

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

Increase the percent of students in grades 1-3 scoring above the 60th percentile in ELA from 37% (fall) to 47% (winter +10%) to 57% (spring +20%) and math from 33% (fall) to 43% (winter +10%) to 53% (spring +20%).

Improvement Strategies	Intended Outcomes	Event 8: Status Check 3	Lessons Learned (Now)	Next Steps	Needs
Provide formative and summative assessments that are aligned to the standards.	Ensuring that students are taught to the depth of the learning targets.	At Risk	Our students that were below the 40th percentile moved up but our group that we were measuring for this goal (above the 61st percentile) did not. Due to COVID learning loss, teachers spent more time intervening than extending Tier 1 instruction (pacing was slower). Teachers did use common formative and summative assessments from Envisions and ReadyGen.	We will look at the attendance for the students in this subgroup. Staff will continue to receive PL on Envisions and ReadyGen (specifically the assessments) during Staff Development Days and grade level PLCs.	Differentiated professional development during Staff Development Days and Grade Level PLCs. Data cycles where grade levels will analyze formative and summative assessments during grade level PLCs.
Increase access to quality tier 1 instruction.	Reteaching students in their deficit areas. Learning foundations skills and rigorous standards.	At Risk	Our students that were below the 40th percentile moved up but our group that we were measuring for this goal (above the 61st percentile) did not. Due to COVID learning loss, teachers spent more time intervening than extending Tier 1 instruction (pacing was slower).	Staff will continue to receive professional learning on Envisions and ReadyGen (specifically differentiating instruction) during Staff Development Days and grade level PLCs.	Differentiated professional development during Staff Development Days and Grade Level PLCs. Track attendance of students using the Truancy Diversion Program. Strategists will continue to check in with grade levels monthly during grade level PLCs.

School Goal

Increase the number of K-5 classrooms engaged in rigorous tasks and use of complex text to 80% during core instructional times by May 2022 measured by classroom walk-throughs and observations

Improvement Strategies	Intended Outcomes	Event 8: Status Check 3	Lessons Learned (Now)	Next Steps	Needs
Regular grade-level oriented professional learning	Improve tier 1 instruction and student learning	At Risk	Grade levels received differentiated professional learning during staff development days.	We will continue to provide professional learning during staff development days and during grade level PLCs. Strategists will attend grade level meetings monthly to provide support in administering rigorous tasks and the use of complex text.	Differentiated professional development during Staff Development Days. Schedule the literacy specialist to visit grade level meetings once a month.
Monitor the implementation of the rigor of instruction in classrooms	Improve tier 1 instruction and student learning	At Risk	Based on our most recent instructional rounds, 79% of observed teachers were utilizing rigorous tasks and complex texts. There is still room for improvement.	Schedule 3 instructional rounds for the 2022-2023 school year. Continue professional learning on implementation of rigorous task and complex text.	We will need time planned for instructional rounds, recording form to collect data, and time to debrief.

School Goal

Decrease the percentage of students feeling frustrated when trying to complete something difficult from 47% to 27% as measured by the CCSD student survey social learning questions by March of 2022.

Improvement Strategies	Intended Outcomes	Event 8: Status Check 3	Lessons Learned (Now)	Next Steps	Needs
------------------------	-------------------	-------------------------	-----------------------	------------	-------

Teachers will become more proficient with program-specific scaffolding strategies.	Lower frustration for students during difficult tasks so they learn and achieve.	Strong	We met our goal according to our school-wide google form that was administered to all 3rd-5th grade classes in January.	Continue to provide teachers with scaffolding strategies for ReadyGen and Envisions through staff development days and grade level PLCs.	Plan monthly meeting with strategists for Envisions and ReadyGen professional learning.
Students will self-regulate and learn.	Lower frustration for students during difficult tasks so they learn and achieve.	Strong	Students coming back into the building has allowed classroom teachers and the counselor to provide support to students who were struggling.	Continue to provide support (from teachers and the counselor) to students that are struggling with self-regulating.	Counselor available to meet with students individually if needed.