

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

50% of students in grades 3-5 will make adequate growth (AGP) in English Language Arts and 45% of students in grades 3-5 will make adequate growth (AGP) in Math as measured by the Spring 2022 state summative assessment.

Improvement Strategies	Intended Outcomes	Event 7: Status Check 2	Lessons Learned (Now)	Next Steps	Needs
Implementation of evidence-based programs focused on reading and math foundational skills	50% of students in grades K-5 will meet projected growth targets in reading and math as measured by the spring 2022 MAP Growth assessment.	Strong	Since August 2022, all K-3 teachers have been implementing explicit, sequential, systematic and multi-sensory phonics and word study during a designated time within their ELA block, as well as in small groups and intervention. We have also been focused on implementing phonemic awareness drills in small groups and whole group as needed. Our teachers assess these skills three times a year and as needed to support instruction. Teachers have also become familiar with Scarborough's Rope and the Simple View of Reading as a foundation to planning small group instruction and intervention. Conversations in RTI and planning sessions are grounded in these two Science of Reading models. In the area of Math, we have not engaged in explicit professional development tied to math; this was done last year and in previous years. The focus this year has been implementing the components of an effective math lesson as outlined in our math lessons. In addition, teachers have increased their ability to use pre-assessment and MAP data to identify and address student areas of weakness.	Small group instruction is focused on phonics and word study for most students in grades K-3. Teachers will engage in learning that will provide a process for analyzing foundational skills data and next steps for small group instruction. The goal of this learning is to purposefully plan instruction to ensure that we are meeting the needs of students in small groups, as the focus may need to shift from foundational skills to comprehension for some students. K-2 teachers will also engage in professional learning that will provide evidence-based instructional strategies to address specific deficits in phonological and phonemic awareness with struggling students. In Math, teachers will engage in the PLC/data teams process with their math assessment results. In addition, teachers have analyzed their winter MAP data and planned next steps for instruction in response to the needs of their students.	Larger blocks of time outside of plan time to address professional learning needs. Scaffolded training that provides background knowledge and a data analysis process, specifically tied to foundational skills assessments (phonics and phonemic awareness). Follow-up coaching for teams and individuals that will provide on-going and real time feedback with regard to instruction and implementation of strategies. In math, a consistent, school-wide fact fluency program is being considered to solidify students' basic fact fluency. Currently, there is not a consistent approach to this school-wide.
	Math				

School Goal

By the end of the 2021-2022 school year, 85% of PLC meetings will follow the school's established PLC structure to analyze data and plan instruction.

Improvement Strategies	Intended Outcomes	Event 7: Status Check 2	Lessons Learned (Now)	Next Steps	Needs
Provide professional development, coaching, and feedback to the Instructional Leadership Team and all grade level teams.	PLC meetings will follow a consistent structure using established protocols. As a result, student learning will increase.	Strong	There were varied staff perceptions regarding what effective PLC structures were. We have to continue to revisit and facilitate strong PLC practices. We also still have teams that are still developing in their ability to analyze and act on the data (data-driven instructional practices).	Compile data on what percent of PLC meetings are data-driven. Provide more feedback to the teams regarding their progress along the PLC process. We need to provide more training and support related to data-driven instruction. Continue provide training and support to the ILT. End of year: re-administer the PLC 4-question reflection survey	Develop templates and protocols for data analysis. We will also share the current, effective practices and templates some teams are using. We will also provide coaching for each team as they focus on each of the 4 PLC questions.

School Goal

By the end of the 2021-2022 school year, 75% or more of students surveyed using the Panorama survey will report a sense of belonging to the school as a strength or high strength

Improvement Strategies	Intended Outcomes	Event 7: Status Check 2	Lessons Learned (Now)	Next Steps	Needs
Staff will engage in professional learning related to cultivating an environment in which adult and student relationships are positive and respectful.	An increased number of students will report that they feel a sense of belonging to the school, feel that teachers care about them and their learning, and feel respected.	At Risk	Our data shows we have made progress toward meeting this goal. We believe existing school-wide structures have assisted in making progress toward this goal: SST; SEL program (7MS); SEL lessons facilitated by the counselor; small group counseling sessions	Facilitate staff PD: 1) Reflective staff dialog: how do you foster belonging in your class; 2) Administer needs assessment to staff to identify areas in need of attention; 3) Facilitate structured and ongoing PD within grade levels, team, and school-wide to build staff capacity to address student needs related to Belonging.	Structuring the time in order to be able to provide the professional learning opportunity and then support the transfer of that into the class/school culture. Timeline: February: steps 1-2 (see next steps); March: step 3.