

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 scoring above the 60th percentile in ELA from 46.6% (fall) to 51.6% (winter) to 56.6% (spring) by 2022 as measured by MAP Growth Assessment.

Improvement Strategies	Intended Outcomes	Event 8: Status Check 3	Lessons Learned (Now)	Next Steps	Needs
All students will participate in a WIN group, based upon identified skill deficit. Students performing below the 10th percentile will receive a daily intervention group. Students performing below the 40th percentile will be progress monitored at least twice per month; students performing at or below the 10th percentile will be monitored weekly.	We expect the targeted instruction for individual students to reflect growth of performance of at least 5% gain overall by winter benchmark and 10% overall by spring benchmark, as measured by the MAP ELA Growth Assessments.	Strong	56% of students met their projected growth targets for the Spring MAP assessment. Overall, 69% of students met or exceeded the 40th percentile, achieving proficiency.	WIN Groups will continue in the upcoming school year for students performing below the 40th percentile. Students performing below the 10th percentile will continue to receive systematic, intensive instruction from highly trained staff members on a daily basis. Math grant will also provide opportunities for targeted students to receive additional, after school math support to build foundational skills.	Learning Strategist, CTTs and school aide will provide intensive interventions; Edna Rose Crane Foundation Grant to be awarded to fund math station materials and after duty pay for teachers to provide math instruction.

School Goal

100% of our classroom teachers will be using common formative and summative assessment aligned to the NVACs in the spring of 2022.

Improvement Strategies	Intended Outcomes	Event 8: Status Check 3	Lessons Learned (Now)	Next Steps	Needs
RBG3 Strategist is modeling weekly effective PLCs. Gradual release will be modeled to empower grade levels to run their own effective PLCs.	By May 2022, 100% of our teachers will be utilizing aligned formative and summative assessments.	Strong	There is still room for improvement. Most grade teams met consistently and planned using common, aligned assessment data. Further work with PLC structures is needed.	Cooperative efforts in place for the 22-23 school year with RPDP providing professional learning with PLC+ Playbook over the course of the year.	PLC+ Playbooks for each licensed staff member, Activator Guides for Lead Cadre Members, designated time each month for PLC book study and practice for implementation.

School Goal

Reduce the percent of all students chronically absent from 25% to <9% by 2022, as measured by CCSD Datalab, and reported on the NSPF.

Improvement Strategies	Intended Outcomes	Event 8: Status Check 3	Lessons Learned (Now)	Next Steps	Needs
Regular adult monitoring of student SEL and attendance Professional learning for staff on SEL strategies and skill based instruction (PBIS structures)	By May 2022, there will be a reduction of students chronically absent to less than 10% overall.	At Risk	Targeted students improved attendance behaviors from March to May, however, overall habitual truancy continues to be a concern.	Share attendance information with families from onset of school year. Define expectations of staff members to provide interventions in a proactive manner to increase daily student attendance.	Print materials for parents and staff with attendance expectations, updated bell schedules and guidance for absences.