

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 - Inquiry Area 1 - Student Success

Increase the percent of students meeting/exceeding growth projections in (math) from 26% (Spring 2021) to 60% (Spring 2022) as measured by MAP Growth Assessments.

Improvement Strategies	Intended Outcomes	Event 8: Status Check 3	Lessons Learned (Now)	Next Steps	Needs
Provide professional Learning on Growth Mindset.	Students will be able to persevere through difficult tasks with trying 1-2 independent strategies in order to improve student achievement.	At Risk	Progress monitoring data revealed a decline from winter to spring in student growth on the MAPs assessment. Teachers completed the second book study between winter and spring. Gaps in performance were due to a lack of implementing strategies learned from the book studies.	Staff will work to embed the growth mindset strategies into the culture. At the beginning of the school year, teachers will plan for goal setting with students utilizing grit/growth mindset and will track the data in their classrooms, incorporate goals in the AVID binders, and come up with school wide goal setting forms. In addition, the counselor and safe school professional will work to provide growth mindset and grit resources to families.	Staff will discuss application of growth mindset and grit strategies to match the 1-2 independent strategies to improve student achievement. Staff will accomplish this by creating school wide goal setting forms, using AR incentives, and continuing Husky Hut for behavior incentives.

School Goal - Inquiry Area 2 - Adult Learning Culture

Increase the percent of effective teaching strategies in math from 42% (Fall 2021) to 55% (Winter 2022) to 70% (Spring 2022) using classroom instructional walk data.

Improvement Strategies	Intended Outcomes	Event 8: Status Check 3	Lessons Learned (Now)	Next Steps	Needs
Support teachers through Professional Development on appropriate scaffolding strategies during tier 1 and tier 2 instruction.	Teachers will be implementing scaffolding strategies throughout the instructional day.	Strong	Progress monitoring data revealed improvement with aspects of rigor based on instructional walks. The narrow focus of the instructional walks created challenges when data was brought back to staff. Small staff and small grade levels contributed to some negative perspectives of the intentions of the instructional walks.	Providing structure for more frequent instructional walks and more discussions about improving instructional strategies and scaffolding at PLCs. First rounds of instructional walks will be voluntary. Leadership will change the structure of reporting back after instructional walks to boost a more cohesive and effective culture for walks.	Leadership will guide discussions on the process and structure for instructional walks in PLCs.

School Goal - Inquiry Area 3 - Connectedness

Decrease the number of office referrals from classroom teachers from 227 to 113 or 50% by Spring of 2022 as measured by Infinite campus data lab or focused

Improvement Strategies	Intended Outcomes	Event 8: Status Check 3	Lessons Learned (Now)	Next Steps	Needs
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<p>Provide refresher Professional Development on engagement strategies and work together as a PLC to purposefully plan for engagement strategies in lesson plans.</p>	<p>Students will be more engaged in academic learning therefore there will be less off task behavior.</p>	<p>Strong</p>	<p>Implementation of PBIS and the MTSS procedure for schoolwide expectations, rules, goals, CHAMPs, and the behavior matrix positively impacted behavior data. Office referrals have decreased from the classrooms. However, challenges included classroom teachers not following the behavior matrix, PBIS procedures, and not submitting referrals for students with frequent behavior issues.</p>	<p>Staff will refer back to training for PBIS and the MTSS procedures throughout the year. Administration and the PBIS Committee will ensure all staff receive additional training to continue to support the process.</p>	<p>Admin and PBIS committee planning trainings and behavioral data walks to support continuous improvement, thus improving student achievement data.</p>