

**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?	
Increase the percent of students meeting their adequate growth percentile (AGP) in ELA from 28% in 2019 to 38% and the AGP in Math from 19.8% in 2019 to 30% by 2022 as measured by state summative assessments.		Yes	
Improvement Strategies	Intended Outcomes	Were our improvement strategies successful? (Select One)	Continue, Correct, or Cancel the Strategy? (Select One)
Teachers will use research based instructional materials when providing Tier I and Tier II instruction in ELA and Math.	Students will show growth in Reading and Math as measured by the MAP Growth Assessment in Spring 22'.	Yes	Continue
The Math Learning Strategist will provide extra support to students in grades 2-5 who scored between the 21st and 40th percentiles in Math on the MAP Growth Assessment. In addition, K-5 classroom teachers will work with students who scored below the 21st percentile in Math on the MAP Growth Assessment during daily Math intervention time.	Students working with the math strategist will receive an extra 30 minutes a day of math instruction. These students will show larger than average growth as measured by the MAP Growth assessment. In addition, students working with classroom teachers during daily intervention time will show larger than average growth as measured by the MAP Growth Assessment.	Yes	Continue
School Goal - Inquiry Area 2 - Adult Learning Culture		Did we achieve our goal?	
Increase the percentage of staff that feel they have an opportunity to participate in decision-making that affects school practices from 75.6% to 93% as measured by the climate survey.		Yes	

Improvement Strategies	Intended Outcomes	Were our improvement strategies successful? (Select One)	Continue, Correct, or Cancel the Strategy? (Select One)
School leadership (Admin) will coach grade level leaders on effective communication and PLC structures. PLC leaders will be provided tools on how to build consensus as well as structures to hold one another accountable.	Teachers will have opportunities to participate in decision-making that affects the school community.	Yes	Continue
Staff will have an opportunity to attend formal Professional Learning Community training in the Dufour PLC Model.	Teachers will implement and follow the Dufour Model for Professional Learning Communities (PLC) which will be focused on data driven decisions to increase student achievement.	Yes	Cancel
<b>School Goal - Inquiry Area 3 - Connectedness</b>		<b>Did we achieve our goal?</b>	
Increase the percentage of students feeling connected to the school from 62% to 66% as measured by the Spring 2022 Panorama Survey.		No	
Improvement Strategies	Intended Outcomes	Were our improvement strategies successful? (Select One)	Continue, Correct, or Cancel the Strategy? (Select One)
Implement Student Council program to promote student voice and school involvement.	Students who participate in student council will develop leadership skills and feel more connected to the school. In addition, students who participate will have a voice about what happens at school that impacts all students. All students in the school will have an increased feeling of being connected to the school.	Yes	Continue

Implement After School All Stars program.	Students in grades 1-5, who participate in the After School All Stars program will receive one hour (4) days a week of extra instruction and support in ELA and Math. Students will also participate in one hour (4) days a week of a desired club and/or activity pertaining to students' interests. In addition, students who participate in the after school program will have a greater feeling of being connected to the school community as measured by the Panorama survey.	Yes	Continue
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Lessons Learned (Now)	Next Steps	Need
Teachers/staff used research based instructional materials when providing Tier I and Tier II instruction. Teachers needed additional support from administration and learning strategists to implement effective Tier I and Tier II instruction.	Teachers will continue to receive further training on how to plan for and provide effective Tier I and Tier II instruction.	Teachers need additional training, modeling, and planning time for Tier I and Tier II instruction.
Students who attended math intervention with the math strategist showed above average growth in math as indicated on the MGP and AGP growth indicators on the NSPF.	Students in Grades 2-5 will continue to participate in math intervention group learning time with the math strategist. Teachers will be participate in further training on effective Tier II and Tier III math intervention group instruction.	Teachers need additional training on Tier I Math instruction and how to scaffold and differentiate instruction.

Lessons Learned (Now)	Next Steps	Need
<p>PLC leaders improved communication with PLC members and building consensus. Administration provided coaching training to PLC leaders to improve their communication and support with other PLC members.</p>	<p>The staff will implement revised PLC structures to include strategies from PLC+ which will include planning for instruction. The administration will provide training to all staff on Collective Efficacy and work with staff to set PLC goals and monitor their progress. Administration will monitor implementation of PLC structures.</p>	<p>PLC teams need continued support in the implementation of revised PLC+ structures and consistent monitoring and accountability.</p>
<p>PLC conference registration was full when funding become available to register staff. School administration and strategists provided staff and PLC leaders with training on the Dufour model of PLC structures.</p>	<p>Teachers/staff will have an opportunity to attend the Kagan Winter Academy and Get Your Teach On conferences to learn effective student engagement strategies for all Tiers of instruction.</p>	<p>Funding for conference tuition and extra duty pay for teachers to attend conferences.</p>
Lessons Learned (Now)	Next Steps	Need
<p>Teachers and staff did not effectively communicate the purpose of the Panorama survey so students would respond genuinely to the survey questions. Due to the late start of the implementation of the Student Council program, students were limited as far as time in planning for school wide activities.</p>	<p>The purpose of the Panorama Survey will be clearly communicated to students. The Student Council program will begin earlier in the year so that students have time to plan schoolwide activities that will promote a sense of belonging to the school.</p>	<p>Student Council advisors need additional training and support in the effective implementation of a student leadership/student council program.</p>

<p>The year started out strong with many students participating in the program. However, as the year progressed 20% of the students participating dropped out of the program. Parents expressed concerns about the first hour (academic hour) and that the time was not focused enough on what students needed academically.</p>	<p>Teachers involved in the after school program will be given more guidance and additional expectations on facilitating an effective "academic hour." Students will rotate to different teachers during academic hour based on grade level. Staff will provide targeted instruction during the academic hour.</p>	<p>A new staff list for the after school program needs to be developed. Assignments for each grade level for academic hour needs to be created. Training for staff needs to be conducted. Materials for instruction need to be purchased.</p>
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