

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

By the end of the 21-22 school year, we will improve math proficiency from 32% to 42% on the Smarter Balanced Assessment Consortium. This goal will be progress monitored through MAP scores given three times throughout the 21-22 school year.

Improvement Strategies	Intended Outcomes	Event 8: Status Check 3	Lessons Learned (Now)	Next Steps	Needs
Implement a common curriculum in math.	Implement a spiraling, connected curriculum across grade levels.	At Risk	The team analyzed Spring MAP data to determine individual student and class needs. Looking at projected CRT proficiency, Spring MAP data showed that we are at 34% proficient which is below our goal of 42%. Through implementation of the improvement strategy, we have a clearer understanding that Envisions needs some supplementation.	We will utilize the newly hired Math Strategist to assist in the unwrapping of Envision units and creating supplemental lessons as needed for next school year. We will also focus on attendance concerns in order to close some of the math deficiency gaps.	We determined a need for more integration of math facts. We will also continue to target student deficits by analyzing individual student profiles on the MAP assessment. This data will be used to plan for and strengthen WIN time.

School Goal - Inquiry Area 2 - Adult Learning Culture

By the end of the 21-22 school year, all grade levels (Pre-k-5) will attend weekly PLCs with a focus on utilizing data to drive instruction as measured by preplanned PLC agendas, teacher data sheets, and data chats with administration.

Improvement Strategies	Intended Outcomes	Event 8: Status Check 3	Lessons Learned (Now)	Next Steps	Needs
Implement PLCs with a focus on utilizing data to drive instruction.	PLCs follow the preplanned PLC agendas	At Risk	The leadership team further discussed Professional Learning Community (PLC) structures. We concluded that we are doing the right things in PLC (looking at Interim and classroom data), but need for more structure and consistency in order to be more productive.	The next step is to better define the PLC structure. We will study DuFlor's PLC structure with the leadership team in order to refine our uniform PLC agenda. There will be more emphasis on using data during PLC time.	There is still a need for more structure with the PLC process across all grade levels. Team drives will be used frequently by teachers, support staff members, administration and learning strategists. Additionally, vertical alignment meetings will be calendared for next school year.

School Goal - Inquiry Area 3 - Connectedness

By the end of the 21-22 school year, measured by the district student survey, students' responses will improve on the statements, "I only volunteer to answer a question if I am sure my answer right" (decrease 43.66% agree to 23.66% agree) and "It is easy to get through something even when I feel frustrated" (increase 43.66% to 63.66%).

Improvement Strategies	Intended Outcomes	Event 8: Status Check 3	Lessons Learned (Now)	Next Steps	Needs
Implement strategies to develop a growth mindset so students feel they can volunteer answers in the classroom and can get through things when they are frustrated.	Students will show a growth mindset towards learning.	Strong	The February data collected determined that we were strong with improving growth mindset. The leadership team discussed that the data was useful, but going to create uniform questions for grades K-5 for next school year.	During Humanities special, with the help from the counselor, we will administer the two question survey in the second week of school and then again before SPP development for next school year.	We will continue with growth mindset lessons by classroom teachers and counselor throughout the school year.