

School Name: Hummel Elementary School					
Inquiry Area 1 - Student Success					
The goal for MAP 2022-2023 Spring data is to increase the percentage of students above the 40th percentile from 52% in fall 2022 to 57% in ELA in fall 2023 & from 51% in fall 2022 to 56% in Math. The number of students performing above the 40th percentile in ELA & Math will increase by 5% as teachers focus on a three-year plan using quality Tier 1 instruction, productive PLCs (Professional Learning Communities), and data-driven instruction. Hummel will increase the overall percentage of ELL students proficient in SBAC ELA from 9.7% in 2021-2022 to 36.8% in 2022-2023					
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 challenges with implementation and gaps in performance are we noticing?</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 from others in this room and others outside of this room to be successful in taking action?</i>
Utilize the Literacy Framework & Math Pacing guides to assist with planning viable and consistent Tier I instruction	ELA: The improvement strategies will assist teachers with purposeful planning time, lesson design, consistent Tier I instruction strategies as well as, differentiated instruction strategies using complex grade level text. During Tier I instruction students will be exposed to grade level text both whole group and small group. Intervention blocks will be established that will allow teachers to focus on MAP RIT Bands as well as foundational skills.	At Risk	As we analyzed our data, we identified that although the text and materials are grade-level, teachers are teaching the standard to a depth of rigor sufficient for meeting mastery. Differentiation of instruction within all grade-levels is inconsistent. Student absences make for difficulty when reteaching concepts.	Targeted support in ELA and Math and PL in the foundations of Phonics & Literacy.	Region Support: Collaborative Trainings facilitated at the school level by Admin, Certified Temporary Tutor in ELA & Math, Additional support moving forward: Class Size reduction teachers in 1st, 4th, & 5th Behavior Mentor for Teacher Support and Student Support a Full-time SEIF on camous for Teacher and Student support.
Utilize the Standards of Mathematical Practice to improve Tier I instruction and small group instruction	The improvement strategies will assist teachers with purposeful planning time, lesson design, consistent Tier I instruction strategies as well as, differentiated instruction strategies. During Tier I instruction students will be exposed to grade level Math equations and tasks both whole group and small group. Intervention blocks will be established that will allow teachers to focus on MAP RIT Bands as well as foundational skills.	At Risk	Intervention blocks; although the time has been identified; teachers in the intermediate grades struggle to provide instruction in the areas of phonics, decoding and reading comprehension.	RB3 strategist will use a calendar for observation of Tier II intervention, based on those observations, RB3 will provide feedback and help the grade levels create an RTI plan for instruction and reteach to help all stay accountable .	Region Support: Collaborative Trainings facilitated at the school level by Admin, Certified Temporary Tutor in ELA & Math, Additional support moving forward: Class Size reduction teachers in 1st, 4th, & 5th Behavior Mentor for Teacher Support and Student Support a Full-time SEIF on camous for Teacher and Student support.
Inquiry Area 2 - Adult Learning Culture					
To provide consistent opportunities to collaborate while purposefully planning, analyzing data, and reflecting on current teaching practices. By the end of the 2022-2023 school year, 100% of grade level teams will implement weekly PLC meetings which will follow the meeting structure and identify differentiated tasks/groupings as measured by PLC forms.					
Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Increase Tier I and Tiered instruction in ELA and Math by consistently collaborating.	The goal for MAP 2022-2023 Spring data is to increase the percentage of students above the 40th percentile from 52% in fall 2022 to 57% in ELA in 2023 & from 51% in fall 2022 to 56% in Math.	Needs Immediate Attention	Based on the Quadrant data, the bulk of student growth and achievement is in the primary grades. Therefore, targeted support will be in the 3-5th grades.	Observe PLC meetings, Observe classroom instruction, Math Strategist, RBG3, AP will shadow Principal for calibration of support methods	District curriculum for Tier I and Tier II intervention
Inquiry Area 3 - Connectedness					
Increase the frequency that students feel positive emotions from 68% in fall 2022 to 71% in spring 2023 as measured by the Panorama Survey.					
Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Provide explicit whole-class lessons supporting life skills and core values (SOAR)	When patterns of poor attendance are identified early, support and intervention can be designed and provided to increase access and participation in school. Students will feel more confident and therefore willing to take more risks and participate.	Strong	Based on the data, the percentage did increase from 68% to 69%.	Continue with the current course of action.	No needs at this time.