

Act 3 - Reviewing Our Journey						
<p><b>Directions:</b></p> <ul style="list-style-type: none"> <li>Fill in the appropriate cells in the table below. <ul style="list-style-type: none"> <li>Did we achieve our Goals - <b>Yes, No</b>.</li> <li>Do we continue, correct, or cancel our goals/strategies - <b>Continue, Correct, Cancel</b>.</li> </ul> </li> <li>Identify specific <b>Lessons Learned, Next Steps and Needs</b>.</li> </ul> <p style="text-align: center;"><b>Note:</b> The selections you enter will automatically update the accompanying cell on the Master Tracker tab.</p> <p style="text-align: center;">↓ ↓</p>						
Sue Morrow ES						
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? Why?</i>			
Students will increase proficiency in math from 52.4% to 67.4% by 2023 as measured by state summative assessments.		Yes	Continue (and update)			
Students will increase proficiency in reading from 61.2% to 76.2% by 2023 as measured by state summative assessments.						
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? Why?</i>	Now (Lessons Learned) <i>How have our improvement efforts impacted achievement across demographic groups?</i>	Next (Next Steps) <i>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?</i>	Need <i>What do we need from others in this room and others outside of this room to be successful in taking action?</i>
Teachers will receive professional learning on PLCs, lesson planning with unwrapping standards, combined with gradebook review for common assessments. Identify areas in need for differentiation utilizing multiple measures of data (SBAC, MAP, and others).	By the end of the school year 90% of PLC meetings will follow the schoolwide PLC structures. Through teacher collaboration with their PLC the understanding of the rigor of the NVACs will be discussed as well as effective strategies will be shared. Additionally, reviewing multiple data sources will highlight focus areas of need for training or resources for high quality Tier 1.	Yes	Continue	Improvements made based on MAP data. Discussed strategies and data in PLC, instructional rounds assisted with PD needs.	We need to review our consistent expectations of norms, consistently using the form as tool, and going through the full PLC process coupled with a prioritization of standards.	We need to further develop our collected efficacy. Time and funding for leadership team to review collected data and further understand PLC process and differentiation
Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?			
90% of teachers will use the PLC form to track student progress using rigorous standards based assessments. Teachers will include vocabulary, targets, concepts, strategies, scaffolds, differentiation, prior knowledge etc. to improve Tier 1 instruction for students.		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
Clear expectations for PLC and collaborative PLC meetings with RB3 and administrative team.	Increased understanding of the rigor of the Nevada Academic Standards, plan for high quality Tier 1 and effective teaching strategies shared throughout.	Yes	Continue	We delved further into strengthening Tier 1 by adding spiral review and prioritizing some standards. Instructional Rounds assisted with identifying strategies for success.	Increase differentiation with an emphasis on tracking students from the 41st-60th percentile on MAPS.	Funding for time for leadership team and grade levels to plan appropriate scaffolding and differentiation. Continue to highlight areas of professional development needed for improvement. (DOK, Saavas, Differentiated supports, new district Tier 1 Material).
Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
Increase the percentage of students who are able to get through something when I feel frustrated from 40.74% to 60% by [2022], as measured by the Districtwide Survey. Additionally, 41.72 percent of students reported that "My intelligence is something I can't change very much" as being a true statement.		Yes	Cancel			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	Now (Lessons Learned)	Next (Next Steps)	Need
We hired a counselor to support SEL learning at school. School-wide dialogue about discussing survey and improvement strategies with the leadership team and teaching staff.	Increase in student perception based on Districtwide Survey	Yes	Cancel	We will utilize the district data when received but will shift our connectedness goals towards using attendance data on FocusEd and Panorama data from our counselor.	Review the Attendance data and Panorama data. Discuss with MLT team and prioritize strategies and see how the data can be improved to focus on student outcomes.	Time and funds to discuss with leadership team and MLT team . Data from District Survey and Panorama.