

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

End of year K-5 MAP scores for reading will show student goal targets increase from 27% to 64% met

Improvement Strategies	Intended Outcomes	Event 8: Status Check 3	Lessons Learned (Now)	Next Steps	Needs
All licensed staff will be provided professional development on all tiers of instruction.	Strengthen all tiers of instruction to meet all students' needs. Teachers will feel more confident in delivering meaningful tiered reading instruction. Students have the opportunity to access and receive appropriate instruction to make necessary gains. Ultimately, kids will grow on MAP, SBAC, and WIDA assessments.	At Risk	Licensed staff worked collaboratively in grade levels to delivery meaningful reading instruction and identified programming to help with that delivery. Progress was made in the implementation of RTI coming back from school closures, but student attendance and refinement of procedures created gaps in the implementation. On a positive note 202 students recieved targeted reading instruction via intervention and zoom small groups on a daily basis which allowed for our MAPS scores to return to prepandemic levels. All of our Kindergarten students participated in the walk to read Read Well intervention as well.	Continue with professional development in ELL and Reading instructional strateiges and programs at all tiers of instruction.	Time to deliver Professional Development to all staff
Teachers will be provided time every week to work on data driven instruction for reading.	Strengthen students' reading instruction using data driven instruction.	At Risk	Teachers still need to learn how to prioritize the instruction being delivered based on the student needs.	Develop a strengthened RTI process with embedded accountability for all stakeholders.	RTI Framework for data based decisions on instruction.

School Goal

School Wide survey of PLC meetings will increase self-reported scores by 1 point on a scale 1-10 in each area, measuring their purpose, trust, value of meeting, and professional learning.

Improvement Strategies	Intended Outcomes	Event 8: Status Check 3	Lessons Learned (Now)	Next Steps	Needs
Teachers will be provided a framework for PLC to help guide them in understanding the benefit of collaboration as it relates to teaching tier 1 instruction and better understanding the rigor of the state standards.	All teachers will participate in weekly PLC meetings with their grade levels.	At Risk	Staff still needs a framework of accountability and structure to be used during PLC meetings.	Create a stucture of accountability and structure for PLC meetings as well as a way to monitor and support weekly.	Training and structural documents.
Teachers will be given a framework to work from to better facilitate PLC meetings that are meaningful and help to better teacher the Standards at the correct rigor.	Increased implementation of collaborative process to better teach the standards	At Risk			

School Goal

Increase student confidence in regulating emotions from 45% to 50% at the winter benchmark and to 55% by the end of the year, as measured by the Panorama survey.

Improvement Strategies	Intended Outcomes	Event 8: Status Check 3	Lessons Learned (Now)	Next Steps	Needs
Additional support provided to our student population with the biggest deficit in SEL skills.	Students and staff can self regulate emotions.	Strong	-Mental health professionals continue to provide classroom lessons on: respect, dealing with conflict and peer relationships	-Continue whole group and small group SEL lessons -Continue to provide support to students based on their individual needs -Review Panorama Education Survey to determine progress	Continued funding of SEL team members
Time will be set aside for our students and staff to focus on developing SEL and Leadership skills.	Staff will increase their leadership skills including self regulation emotions through LIM strategies. Staff will support students in developing leadership skills and skills found in LIM that will help with regulation of emotions.	Strong	LIM skills need to be adjusted and framed in terms of positive behavioral outcomes so that expectations are met on a daily basis. Time was spent daily in the LIM class as well as during morning opening and parent meetings discussing these skills.	Continue implementation of LIM program and utilize coaching sessions to refine the process.	Time for PD and implementation of LIM.