

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

<p>By the Spring MAP assessments in Math, student proficiency will increase from: K: 52% to 72% 1st: 44% to 64% 2nd: 38% to 58% 3rd: 44% to 64% 4th: 45% to 65%</p> <p>By the Spring SBAC assessments in Math, increase the percentage of students scoring a 3 or higher by: 3rd/4th: 40% to 75%</p> <p>By the Spring MAP assessments in Reading/Language Arts increase the percentage of students scoring at or above the 63rd percentile. K: 56% to 76% 1st: 42% to 62% 2nd: 33% to 53% 3rd: 46% to 66% 4th: 45% to 65%</p> <p>By the Spring SBAC assessments in Reading, increase the percentage of students scoring a 3 or higher. 3rd/4th: 47% to 82%</p>					
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Improvement Strategies	Intended Outcomes	Event 7: Status Check 2 (Insert Date)	Now (Lessons Learned)	Next (Next Steps)	Need
Work with our school LLCs and Literacy strategists to plan school wide interventions and professional development to analyze multiple sources of assessment data to identify students who are performing below grade level in reading and math. The strategists will also work with staff members to implement effective intervention instructional strategies. LLCs will continue to provide students with additional academic support in reading and our teacher support staff will help with math.	Students will receive tier 2-3 instruction after their tier 1 instruction. These students will show larger than average growth on progress monitoring measures.	At Risk	Literacy strategists presented interventions, assessments, and progress monitoring to all staff. This helped with the process of creating AMPs and the interventions that would be used for progress monitoring. Classrooms all have 40 minutes of intervention time scheduled into their days. We also have our Specials teachers helping during intervention times along with our LLCs.	Check in with teachers to see which teachers are struggling with the implementation of strategies, interventions, or progress monitoring to support them more frequently.	Schedule more frequent check-ins with teachers in order to support them in implementing the strategies and interventions for struggling students.
All students will participate in forty minutes of targeted reading intervention daily.	All students will show larger than average growth on progress monitoring measures as well as increase in MAP and SBAC scores.	Strong		Rotate students in/out of the extra support based on their progress and where they currently are based on their MAP scores.	Analyze MAP data and identify students who are still struggling or new students who need extra support.

School Goal

By Spring 2022, teachers will be using Eureka Math and Wonders for 80% of their instruction.

Improvement Strategies	Intended Outcomes	Event 7: Status Check 2 (Insert Date)	Now (Lessons Learned)	Next (Next Steps)	Need
Reading Strategists will plan school wide interventions, analyze multiple sources of assessment data, and plan with teachers to identify students who are performing below grade level in reading and math.	An effective intervention program will be established with all teachers using common assessments and progress monitoring tools. At risk students in ELA and Math will be quickly identified. Appropriate targeted interventions will be established for all students in grades K - 4. All student growth will be regularly monitored. Teachers will use effective intervention strategies to provide instruction to all students.	At Risk	Literacy strategists presented interventions, assessments, and progress monitoring to all staff. This helped with teachers being able to go back and create the AMP's for students who were in the 40th percentile and/or below.	Provide more frequent school-wide meetings on implementing the strategies and interventions for struggling students by using their current student data and using interventions aligned with Eureka and Wonders curriculum.	Schedule school-wide meetings to analyze assessment data that teachers are using in their classrooms/ grade levels.

<p>Reading interventionists will facilitate schoolwide progress monitoring to track student progress. The teachers will also work with staff members, support staff, and Read By Grade Three LLCs to implement effective intervention instructional strategies. Teachers will ensure that intervention is strategically focused on the data, and specific to the needs of the students. The teachers will be able to design plans to effectively engage students and facilitate learning in order to make significant growth throughout the year.</p>	<p>An effective intervention program will be established. At risk students in ELA and Math will be quickly identified. Appropriate targeted interventions will be established for all students in grades K - 4. All student growth will be regularly monitored. Teachers will use effective intervention strategies to provide instruction to all students.</p>	<p style="text-align: center; color: #dc3545;">Needs Immediate Attention</p>	<p style="text-align: center;">Schoolwide progress monitoring to track student progress has not been scheduled.</p> <p style="text-align: center;">Meet with the Reading specialists to analyze school-wide data and have them start meeting with teachers during their PLC time.</p> <p style="text-align: center;">Plan and schedule times to meet with teachers to help them with interventions that strategically focuses on the student's needs.</p>		
School Goal					
<p>Mountain View will ensure consistent, positive social-emotional growth for 100% of our students by focusing student problem-solving and personal leadership through the implementation of Positive Discipline through our House System expectations. Therefore, increasing the number of students who are unsure how to control their feelings from 53% to 90%.</p>					
Improvement Strategies	Intended Outcomes	Event 7: Status Check 2 (Insert Date)	Now (Lessons Learned)	Next (Next Steps)	Need
<p>Teachers will build positive relationships with students, so they have someone to talk to and help them with strategies during our House/classroom meetings.</p>	<p>Students will be able to talk/share their feelings with their teacher to help get strategies on how to control or understand their feelings.</p>	<p style="text-align: center; color: #dc3545;">Needs Immediate Attention</p>	<p>53% of our Students are still reporting that they are unsure how to control their feelings.</p>	<p>Schedule weekly class meetings and discuss strategies with students on how to help with controlling their emotions.</p>	<p>We need a counselor/training on strategies that teachers can teach during their class meetings in order to help students with their emotional outbreaks.</p>
<p>Collaborate with social workers or counselors from other schools to get resources to help teachers with strategies to help or teach SEL to students.</p>	<p>Teachers will have resources and support on SEL instruction to help all of their students with their social and emotional learning.</p>	<p style="text-align: center; color: #ffc107;">At Risk</p>	<p>3 counselors from other schools are meeting with students and teachers to help with SEL strategies and resources. Each counselor is coming in once a week.</p>	<p>Students need more support in SEL and lessons with social groups.</p>	<p>A full time counselor so they could do weekly SEL classroom lessons.</p>