

**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**

**ELA:**  
Increase the percent of all students proficient in ELA from 57.4 to 65% by 2022 as measured by state summative assessments.

**Mathematics:**  
Increase the percent of all students proficient in mathematics from 37.6% to 50.0% by 2022 as measured by state summative assessments.

Improvement Strategies	Intended Outcomes	Event 8: Status Check 3	Lessons Learned (Now)	Next Steps	Needs
Ensure grade-level instruction aligned to NVACs is occurring during Tier 1 instruction.	<p><b>ELA:</b> Increase the percent of students scoring above the 60th percentile in math from 39.0% (fall) to 49.0% (winter) to 59.0% (spring) by 2022 as measured by MAP Growth Assessment.</p> <p><b>Mathematics:</b> Increase the percent of students scoring above the 60th percentile in math from 32.0% (fall) to 41.0% (winter) to 50.0% (spring) by 2022 as measured by MAP Growth Assessment.</p>	At Risk	- Teachers worked really hard to close the gap from the past year of missed learning. Through remediation time was lost that was needed to focus Tier 1 instruction on grade level standards.	- Focus professional learning on differentiated instruction, scaffolding, and chunking instruction for both whole group and small group instruction to ensure that Tier 1 instruction is focused on grade level standards. - Recruit parents to support differentiation.	- Time for professional learning and collaboration. - Facilitators for professional learning. - Provide opportunities for teachers to participate in classrooms observations and instructional rounds. - More support personnel to drive instruction forward and provide interventions and supports. - Train parents to support instruction.

**School Goal - Inquiry Area 2 - Adult Learning Culture**

By the end of the school year, 80% of PLC meetings will follow the schoolwide data meeting structure.

Improvement Strategies	Intended Outcomes	Event 8: Status Check 3	Lessons Learned (Now)	Next Steps	Needs
Use common data meeting structure and use PLC observation form to ensure structures are followed.	By the end of the first semester, 50% of PLC meetings will follow the schoolwide data meeting structure.	Strong	- PLC document/form has helped to keep teachers on track. - Continued support for PLC structures through master scheduling and other structured supports - Sharing strategies and lessons was very helpful to support teachers	- Continue structures in place (agenda, protocol, sharing of duties). - Continue assigning roles during PLC structures. - Begin participating in instructional rounds. - Administration present to support. - Continued focus on high quality instruction aligned to standards.	- Guest teachers and/or time for instructional rounds. - Structured protocol for instructional rounds.

**School Goal - Inquiry Area 3 - Connectedness**

Decrease the percent of students who feel their intelligence is not something they can change from 25.93% to 20.00% by 2022, as measured by the Districtwide Survey.

Improvement Strategies	Intended Outcomes	Event 8: Status Check 3	Lessons Learned (Now)	Next Steps	Needs
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<p>Build social/emotional supports into the class and master schedule.</p>	<p>100% of students will participate in classroom SEL lessons. The percent of students who report Positive Feelings will increase from 64% (fall) to 69% (winter) to 72% (spring) as measured by Panorama surveys.</p>	<p>At Risk</p>	<ul style="list-style-type: none"> <li>- There has not been enough training on Panorama and other SEL supports.</li> <li>- Teachers have struggled finding the time to fit everything in.</li> </ul>	<ul style="list-style-type: none"> <li>- Implement CCSD SEL curriculum.</li> <li>- Provide additional training of Panorama and SEL supports for all staff.</li> </ul>	<ul style="list-style-type: none"> <li>- Need curriculum to support SEL.</li> <li>- Need time for professional learning.</li> <li>- Continued support from counselor and social work with students and classroom lessons.</li> <li>- More schoolwide SEL family engagement events.</li> </ul>