

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 8*.

- 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 - Inquiry Area 1 - Student Success

The school goal is to increase SBAC proficiency:
Increase the percent of students proficient in mathematics from 28.6% in 2021 to 33.6% by 2022 as measured by state summative assessments.

Improvement Strategies	Intended Outcomes	Event 8: Status Check 3	Lessons Learned (Now)	Next Steps	Needs
Number talks, concept training, professional development, and structured PLCs	Increase the percent of students scoring above the 60th percentile in math from 31.0% (fall) to 36.0% (winter) to 42.0% (spring) by 2022 as measured by MAP Growth Assessment.	Strong	Our spring data indicates that we did not meet our goals, but we did progress in the right direction. In the fall 27% of the 3-5 grade students scored at or above the 60th percentile on the MAP math assessment. 29% of the third through fifth grade students scored above the 60th percentile on the math MAP winter assessment. 35% of the third through fifth grade students scored above the 60th percentile on the math MAP winter assessment. The data indicates we made growth however missed our proficiency goal.	We need to focus on strong Tier 1 instruction using enVision math and structured Number Talks schoolwide. We will elicit help from school district leaders to help with Professional Learning Communities. This will ensure that PLCs are data driven. We will continue to strengthen our Multi Tiered System of Supports (MTSS) model to support for students academics and social learning.	Schoolwide training in structured Number Talks will be provided for teachers teaching K-5 students. This will help build a solid mathematical foundation for all students. Vertical and horizontal collaboration will take place in order to close the academic achievement gaps and to continue to promote data driven collaboration across the grade levels.

School Goal - Inquiry Area 2 - Adult Learning Culture

By the end of the school year, 80% of grade-level PLC meetings will include a focus on standards, data, and collaborative instruction as evidenced by PLC observations/meeting minutes.

Improvement Strategies	Intended Outcomes	Event 8: Status Check 3	Lessons Learned (Now)	Next Steps	Needs
Structured PLC meetings two times a month	By January 2022, 50% of grade-level PLC meetings will include a focus on standards, data, and collaborative instruction as evidenced by PLC observations/meeting minutes.	Strong	Grade level PLC meeting notes are not all kept on the spreadsheet provided to grade levels at the beginning of the school year. Notes are tracked by grade level chairs and the data breakdowns are kept for each individual teacher. Next year, grade levels can discuss what's the best way to track data for the grade level. This way, all data is found in one common place.	Discussions with grade levels will be had about the best way to track and archive data for the grade level. Invite leaders from the school district to help with structured PLC meetings and appropriate data tracking.	Find out what works well for each of the grade levels and share their feedback with their colleagues.

School Goal - Inquiry Area 3 - Connectedness

Increase the percent of teachers who strongly agree or agree that the school promotes staff and teacher participation in decision-making that affects school practices and policies from 79% (spring 2021) to 85% (May 2022) as measured by the District Wide CCSD Survey.

Improvement Strategies	Intended Outcomes	Event 8: Status Check 3	Lessons Learned (Now)	Next Steps	Needs
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<p>Prioritize staff concerns and seek staff input related to problem solving. Create buy-in so that staff feel included in the decision making process.</p>	<p>By the end of the first semester, the percent of teachers who strongly agree or agree that the school promotes staff and teacher participation in decision-making that affects school practices and policies will improve from 79% to 85% by using a Google Form to survey the staff in January 2022.</p>	<p style="text-align: center;">Strong</p>	<p>53 out of 64 staff members strongly agree or agree that the school promotes staff and teacher participation in decision-making that affects school practices and policies. This is 83% of the staff. We didn't meet our goal of 85%, but we did get more staff members to complete the survey than in January 2022. Only 29 staff members completed the January 2022 survey and 64 staff members completed it in May 2022.</p>	<p>When the staff members return in August, they will engage in productive discussions on how to promote staff and teacher participation in decision-making that affects school practices and policies. This will promote staff buy-in. Consider providing the staff with a way (anonymously) for staff to share concerns or comments.</p>	<p>Find different ways to involve staff members in decision-making that affects school practices and policies. Invite staff members to have a say in decision-making.</p>