

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

Students will increase proficiency in math from 13% to 23% by 2022 as measured by state summative assessments.

Students will increase proficiency in reading from 29.7% to 39.7% by 2022 as measured by state summative assessments

Improvement Strategies	Intended Outcomes	Event 8: Status Check 3	Lessons Learned (Now)	Next Steps	Needs
Teachers will receive professional learning on PLC, lesson planning with unwrapping standards, and Tom Williams' "Look fors." Identify areas in need for differentiation utilizing MAP data, formative, and summative assessments.	During PLC's teachers will collaborate and discuss the rigor of the NVACs and how tasks align to standards. They will discuss effective teaching strategies and Tom Williams "Look fors." Additionally, reviewing multiple data sources and the creation of common grade level assessments will highlight focus areas of need for professional development or resources for high quality Tier 1 instruction. Teachers will provide all students with differentiated support at their instructional level in targeted, data-informed small groups.	At Risk	Partial implementation. We are implementing some of the improvement strategies (unwrapping standards and TWES "look fors") and work toward using common assessment data to make instructional decisions. We are identifying areas of need for differentiation and utilizing data for instruction. MAP data reveals some grade levels have met or exceeded their RIT growth goal, however our projected proficiency towards state summative assessments is 9.8%(Math) and 22.4%(ELA). Challenges to obtain this goal include: application of unwrapped standards within lesson planning and standards based instruction; Lack of a "true" PLC model (data driven decision making); effective instructional practices and TWES "look fors"; Time to provide professional development for teachers	PLC- School-wide adoption and implement an effective PLC model (PLC +) and practices(Leverage Leadership) throughout 22-23. "Look Fors"/Planning/Unwrapping Standards- Continuous professional learning (provided by leadership team and consultants) around the application of unwrapped standards, planning, prep/rehearsal, delivery of instruction, monitored through classroom observation and coaching. Implementation of common PLC planning time was built into the master schedule to allow for 75 minutes of weekly collaboration.	Leadership team needs to study and learn the structures of a "true" PLC model. Create professional learning modules, be present and observe for implementation and mentor/coach around the process. Time, commitment, and expertise when implementing the PLC model for data driven instruction.

School Goal - Inquiry Area 2 - Adult Learning Culture

A) By the end of the calendar year, teachers will have a deeper understanding of the PLC model and will consistently utilize the structures of a PLC in their weekly meetings.

B) By the end of the calendar year, teachers will have been provided the professional learning necessary to identify and plan for rigorous and deliver effective Tier 1 and Tier 2 instruction.

Improvement Strategies	Intended Outcomes	Event 8: Status Check 3	Lessons Learned (Now)	Next Steps	Needs
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<p>A) Clear expectations for PLC and collaborative PLC meetings with LLS, RB3, and administrative team. B) Provide licensed staff the opportunity to engage in professional learning so they may refine their planning for and delivery of Tier 1 and Tier 2 instruction.</p>	<p>Teachers will provide purposeful, differentiated, Tier 1 and Tier 2 whole and small group instruction.</p>	<p>At Risk</p>	<p>Partial implementation. We are providing professional learning to support effective Tier 1 and Tier 2 instruction. Professional learning has been provided on planning and effective teaching strategies, during preps, staff development days, and coaching sessions. Challenges to obtain this goal include: Lack of professional learning application in the classroom. Lack of time to provide in depth professional learning; lack of guest teachers to provide coverage; lack of licensed professionals in classrooms (i.e. long term subs and increased class sizes).</p>	<p>Provide PL using data from regularly scheduled, focused instructional walks with timely, specific feedback (leadership team and SWIVL technology to be viewed in PLCs. Integrate 75 minutes, per week, of PLC into the master schedule to allow for collaboration without the need for sub coverage.</p>	<p>Leadership team and teachers need to study and learn the structures of a “true” PLC model. Leadership team needs to create professional learning modules, be present and observe for implementation and mentor/coach around the process. All staff need to understand and find value in the PLC process as a means to increase student outcomes. Teachers need to deepen their understanding of Tier 1 and Tier 2 instruction and instructional practices and use that knowledge to deliver effective and rigorous instruction.</p>
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School Goal - Inquiry Area 3 - Connectedness

Student responses will decrease from 49.96% to 39.96% on the district wide survey indicating they would be willing to answer a question even if they were not sure their answer was correct.

Improvement Strategies	Intended Outcomes	Event 8: Status Check 3	Lessons Learned (Now)	Next Steps	Needs
<p>We hired a counselor to support SEL learning at school. The counselor and teachers will provide lessons on growth mindset and emphasize the value of learning from our mistakes.</p>	<p>Increase in student discourse to help ensure students will share answers even when uncertain of their correctness. There will be an increase of positive responses on the district wide survey reflecting that students feel safer answering questions even if they are unsure of the correct answer.</p>	<p>Strong</p>	<p>Strong implementation. Our school counselor is supporting SEL by providing monthly classroom lessons on various topics, including the growth mindset and learning from our mistakes. The CCSD district wide survey results for this year are not available at this time. Scheduling of the counselor’s lessons can be challenging within the master schedule, student absences, the “5 day pause,” etc...</p>	<p>Time was built into the 2022-2023 master schedule where time for counseling lessons was built in. The counselor will work collaboratively with specialists (Humanities and Library) to conduct monthly lessons. This will ensure all classes are scheduled consistently schoolwide. We will also be implementing a calming room where students can “reset” when needed.</p>	<p>The counselor will deliver professional learning to teachers on the SEL strategies monthly, then deliver the lesson during the library special. The counselor will also provide PL to staff on the use of calming spaces in their classrooms and the purpose of the calming room. All staff members need to implement the new strategy and use common language school-wide. Facilitation of the CCSD climate survey needs to include ensuring the students understand the question.</p>