

School Name: Shelley Berkley Elementary School					
Inquiry Area 1 - Student Success					
Our school goal is to increase the number of students in the "HighAverage" (61-80%ile) and "High" (81+%ile) by 6%, across all grade levels, by the third administration of the MAP Growth Assessment (end of the school year.)					
Improvement Strategies	Intended Outcomes/Formative Measures	Status <i>Are we implementing the improvement strategy as planned?</i>	Now (Lessons Learned) <i>What does our progress monitoring data reveal about progress toward our goal? What are we learning as we implement our improvement strategies? What challenges with implementation and gaps in</i>	Next (Next Steps) <i>What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?</i>	Need <i>What do we need to be successful in taking action?</i>
Delivery of rigorous Tier I instruction in core content areas with tasks aligned to the learning targets.	When students use Exact Path, which is based on students' MAP results, for at least the minimum recommended minutes per week, students will be able to work on their differentiated areas of improvement; this will support an increase in overall number of students in "HighAverage" and "High" learning tiers.	Strong	<p>*It was difficult for kindergarten students to complete skills in Exact Path the first semester.</p> <p>*As a school, we ranked in the top 10 elementary schools in region 2 with top math growth.</p> <p>*As a school, we are mastering more math skills. We ranked in the top of elementary school Exact Path usage.</p> <p>*Higher students are having difficulty mastering skills in math (skills are above their grade level).</p>	<p>*Kindergarten will use Exact Path more second semester (after they have gained some foundational skills)</p> <p>*Grade levels will create incentive program for mastered skills in reading.</p> <p>*Teachers will begin data chats with students who are not mastering the minimum number of skills (8 minimum in each subject).</p>	<p>*Grade level collaboration to create incentive plan</p> <p>*Teachers will need to monitor students' usage and skills weekly.</p>
Inquiry Area 2 - Adult Learning Culture					
Our school goal is to increase the %age of standard-aligned tasks by the end of the 23-24 school year as measured by data collected via Focal point and the Tier I Monitoring Tool during walk-throughs from 33% to 80%.					
Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Increase the effectiveness of PLCs so teachers can collaborate on purposeful lesson planning and instruction delivery.	When teachers engage in PLCs, they will increase their own knowledge of effective strategies, deepen their knowledge of the content standards, and will be able to create tasks more closely aligned to the learning target.	At Risk	<p>*Not enough data in Focal Point was collected.</p> <p>*All general education classes are using adopted curriculum; however, engagement strategies are lacking.</p> <p>*All classes have learning intentions and success criteria posted; however, engaging them throughout the lesson is inconsistent.</p> <p>*All PLCs now include analysis of intentions, success criteria, and task alignment.</p> <p>*PLCs need to include time to discuss appropriate engagement strategies.</p>	<p>*Lead Team will continue instructional walks-throughs for continued data collection.</p> <p>*Lead Team can use look-for tool during walks.</p> <p>*Administration will collect data during walk-throughs on Focal Point.</p>	<p>*Administration needs to conduct consistent walk-throughs.</p> <p>*Administration needs to block off time on the schedule/calendar to conduct walks.</p> <p>*Activators/Lead Team need to take charge of the engagement conversation during PLCs.</p> <p>*Observe PLCs from other schools who have demonstrated success.</p>
Inquiry Area 3 - Connectedness					
Our school goal is to decrease the number of discipline referrals recorded in Infinite Campus by 50% (with a focus on decreasing physical altercation incidents) and increase student emotion regulation by 4 points as measured by the Panorama and District survey questions by the end of the 23-24 school year.					
Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Continuation of Positive Behavior Intervention Supports	Continuation of the Positive Behavior Intervention Support structure will support staff on how to define/respond to behavior needs, teaching positive strategies will help students control their immediate reaction to increase emotional regulation.	Strong	<p>*Number of physical altercations have dramatically decreased from last year (37 last year / 8 first semester).</p> <p>*PBIS Tier I is working - 96% of the student body knows SBES STRONG expectations (they've had no incidents).</p> <p>*At the time of this status check, not all Panorama surveys were administered, but if the data that was collected is an indication of our progress, we will maintain around 40-42% of student emotion regulation.</p>	<p>*The rest of the Panorama surveys will be administered.</p> <p>*PBIS Team will begin having conversations about MBI tracking.</p> <p>*Lead Team will continue collecting student/classroom morale data (student perception of class & school culture).</p>	<p>*Lead Team & PBIS Team need to review/align SEL curriculum to have an emphasis on emotion regulation lessons.</p> <p>*May possibly need supporting materials for current SEL curriculum.</p> <p>*Review Panorama data once it is ready.</p> <p>*Counselor will conduct emotion regulation lessons monthly.</p>