

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 - 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 7: Status Check 2	Lessons Learned (Now)	Next Steps	Needs
Implement a common curriculum in math.	Implement a spiraling, connected curriculum across grade levels.	At Risk	The improvement strategy is being implemented as planned, but we are in the initial implementation phase of Envisions. Teachers are still learning how to teach Envision curriculum well. Teachers analyzed Winter MAP data to determine individual student and class needs. Looking at projected CRT proficiency, Winter MAP data showed that we are at 35% proficient which is reaching our goal of 42%. We learned that there are other concerns out of our control such as Covid absences and new enrollments.	Teachers will continue to teach Envisions across all grade levels. Administrators will continue to observe classroom lessons and lesson plans to ensure fidelity. Vertical alignment and Envision reflection meetings will be scheduled for the spring in order to further improve implementation efforts.	We determined a need to target student deficits by analyzing individual student profiles. Grade level teams will meet in February to determine which students did not meet their projected growth on their winter MAP assessment. Students will be assigned learning tasks (Freckle, Imagine Math, Khan, etc) that are specifically aligned to their area of need. Teachers will provide time for students during soft opening and during WIN time to complete the learning tasks assigned.

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 7: Status Check 2	Lessons Learned (Now)	Next Steps	Needs
Implement PLCs with a focus on utilizing data to drive instruction.	PLCs follow the preplanned PLC agendas	Strong	The leadership team gathered to share input from grade level teams regarding Professional Learning Community (PLC) expectations. Grade level teams develop weekly pre-planned meeting agendas that include data analysis, lesson planning, and common assessments. Learning strategists have provided support during weekly PLCs. Administration and/or learning strategists are in attendance during the weekly meetings.	It was determined that there needs to be more structure within the PLC process across all grade levels. There is a need to have a focus for each week's PLC (i.e unwrapping standards, developing common assessments, reviewing data, creating rigorous engaging lessons) to ensure that all components are being addressed.	Additional support and resources need to be developed. The leadership team will create a PLC template that will be utilized for all PLCs. Additionally, team drives will be used frequently by teachers, support staff members, administration and learning strategists. PLC agendas will have a materials section, so staff knows in advance what they should be bringing to share with their team.

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 is 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 7: Status Check 2	Lessons Learned (Now)	Next Steps	Needs
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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.	At Risk	According to the Panorama survey, some students still report that they are feeling sad and/or worried at times. Teacher perception is that students need growth mindset lessons to build confidence.	It was determined that there was a need to collect more specific data aligned to the goal questions. This data collection will be administered in February and May. Results will be analyzed by the leadership team during the next status check. Results will be shared with staff and SOT.	We determined a need to reteach "Ready to Learn" skills, instill a growth mindset amongst students, and provide time for vertical alignment between grade levels. The school counselor will provide push-in lessons focusing on growth mindset and how to overcome challenges when they seem too hard to handle.