

Directions:**As a team, for each Goal:**

Step 1: Review the *Findings/Visualizations* slides within the *Event 9* 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 in the table below.

- Did we achieve our Goal/Intended Outcomes - Yes, No.

- Do we continue, correct, or cancel our goals/implementation strategies - Continue, Correct, Cancel.

- Identify specific Lessons Learned, 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		Did we achieve our goal?				
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.		Yes				
Improvement Strategies	Intended Outcomes	Were our improvement strategies successful? (Select One)	Continue, Correct, or Cancel the Strategy? (Select One)	Lessons Learned (Now)	Next Steps	Need
Implement a common curriculum in math.	Implement a spiraling, connected curriculum across grade levels.	Yes	Continue	The team analyzed end of year CRT data to determine overall school trends. Our CRT proficiency rate in math was 46.7% (from 32% in 2021). This proficiency rate exceeded our goal of 42%. Through implementation of the improvement strategy, we have a clearer understanding that using Envisions consistently helped to support Tier I instruction in grades K-5.	We will utilize the newly hired Math Strategist to assist in the unwrapping of Envision units and creating supplemental lessons as needed for enrichments and interventions. We will also focus on attendance concerns in order to close some of the math deficiency gaps.	We determined the need for a Math Strategist to assist with pulling small groups of students to provide enrichment, intervention, and targeted skill practice. Likewise, we determined the need to focus on mathematical practices within our Tier I instruction. Teachers created SLGs focused on mathematical communication and reasoning.
School Goal - Inquiry Area 2 - Adult Learning Culture		Did we achieve our goal?				
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.		No				
Improvement Strategies	Intended Outcomes	Were our improvement strategies successful? (Select One)	Continue, Correct, or Cancel the Strategy? (Select One)	Lessons Learned (Now)	Next Steps	Need
Implement PLCs with a focus on utilizing data to drive instruction.	PLCs follow the preplanned PLC agendas	Yes	Continue	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 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 and utilize the PLC + model with the grade level teams in order to refine a schoolwide 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 in the upcoming months.
School Goal - Inquiry Area 3 - Connectedness		Did we achieve our goal?				
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%).		Yes				
Improvement Strategies	Intended Outcomes	Were our improvement strategies successful? (Select One)	Continue, Correct, or Cancel the Strategy? (Select One)	Lessons Learned (Now)	Next Steps	Need

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.	Yes	Cancel	The data collected determined that we were strong with improving growth mindset. The leadership team discussed that the data was useful, but the need to address chronically absent students is of higher need.	We will monitor growth mindset towards learning via the Panaroma Survey 3 times each year. The counselor will complete check-ins as needed with students. Additionally, the counselor will pull attendance data weekly to address chronically absent students.	We determined the need to address chronically absent students as the most critical area in the connectedness category.