

Act 3 - Reviewing Our Journey						
Directions: <ul style="list-style-type: none"> Fill in the appropriate cells in the table below. <ul style="list-style-type: none"> Did we achieve our Goals - Yes, No. Do we continue, correct, or cancel our goals/strategies - Continue, Correct, Cancel. Identify specific Lessons Learned, Next Steps and Needs. 						
Note: The selections you enter will automatically update the accompanying cell on the Master Tracker tab.						
School Name: Tarkanian MS						
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>			
By the Spring 2023 MAP Math Assessment, the percentage of 8th-grade students that met their growth projection will be inline and (within 3 percentage points or a forward projection of 63%) with 6th and 7th-grade students' results, thus closing the achievement gap between the three grade levels.		No	Continue (and update)			
By the Spring 2023, SBAC results for the Special Education subgroup will meet the Measure of Interim Progress (MIP) for Math and ELA, (26.5% for Math, and 29.6% for ELA)			Continue (and update)			
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>
Establish a math-based after-school tutoring and support program for the remainder of the 2022-2023 school year.	Students will have free access to this program as well as being recommended by their teacher to seek additional help. Access to additional math support will provide students with additional opportunities to fill gaps and deepen their understanding of core concepts.	No	Correct	Spring MAP data shows that we failed to meet our growth projection for 8th grade students, landing at 52% meeting growth projection. The growth this group produced from Fall to Winter testing was encouraging. Unfortunately, the momentum did not continue into the Spring. The team felt that additional efforts should be considered to maintain positive growth.	There is general agreement that the Math based after school support is a net positive for all students and contributes to academic achievement. However, additional supports will need to be considered to meet our growth targets for our most challenging group.	Apathy and under achievement maintains to be a challenge with many 8th grade students across all settings. The need for novel ideas and additional interventions that sustain momentum for the entire school year will be a priority moving in to the 2023-2024 school year.
Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?			
By Spring of 2023, 80% of PLC meetings will incorporate both relevant behavioral/social emotional and targeted academic data that is inclusive, actionable, and solution-driven, as measured by the TMS PLC checklist.		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
Develop and implement an effective school-wide novel PLC process.	By incorporating a PLC process that addresses students' academic and non-academic needs will allow them a clearer path to academic achievement.	Yes	Continue	The TMS PLC process was successfully implemented with an academic, behavioral, and social emotional focus. The team discussed the continued need for our process to be flexible and adaptable to changing student needs.	CCSD continues to refine and develop components of its district wide PLC process that will be incorporated into our plan. PLC trainings and guidance are expected to continue into the next school year.	The ability to adapt to new barriers and external demands remain a critical task. The ongoing teacher and staff shortage continue to be a concern as more demands are placed on the remaining staff. An evolving PLC process that is focused, measureable, and concise remain a priority.
Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
By Spring of 2023, 50% of families referred to community agencies (Care Solace, Hazel Health, The Harbor, Social Worker) by school counselors will follow-through with assistance and/or support for behavioral/social emotional issues, measured by the TMS Counselor Crisis Plan Checklist.		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
Establish additional awareness, incentives, and recognition programs that support students' non-academic needs	By addressing students' non-academic needs will allow them a clearer path to focus on academic achievement.	Yes	Correct	We successfully met our goal for accessing community agencies with a final total of 56%. The team feels that more work is still needed to take full advantage of community resources. We are also hopeful that resources and additional community agencies are added in the future to help meet the diverse non-academic needs of students and families.	The team is encouraged by the roll out of RethingEd and hopes to build upon the foundation moving forward. In discussion with staff, some feel that the negative effects of distance education due to Covid are abating. However, it is still recognized that regardless of the impact of distance education, the holistic needs of students and families is still pervasive with social-emotional issues greatly impacting academic achievement and as a result, must be addressed.	Work should continue building upon additions in the 2022-2023 school year in awareness and access to SEL resources. Teachers discussed increasing the practice of incorporating SEL components in all content areas and breaking down the negative stigma of recognizing the need for, and accessing help. Through this practice teachers felt that we would have an impact of removing or mitigating a roadblock to academic achievement.