

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

Our students will demonstrate a minimum of a 5% increase in our SBAC scores in the areas of reading, math and science during the 2021-2022 school year.

Improvement Strategies	Intended Outcomes	Event 8: Status Check 3	Lessons Learned (Now)	Next Steps	Needs
The administrator will communicate clear targets or expectations for teacher performance and student performance and create a system for consistent monitoring and follow-up on growth and development. The administrator will provide teachers and students with high quality, CCSD approved curriculum in reading and math to help accomplish the school goal. All students will participate in the Lifeline Panorama Survey in December to help measure our students' social emotional learning needs.	If 75% of students demonstrate mastery over our identified learning targets, there will be a minimum of a 5% increase on our state assessments.	At Risk	Our SBAC scores are still pending, so we don't know if we reached our goal of a 5% increase on our state assessments yet. However, according to our Spring MAP scores, 51% of our students met their target in Math, 46% met their target in Reading, and 56% met their target in Science. Our goal was for an average of 75% of our students to meet their targets. Our actual percentages fell short of our identified goal.	Our next step with this goal will be to compare our most recent MAP scores with our SBAC scores to determine if we reached our 5% increase in SBAC scores. We will also analyze our scores across each grade level and class to determine how much growth was made in each classroom throughout the year, and where additional support is needed.	We will need to determine what areas of our instructional delivery will need to be adjusted to help students demonstrate stronger academic gains in these core subjects. We will examine the opportunities we have provided for students to participate in some of our online learning programs, such as Lexia and Imagine Learning, to assess the consistency of use for the program as well as the method of implementation. Considerations such as assigning these tools to be completed during after school tutoring opportunities, as opposed to using classroom instructional time, may be a way to provide more direct instructional time for students during the school day.

School Goal

By May of 2022, 100% of our teachers will be trained on the implementation of our schoolwide curriculum programs for students

Improvement Strategies	Intended Outcomes	Event 8: Status Check 3	Lessons Learned (Now)	Next Steps	Needs
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Provide effective and on-going professional development on the utilization of our curriculum programs of enVisions and Reach for Reading and Being a Writer.	All teachers will provide students with high quality instruction using consistent district approved curriculum	At Risk	During the 2021-2022 school year, teachers received professional development on the use of our curriculum programs of enVisions 2020 and Reach for Reading. These were new, district adopted instructional programs for this school year. We were not able to purchase the Being a Writer Program for the 2021-2022 school year. Our teachers were able to learn were they needed to supplement more reteaching opportunities for students while using these programs.	We will hold discussions with teachers to determine if our current reading program of Reach for Reading contains adequate opportunities for students to develop their writing skills, or if a stand alone writing program is necessary for our students. Our discussions with teachers at the beginning of the year around the question about a writing program revealed that teachers needed on opportunity to use Reach for Reading to determine if this program contained a strong enough writing component within it, therefore eliminating the need for an additional writing program. Our discussions with teachers during the beginning of the 22-23 school year will yield an answer to the question about a writing program. In addition, we will also use a new science program for next year. Professional development will be necessary for effective instructional delivery for the new science program.	We will provide a survey to teachers to obtain information about what further PD is required for implementation of our adopted curriculum programs in reading, math, and science. We will also determine is a stand alone writing program is necessary as well.
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School Goal

By May of 2022, our teachers will implement a school wide writing program with students.

Improvement Strategies	Intended Outcomes	Event 8: Status Check 3	Lessons Learned (Now)	Next Steps	Needs
Implement a writing program schoolwide, specifically the Being a Writer program	Student survey results will show that students feel that they have access to strong curriculum programs	Needs Immediate Attention	At the beginning of the year we intended to use our Title III funds to purchase the Being a Writer program for students. A lengthy approval process resulted in a rejection of being about to use our Title III funds to purchase this program. We were able to purchase a professional learning book called Academic Conversations to be used during a book study with teachers using our Title III funds. This change in direction allowed our teachers an opportunity to use and assess our current reading program to make some more well informed decisions about the need for purchasing a writing program.	Our next step will be to assess our SBAC scores to determine if a stand alone writing program would enable students to produce strong writing sample on the constructed response items on the SBAC. We will assess the opportunities we provided students to develop their ability to show their understanding of various concepts in written form. This analysis of our writing instruction will provide a better understanding of what instructional programs we need at our school to help students succeed in all core subject areas.	We will need time at the beginning of the 22-23 school year to dive deeper into this question for the students at Mabel Hoggard ES. We will examine our SBAC scores and our MAP scores, as well as our current reading program to help develop an answer for the need for a stand alone writing program. We will provide ample time for teachers at the beginning of the year to develop their long range plans for teaching writing, and all of the other core subject areas.