

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 im

- 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 average composite score of the ACT Plus Writing exam for grade 11 students from 64.84% to 67% by April 2022.

Improvement Strategies	Intended Outcomes	Event 8: Status Check 3	Lessons Learned (Now)	Next Steps
<p>Department Chairs/teachers will collaborate across the curriculum to analyze data, identify needs & develop analytical reading skills to improve ACT benchmark and composite score. This action includes staff development in data analysis and analytical reading workshops for the faculty. Trainings in Canvas, Kami, DOK 3, and Equity and Diversity.</p> <p>August Parent survey/Q&A; September to April, parents/guardians can engage in opportunities to understand the importance of the ACT through CREW Day-College Readiness Education Workshops and targeted communications on opportunities to assist students in ACT Test Preparation and practice.</p> <p>Teachers will analyze available data, ACT, 2019 CERT & MAP data to forms baseline tests to use with their SLG and lesson planning development. Provide tutoring through office hours, ACT preparation sessions (boot camps, pre-test prep sessions).</p>	<p>Increase the percentage of students reaching the Science benchmark of 23 as measured by the ACT practice tests questions from a baseline 42% of students in March 2020 to 46% of students by the end of Semester 2, May 2022.</p> <p>Increase the average composite score for students in all four subject area benchmarks as measured by the MAP practice tests and ACT from a baseline of 29% of students in September 2020 to 31.5% of students by the end of Semester 2, May 2022.</p> <p>Increase the percent of students meeting or exceeding growth projections in reading from -1% (Winter) to 3.3% (Spring) as measured by MAP Growth Assessments.-1</p>	<p>Strong</p>	<p>The intended outcomes were not met in all areas as identified through the ACT. Focused teacher collaboration identified specific areas of need that will be implemented during 2022-2023 to reach the adjusted desired outcomes. ACT scores didn't reflect growth except in science. MAP scores from Fall 2021 to Spring 2022 reflected considerable growth of 7 to 11 in all Algebra I & II math content areas and Geometry. Reading math scores reflected minimal growth of 1 in grade 9 and 3 in grade 10, at or above national norms. 1. Not all data was analyzed in a consistent manner 2. Followup on training was not consistent 3. Connections were not made between training and instruction. 4. Plan was based on pre-pandemic scores without understanding the deficits, especially in math that students entered within the 2021-2022 school year.</p>	<ol style="list-style-type: none"> 1. Plan a more focused PLC to increase effective collaboration on best practices, common assessments, and department goals. 2. Continue English, science, and math departments to analyze multiple data sources to identify and collaborate in planning and instruction based on aligned course needs. [Example, English 9, Biology/H and Algebra 1/Geometry teachers] 3. Utilize funds focusing on common skills faculty, and staff training focused on rigor, standards, and assessment. Training will include DOK training and annotation training. 4. Follow-up activities and focused accountability on training, planning, and implementation. 5. Increase collaboration for better planning and communication of parent/guardian and student academic information opportunities such as CREW-Day, Academic Planning Day, and digital information on demand assessment rationale, planning, and resources. 6. Using ACT 2022 ACT scores, MAP scores, and first-quarter grades, plan, organize and communicate student ACT boot camps and targeted tutoring opportunities. 7. Teachers will include Tier 2 Instruction/Instructional Strategies/Resources in their lesson plans for our Tier 2 students.

<p>Weighted funds will be used to pay for teacher salaries to reduce class size and extra-duty pay to provide focused tutoring opportunities for identified subgroups with low reading score/ACT subsection scores.</p>		<p>Strong</p>	<p>Better planning would have provided a more focused use of funds in the highest needs areas.</p>	<p>More detailed accountability is reported to the administration to address specific assistance in high-needs areas. At the beginning of the year, leveling is based on pretesting. Funding for assessment boot camps. Providing funds for focused intervention as identified throughout the year. [targeted by data, Tier II & III, ELL, 504, IEP identified]</p>
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School Goal

Decrease the number of students required/eligible for college remediation courses in mathematics from 55% to 48%.

