Decrease the percent of students scoring at or below the 40th percentile in ELA from 63.6% (fall) to 53.6% (winter) to 43.6% (spring) by 2022 as measured by the MAP Growth Assessment.

Improvement Strategies	Intended Outcomes	Event 8: Status Check 3	Lessons Learned (Now)	Next Steps	Needs
Take a deep dive with targeted support for grade levels on how to use Ready Gen effectively which includes an intensive push to teach foundational skills in all grade levels, and a backwards model approach to common formative and summative assessments.	to demonstrate continued academic growth in Foundational Skills as measured by MAP (FocusEd) and site-based technology tools (Freckle and MAP fluency).	At Risk	When we brought in pd, it misaligned some of our teams in their planning sequences. District proivided pd on Ready Gen - more specificity was needed - the training was not useful;. There was only 1 pd on envisions. Student stamina struggled with online assessments. Freckle - Saw WIDA success. Some confusion about where to put diff students on what program. MAP Fluency - Didn't use it until later in the year (March 7th to be exact because we were understaffed until then).	Use formative assessments better. Team would like more specificity in pd. Intro sight words sooner. MAP Fluency - Will use to support small groups along with core phonics. Add Testing Flowchart of Instructional Tech Programs and Interventions SMARTY Ants for Kinder and 1st . Sight words Consistently pulling students for tartgeted small group instruction. Explicitly teach vocabulary.	Intro sight words and concepts sooner (early plc structure and grade level planning). How to use Freckle successfully. Time to create the FRCC site from MAP Fluency. SMARTY ANTs for Kinder and Tier II exclusively. Sight word banner. ESGI solely in place of CORE Phonics K - 2.
Increase students basic math fact fluency skills.	Improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence as measured by Envisions from 37% (Topic 1 Schoolwide) to 70%.	At Risk	Played equations Used Freckle or Moby Max for math. Freckle was an strong incentivizer for students. Distributed Flash Cards (unsure of how much impact the cards had once they were distributed).	Incentivize some of the Centered games towards standards. Leadernboard Awards each month. Teacher will provide leader names each month.	Additional Strategies to teach facts.

Improve teacher instructional capacity by way of improved student achievement and educator effectiveness as measured by ReadyGen End of Unit Assessments from to 43% (Unit 1) to 70% and Envisions Topic Assessment from 37% (Topic 1) to 70%.

Improvement Strategies	Intended Outcomes	Event 8: Status Check 3	Lessons Learned (Now)	Next Steps	Needs
Staff will participate in team building during PLC's and/or staff meetings and utilize the coaching staff to help support their instructional areas in need of growth as they ensure high engagement and highly rigorous opportunities for learning and promoting excellence. Staff will utilize the continuous improvement cycle to guide PLC discussions based on data.	Have staff feel more connected and safe with each other, and within their craft in order to create a positive atmosphere where mistakes are a process of learning for both teachers and students but a growth mindset is expected. Teachers will use data to determine student needs for support to be successful within the curriculum.	At Risk	6/2 Focus Group There were zero supports available until 3.7 due to staffing shortages. Positive atmosphere demonstrated on last day of school as people comments/actions/ lingered. AVID training helped teams get to know each other better - bond built to make people dependent upon each other. Team leads introduced ways to better communicate with each other, but some teams changed all year, which made it difficult to bond. Engagement and highly rigorous opportunities for learning -	More Team buiilding; Grade levels meet to plan and support. Readygen training in the fall. Pop Up Clinics to support teacher needs.	Additional Time to collaborate vertically and horizontally. Need more support for Readygen and Envisions. Need more training and supports to use the programs more effectively to increase student growth/achievement on standards. Training on how to management materials and time for small groups.

Increase the percent of students who feel supported through their relationships with friends, family and adults from school from 84% fall to 86% winter to 88% spring by year 2021-2022 as measured by the Panorama Education Survey.

Improvement Strategies	Intended Outcomes	Event 8: Status Check 3	Lessons Learned (Now)	Next Steps	Needs

| Teachers use trauma informed teaching practices and other resources to build positive and supportive relationships with students in the classroom. | Students continue increasing positive and supportive peer and adult relationships on and off campus.
Panorama survey indicates an increase in students Sense of Belonging from 64%. | At Risk | Staff attendance effects relationships. Inconsistency in expectations as the year progressed across the school. Students have access to school counselor and social worker. Students are pulled to help them feel comfortable in school. Students need to feel supported by family and see a connection between home and school. | Continue to build relationships with students. Counselor will teach targeted classroom lessons and pull small groups. | People to come to work. Calendar of counseling lessons. |