year] to Y percentage points by [year], as measured by [assessment].</p>	<p>Focus in on individual student Growth, teacher and student. AARSI Training providing PD on data collection, review, and next steps. Follow MTSS (providing multiple tiers of instruction and intervention to meet the needs of every, individual student) with frequent grade level PLC meetings (Analyzing Standards: content-specific pacing guide is used to design lessons ensuring instruction is aligned to the Standards and support MASTERY of the Standards. Purposefully planned learning tasks and activities support overall MASTERY of the Standards. Utilizing data collection, review, and develop next steps). One on One Conferences, admin/supervisor and teacher with input from Learning Strategist.</p>
<p>The goal was set too high to begin with. Incremental strategies are needed. IA will continue, but with a focus on Growth based upon individual goal setting with the classroom teacher.</p>	<p>See Above for details.</p>	<p>See Above for details.</p>
<p>Lessons Learned (Now)</p>	<p>Next Steps</p>	<p>Need</p>
<p>Continuation of this is necessary.</p>	<p>Continue to incorporate CHAMPS and in addition Time To Teach Training.</p>	<p>Training of Time To Teach to Staff</p>
<p>Continuation of this is necessary.</p>	<p>Continue to use restorative meetings and in addition Time To Teach Training.</p>	<p>Training of restorative practices and Time To Teach</p>