Improvement Strategies	Intended Outcomes	Event 8: Status Check 3	Lessons Learned (Now)	Next Steps
<p>Teachers will engage in Professional Development on the effective use of MAP & ACT data & other available resources (RPDP, Tutors Across America) to provide more targeted instruction. Training will include the integration of technology based resources.</p> <p>August Parent/Guardian survey [addressing communication, academic support]; From September to April, parents are informed of benefits students taking and reaching the ACT benchmark scores. Providing parents with information on how to best prepare to the ACT Parents are provided with information on assisting their students with resources to improve their scores. Parents are provided with information on mathematics test preparation opportunities.</p> <p>Teachers will analyze available data, MAP data, ACT trend data in the development of their SLG, and lesson planning. Focused mathematics tutoring through office hours and weekly open tutoring sessions. ACT preparation questions are integrated with instruction. Teachers will collaborate on common academic vocabulary to use across the curriculum to show connective skills between all courses.</p>	<p>Increase the percentage of students earning a passing ACT mathematics benchmark score of 22 as measured by the ACT practice tests questions from a baseline ACT exam score of 45% of students passing in March 2020 to 50% of students passing by the end of Semester 2, May 2022.</p> <p>Increase the average subsection scores for students in geometry, probability & statistics based on 2022 ACT by more than 5% for each subsection.</p> <p>Increase the percent of students meeting or exceeding growth projections in math, specifically geometry, statistics and probability, from 3.2% (Winter) to 4.3% (Spring) as measured by MAP Growth Assessments.</p>	<p>Strong</p>	<p>While the intended outcomes were not met in all areas identified through the ACT, focused teacher collaboration identified specific areas of need that will be implemented during 2022-2023 to reach the adjusted desired outcomes. ACT scores didn't reflect growth except in science. MAP scores from Fall 2021 to Spring 2022 reflected considerable growth of 7 to 11 in all Algebra I & II math content areas and Geometry. Reading math scores reflected minimal growth of 1 in grade 9 and 3 in grade 10, at or above national norms. 1. Better time management and planning include accountability in common planning and follow-through. 2. Pandemic and quarantine caused a significant deficit than anticipated in math. 3. Increase communication with parents/guardians and students in preparation and importance of math instruction and assessment. 4. Plan was based on pre-pandemic scores without understanding the deficits, especially in math students entered for the 2021-2022 school year.</p>	<ol style="list-style-type: none"> 1. Set goals on three lessons learned: accountability and a continuation plan 2. Plan more focused PLC to increase effective collaboration on best practices, common assessments, and department goals. 3. Smaller summative assessments for teachers to analyze to identify deficits and use data to collaborate on strategies to increase student achievement to pre-pandemic desired outcomes. 4. Increase collaboration for better planning of academic information opportunities such as CREW-Day, Academic Planning Day, digital information on demand for students, parents/guardians on assessment reasons, planning, and resources. 5. Better planning and time management through focused staff development to address student needs and teacher reflection on lessons learned collaboratively and in the individual classroom.

<p>Weighted funds will be used to pay for teacher salaries to reduce class size and extra-duty pay to provide focused tutoring opportunities for identified subgroups with low math score/ACT subsection scores.</p>			<p>Closer analysis of 2021-2022 data to identify students benefiting from targeted assistance through tutoring and boot camps. Better analysis will increase opportunities for students assigned to appropriate classes [smaller classes]. Need for a small group, collaborative PLC for reviewing/learning best Tier II and Tier III strategies. Students will benefit from math department faculty training on consistency and fidelity in ACT preparation.</p>	<p>Based on analysis and lessons learned, funding will be targeted based on 2021-2022 research and analysis to identify achievement deficits to accelerated growth based on grade level, content standards, and pre-pandemic levels.</p>
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School Goal

(insert goal here)				
Improvement Strategies	Intended Outcomes	Event 8: Status Check 3	Lessons Learned (Now)	Next Steps
(insert improvement strategies here)	(insert intended outcomes here)			

mediate support

Needs

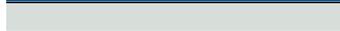
1. Funds for training and resources provided by Tutors Across America
2. Funds for after-school/weekend boot camps and training including facility usage
3. Teacher leaders' training/assistance to improve the effectiveness of department meeting time
4. Continued financial support for outside of committee/department work
5. Funding for reorganizing ACT boot camp and targeted tutoring.
6. New and refresher training on DOK, annotation strategies, and Tier II & III resources.

Targeting funding to meet the needs and next steps

Need

1. New and refresher training on DOK, annotation strategies, and Tier II & III resources.
2. Math department common expectations, training boot camp
3. Training on best practices using MAP reports, analysis, and planning
4. ACT teacher training by Tutors Across America
5. Designated academic teacher collaboration time for common language skill development across core academic courses.

1. Funding for PLC's common course and cross-curricular data analysis, planning, discourse, and reflection on best practices 2. Reduced class size based on 2021-2022 data and pre-testing 3. Funding for identified targeted student tutoring and ACT boot camps.



Needs

