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 *Are we implementing the improvement strategy as planned?*	Now (Lessons Learned) *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*	Next (Next Steps) *What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?*	Need *What do we need to be successful in taking action?*
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	*All grade levels are using Exact Path. *As a school, we are mastering more math skills. *Students are need multiple supports, are unable to meet all Exact Path weekly minutes. *Higher students are having difficulty mastering skills in math (skills are above their grade level).	*Imagine Learning would be a priority for EL Learners. *Higher students will now take notes during tutorials to make watching the learning videos a more active excerise.	*Create a plan so students use both math and reading equally. *Create a goal/incentive plan for the month to ensure all students buy-in to using Exact Path.

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.	Strong	*All general education classes are using adopted curriculum. *All classes have learning intentions and success criteria posted. *All PLCs now include analysis of intentions, success criteria, and task alignment.	*Lead Team will continue instructional walks-throughs for continued data collection. *Administration wil collect data during walk-throughs on Focal Point.	*Lead Team members need to continue their role of being PLC Activators. *Administration needs to conduct more consistent walk-throughs. *Observe PLCs from other schools who have demonstrated success.

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.	At Risk	*Number of incidents are about the same as last year (at this time of the year), though the number of bullying incidents has decreased. *Number of physical altercations has increased from last year (at this time of the year). *Staff is not consistently using SBES Incident Level Guide for appropriate use of strategies/consequences.	*PBIS Team will reforce with their grade level the importance of propering defining and incident and appropriate strategies/consequences. *Lead Team will also begin collecting student/classroom morale data (student perception of class & school culture).	*Review data collection points with Lead Team. *Review Panorama data in October. *Counselor will conduct emotion regulation lessons monthly.