

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 7*.

- 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

By the Spring exam period for Brigance and MAP testing student proficiency in Math and Reading will increase by 20%.

Improvement Strategies	Intended Outcomes	Event 7: Status Check 2	Lessons Learned (Now)	Next Steps	Needs
Weekly targeted reading intervention.	Targeted reading intervention and enrichment will be provided on a weekly basis by an evidence-based reading program. Formative and summative assessment programs will be used to identify deficit skills and develop targeted instruction for individual students.	Strong	<p>*Implemented as planned.</p> <p>*Positive improvement found amongst target student population via MAP and Brigance Testing.</p> <p>*Short groups over a few days a week hold student attention better. (e.g. 10-15 minute interventions).</p> <p>*Targeted interventions should continue to occur on a weekly basis with daily interventions, including on-on-one pullout interventions, to help struggling readers.</p>	Ensuring that reading intervention is happening in a way that matches student's development attention span. *Students struggling to master new concepts should receive additional 1:1 tutoring/pullout. *Increase the number of minutes for reading instruction to ensure reading interventions are occurring	Intervention taking place more than one day a week. *Part time teaching assistant to provide 1:1 intervention instruction. *Small group interventions taking place a minimum of 3 times per week.
Teachers will use math manipulatives, materials, and student books through the school-wide curriculum to develop skills in the CCSS and standards for Mathematical Practices. Family engagement will take place to train parents how to work with manipulatives to reinforce classroom concepts.	Math manipulatives, materials, and student books through the school-wide curriculum will address the needs of multiple learning types allowing all students develop skills in the CCSS and standards for Mathematical Practices. These instructional tools will be available for home use and family engagement sessions are scheduled to include teaching parents how to better support their early learners in mathematics. Parents will be trained to increase confidence in guiding their learners through the materials at home.	Strong	The use of math manipulatives has allowed children to gain a hands-on learning experience to develop mathematical concepts such as 1:1 correspondence, sorting, adding, and subtracting. *Students use a variety of manipulatives to increase and apply understanding of number concepts, addition, subtraction, and patterns. (counters, legos, number blocks, fingers, chips, etc.)	Continue to provide math manipulatives and family engagement workshops to help parents better understand how such resources can allow students to better understand concepts taught at school. Incorporate family engagement sessions that allow parents/guardians to understand how household items can also be used to help students learn mathematical concepts	Additional math manipulatives. *Legos, linking cubes, household items (e.g., beans, various items for non-standard measurement).

School Goal - Inquiry Area 2 - Adult Learning Culture

Mentorship pairings between seasoned staff and incoming staff. Added professional development in regards to classroom management, behavioral management, and social emotional support for students.

Improvement Strategies	Intended Outcomes	Event 7: Status Check 2	Lessons Learned (Now)	Next Steps	Needs
Creating mentorship and training opportunities to increase confidence in classroom management and organizational culture.	Improve student behavior, improve teacher effectiveness and classroom confidence, reduce number of incident reports and disciplinary actions needed, and create a more cohesive campus community.	At Risk	New teachers need more explicit mentorship and training opportunities. *HR consideration for subsequent years. *Employ new educators who are passionate about being in the classroom.	* Assigning mentor teachers to teachers that have been identified as in need, in order to increase their classroom confidence. *Partner with university education programs. Pair incoming teachers with seasoned staff as mentors.	*Further training on mentorship strategies for lead teachers. * Additionally team building opportunities.

Increased training to Behavioral and classroom management techniques.	Improve student behavior, improve teacher effectiveness and classroom confidence, reduce number of incident reports and disciplinary actions needed, and create a more cohesive campus community.	At Risk	Behavior management in classroom is difficult for teachers new to the classroom. *Teachers lack knowledge of trauma-informed, equity centered teaching practices. *Standardize school wide classroom expectations, Support for teachers with very little classroom experience.	Providing new teachers with modeled experiences of what behavior management looks like in the classroom.*Provide professional development opportunities specific to trauma informed teaching practices. *Training and support to teachers with little classroom experience. Increased behavioral and classroom expectation training. Provide a retreat and/or professional development for experts to provide training on managing challenging behavior and classroom expectations.	An assigned PD day for behavior management techniques and school expectations. as well as additional PD on assisting students dealing with trauma within the classroom.
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School Goal - Inquiry Area 3 - Connectedness

To see an increase in family engagement and positive growth as measured by the Brigance Social and Emotional Health assessment and stakeholder feedback.

Improvement Strategies	Intended Outcomes	Event 7: Status Check 2	Lessons Learned (Now)	Next Steps	Needs
Students, families, and staff will increase their sense of school and community belonging, increasing their overall engagement by taking part in culturally sensitive and diverse training.	Improve teacher awareness of student diversity needs in order to develop a stronger SEL program for the early learning population. Teachers will take part in no fewer than 4 professional development sessions on diversity training. RDELA will help to develop student leaders who demonstrate understanding of diversity by concentrating on incorporating a growth mindset.	Strong	Students, families, administration, and staff gather at least once a month to learn about engagement in education, curriculum, and community opportunities. These take place during parent literacy nights. *Culturally sensitive and diverse training opportunities have been beneficial for students, families, and staff. *Students, families, and staff will continue to participate in monthly learning opportunities. Opportunities can be infused in monthly parent literacy nights.	Continue to provide professional development sessions focused on culture and diversity	Parent board to inform families of upcoming family literacy nights and school events.
RDELA will align curriculum to address a variety of culture backgrounds each month in order to expose children to a broader understanding of the community they are a part of	RDELA will include a curriculum specifically designed to highlight, educate, and celebrate a different culture on a monthly basis. Increased student involvement, increased cultural awareness, increased sense of community.	Strong	RDELA curriculum touches on world diversity and community diversity through community units, our world units, and different relevant and diverse experiences for the students. Students learn to respect differences and expand their understanding of their world and community. *Exposure to different cultures has allowed students to better embrace differences and show respect toward one another. *Current curriculum has a strong emphasis on diversity and community embedded within each study. Students are able to learn of different cultures through the curriculum.	Continue to infuse cultural learning opportunities.	None