

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 3rd-5th grade students proficient in mathematics from 43% to 53% by the end of the 2022 school year as measured on the CRT.

Improvement Strategies	Intended Outcomes	Event 8: Status Check 3	Lessons Learned (Now)	Next Steps	Needs
We have hired a math strategist to assist our teachers with the new math curriculum that we will be using school-wide, provided by CCSD (enVisionMathematics). The math strategist will attend PLCs to assist teachers with planning for their small groups, and will also provide direct support to students in small groups. CTTs will support small group instruction as well. Additionally, we have brought in RPDP to model and conduct Number Talks with teachers.	The students will receive vertically-aligned, standards-based Tier 1 instruction and will also receive support at their instructional level in targeted data-informed small groups. Additionally, students will increase their math proficiency by 10% as shown on the CRT.	At Risk	Our 1/2 time math strategist is regularly providing support to teachers during PLCs to assist with planning rigorous instruction during our Tier 1 math block. In addition, RPDP has provided lessons on number talks and utilizing standards based centers. Due to staffing, we are not able to support small group instruction with CTTs. Instead, support is being provided to teachers on how to incorporate differentiated instruction and small group support into their instructional day.	Continue to provide support for classroom teachers on differentiation within their classrooms.	Provide opportunities for modeling to ensure rigorous tier 1 instruction. Follow through on PLCs to ensure that tasks are aligned to the standard and being implemented at a high level.

School Goal

During Tier 1 instruction during the 21-22 school year, 100% of staff will utilize enVisions as the base of their instruction and receive professional development in math strategies which will be measured using observational data and PD agenda sign ins.

Improvement Strategies	Intended Outcomes	Event 8: Status Check 3	Lessons Learned (Now)	Next Steps	Needs
Professional Development utilizing a math strategist, RPDP, and book studies. Incorporate the use of a school wide curriculum (Envisions) based on staff needs, PLCs.	Consistent practices will result in increased student proficiency as measured on the CRT.	Strong	PD is being consistently provided in order to support teachers in the implementation of EnVisions and the use of standard aligned supplemental materials.	Continue to provide PD and support during PLCs	Additional support for differentiating based on the needs of students.

School Goal

Increase the percentage of students who are able to regulate their emotions from 48% to 55% from the fall to winter Panorama survey and from 55% to 60% from the winter to spring Panorama survey.

Improvement Strategies	Intended Outcomes	Event 8: Status Check 3	Lessons Learned (Now)	Next Steps	Needs
Full time counselor on staff to provide regular lessons and the use of school wide character traits.	The counselor will assist students in emotional regulation strategies by implementing classroom lessons.	At Risk	The counselor has provided regular lessons in the classroom, however students are still struggling with emotional regulation. Regular one on one check ins are occurring for students that are flagged on the Panorama Survey or through recommendations by the classroom teacher.	Provide support to teachers in order for teachers to build in SEL lessons into their curriculum.	Time to provide PD on SEL lessons for teachers.