

**Act 2 - Status Check 1 Part of the Plan of Operation**

**Directions:**

- Rate the overall status of each improvement strategy:
  - 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 status you enter will automatically update the accompanying cell on the Master Tracker tab.



**School Name:** Garehime Elementary School

**Inquiry Area 1 - Student Success**

By Spring Benchmark (May, 2023), there will be a 10% increase in the number of students at or above the 61st percentile in grades kindergarten through fifth grade on the MAP Math Growth Assessment. In addition, Garehime will increase the percentage of ELs proficient in Math from 14% (61st and above on Winter MAP Math) to 19% (students that are 61st and above on Spring MAP Math).

| Improvement Strategies   | Intended Outcomes/Formative Measures   | Status<br><i>Are we implementing the improvement strategy as planned?</i> | Now (Lessons Learned)<br><i>What does our progress monitoring data reveal about progress toward our goal? What challenges with implementation and gaps in performance are we noticing?</i>  | Next (Next Steps)<br><i>What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?</i>  | Need<br><i>What do we need from others in this room and others outside of this room to be successful in taking action?</i>                          |
|--|--|---|---|--|---|
| Implement Eureka Math with fidelity in classroom instruction. Ensure students have ample opportunities to engage in high-quality tasks through the use of Eureka Math. Mathematical tasks will also support teachers in engaging students in content specifically aligned to the aspects of rigor that the Nevada Academic Standards of Mathematics demand. During Tier 1 Math, instruction will be planned with appropriate scaffolds for EL identified student groups in which skills and concepts build upon one another with increasing rigor while maintaining high expectations and timely feedback to help students make adjustments to their learning. | Students using Eureka and IXL as a supplementary support will show growth in both progress monitoring and benchmark assessments. | Strong  | Between the fall and winter MAP assessments, the percent of students who performed at or above the 61st percentile increased from 31% to 39% in math and from 33% to 40% in reading. The percent of EL students who performed at or above the 61st percentile increased from 7% to 12% in math and from 0% to 9% in reading.  | Increase the use of manipulatives as a scaffold for all students. Learning intentions and success criteria clearly stated so students have a buy-in as to why they are learning the material. Tie learning so it relates to real world concepts. Ensure that content is connected to students' prior knowledge. Implement scaffolds for EL students. | Manipulatives in each classroom. Use of the common core companion guide when planning lessons. Differentiation based on each students' entry point. |
| Students will also receive support through IXL, which is a supplemental online tool that offers alignment to our Nevada Academic Standards.  | Students using Eureka and IXL as a supplementary support will show growth in both progress monitoring and benchmark assessments. | At Risk   | <b>Teachers Active:</b> 50% of teachers were actively utilizing IXL by logging in and assigning students IXL concepts in August, 2022. That number declined to 30% in December. <b>Total Number of Questions Answered:</b> In August 2022, students answered 18,000 questions. That number declined to 17,000 in December, 2022. <b>Regarding mastery:</b> students that used IXL showed 3/4 percentage of growth. That number stayed the same in December, 2022. | Ensure there is time during the instructional day to implement IXL for all students. Teacher will walk around to make sure students are on task while they are working on the program. They will also log in to the platform to check data and usage.  | Master calendar which includes computer time for IXL.   |

**Inquiry Area 2 - Adult Learning Culture**

By May, 2023, 100% of our licensed staff will have training in PLC+. Teachers will also receive training on Equitable Instruction through the Leadership Team (admin and strategists).

| Improvement Strategies | Intended Outcomes/Formative Measures   | Status | Now (Lessons Learned)  | Next (Next Steps)  | Need   |
|------------------------|--|--------|--|--|--|
| PLC+ PD                | Teachers provide students more time in classroom instruction to engage in high quality mathematical tasks. There is an increase in classrooms of teachers providing time for students to share their solution strategies rather than teachers modeling solutions. Teachers will use these strategies from the leadership team through professional learning sessions to increase student achievement in the area of mathematics on both MAP Growth Assessments and SBAC. | Strong | Teachers were trained in August, September, and January on the PLC+. These trainings included the teaching and learning cycle, crosscutting values, and structures for PLCs. The leadership team was also present during PLC meetings to offer suggestions while teachers were in the planning process. Instructional rounds also occurred with the EL department to check for student discourse during lessons. | There is a need for consistent expectations and structures during the PLC process (time, common assessments, data dives, etc. ) In addition, teachers need to understand all resources during data dives. Educators also need to learn about the Linking Study, MAP Growth, etc. and how they align to SBAC proficiency. Teachers will plan and utilize common assessments and use their grade-level assessments to plan for remediation, enrichment, next steps, scaffolds. Teachers will also feel comfortable sharing their instructional strategies successes. They will also use long range plans that align to district pacing guides. | Training on the Common Core Companion Guide to determine how to effectively implement this guide during the PLC process. Embedded training during PLC meetings on student engagement strategies. |

|                          |  |         |  |     |     |
|--------------------------|--|---------|--|-----|-----|
| Equitable Instruction PD | Teachers provide students more time in classroom instruction to engage in high quality mathematical tasks. There is an increase in classrooms of teachers providing time for students to share their solution strategies rather than teachers modeling solutions. Teachers will use these strategies from the leadership team through professional learning sessions to increase student achievement in the area of mathematics on both MAP Growth Assessments and SBAC. | At Risk | We realized our focus needs to be on PLC+ this year, therefore, we are removing this PL from our plan this year. | N/A | N/A |
|--------------------------|--|---------|--|-----|-----|

**Inquiry Area 3 - Connectedness**

Increase the percent of students who feel a sense of belonging from 62% (fall) to 68% (winter) to 72% (spring) by 2023 as measured by the Panorama Education Survey.

| Improvement Strategies  | Intended Outcomes/Formative Measures   | Status | Now (Lessons Learned)   | Next (Next Steps)  | Need  |
|---|--|--------|---|--|---|
| Students who lack a strong sense of belonging will be offered additional support through the counselor, Boys Town, and Care Solace. The School Ambassador program will be implemented to welcome new students to our school. Students are offered support through a mentorship program where they will be provided engagement, transition, and academic support with the help of a community member. Morning meetings are encouraged in classrooms to provide students a safe and caring environment to encourage them to open up and trust others. | As a result of the improvement strategy, students will have a stronger sense of belonging in our building. |        | Waiting on Panorama Data. Teacher engagement with all students is not equitable. Student recognition is not clear with ALL students, only some students (usually the ones that have negative behavior). Positive reinforcement is not fair and equitable among teachers and classrooms. | There is a need for clear and consistent schoolwide procedures, expectations, rewards, and discipline. We need a system that supports the well-being of all students, so a student store where students trade in earned points for prizes could be implemented. There is also a need for consistent expectations posted throughout the school so both students and teachers can refer to them during the day. We use Garehime Gold as an incentive program, but there needs to be consistency with how teachers are giving them to students. | Clear expectations across the school, procedures posted throughout campus, committee to discuss a school store for the start of the 23/24 school year and how students earn points to spend on prizes, consistent discipline procedures in place. |