



Section 1: Building Data

1a. Building: Finley Elementary School	1g. Grade Span: P-5 School Type: Schoolwide Title 1
1b. Principal: Pam Kinne	1h. Building Enrollment: 374
1c. District: Finley Elementary School	1i. F/R Percentage: 82.9%
1d. Board Approval Date: Pending	1j. Special Education Percentage: 13.1%
1e. Plan Date: August 2021	1k. English Learner Percentage: 30.7%
1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: Tier 2 with 3 or more targeted supports: English language learners, students with disabilities, and students in poverty	

Section 2: School Leadership Team Members

Mickey Middleton/KG Abigail Grisham/KG Nicole Strong, Teacher/Grade 1 Ashley Bowen, Teacher/Grade 2 Carah Barr, Teacher/Grade 3	Leslie Parker, Teacher/Grade 4 Mike Bold, Teacher/Grade 5 Athena Pelly, Teacher/Library Stephanie Bradshaw, Teacher/Title, LAP, Hi-Cap Pam Kinne, Principal
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Section 3: Vision Statement

All Kids Achieving!

Section 4: Culture of Equity Description/Statement

Finley School District provides a safe, positive, learning environment that empowers the whole student to use his or her natural and learned talents to become a productive, responsible member of both the community and world.

Section 5: PLAN/NEEDS ASSESSMENT (SY 2021-2022) COMPONENT #1: NEEDS ASSESSMENT SUMMARY

Student Populations

1. **What key takeaways does your school have about how student groups are performing on state (e.g., Washington School Improvement Framework) and locally determined indicators of learning and teaching success?**

Upon studying our progress and analyzing our data, the data confirms that many of our students, particularly those living in poverty, lack the basic components of reading and math.

Additional challenges that are noted:

- Growing number of students identified as in need of special education
- Growing number of English language learners
- Engaging families in the learning of their children
- High poverty rate
- Transition between grade levels (vertical planning)
- 82.9% free and reduced lunch
- Trauma/Social emotional and behavior concerns
- Integration of STEM and Make Your Day into a well- rounded educational experience
- Professional development opportunities to address areas of concern
- The percent of students in each grade level who were proficient on the SBA are as follows:
 - 3rd Grade: Math 25.8% and ELA 26.2%
 - 4th Grade: Math 14.5% and ELA 32.8%
 - 5th Grade: Math 14.9.% and ELA 36.5%

Using DIBELS data for kindergarten and 1st grade and MAP for 2nd -4th Grade, the percent of students who are performing at grade levels are as follows:

- Kindergarten: 56 students; ELA 79%
- 1st Grade: 48 students; ELA 48%
- 2nd Grade: 58 students; ELA 45%
- 3rd Grade: 53 students; ELA 36%
- 4th Grade: 65 students; ELA 15%

Additional Strengths that are noted:

- Teachers are dedicated to meeting the needs of all of our students, specifically those of poverty
- Implementation of Make Your Day
- PLC collaboration
- Nat Geo implementation
- STEM focus

A variety of data were analyzed to determine how we could best support the needs of our students. The data analyzed included SBA, ESSA, MAP, ELPA 21, and DIBELS Next data. We also analyzed data gathered from professional development, family engagement, and program surveys. Data carousels, data statements, and the Needs Assessment led to the determination of strengths, areas to grow, and discussions of best practices. The team analyzed data on demographics, attendance, and class size. Whole-staff PLC meetings allowed for inclusion of all certificated staff members. Staff recommendations were incorporated into the development of our goals and action plan. We renewed our contract with the instructional coach that has worked with our building for the last three years. The admin team reviewed information on the accountability system as well as each building's targeted areas.

Finley Elementary School's identified targeted areas included students with disabilities, ELL students, and students in poverty. The elementary staff will meet several times throughout the school year to review comprehensive data, monitor the plan, and adjust the plan as needed. A BCC Leadership Team was created, and the team adheres to the following non-negotiable items:

- Stay committed
- Hold each other accountable
- A *detailed* pathway to goal attainment was created and published. Increased stakeholder participation in the plan creation and implementation was made a priority. This includes 100 percent staff participation as well as parent/community participation.

2. **What are possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.**
 - High Poverty, students experiencing trauma and ACES, increasing numbers of English language learners and students with disabilities
3. **A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population. (Do not include identifiable information!)**
 - a. **What strengths do they possess?**
 - Kind, friendly, appreciative
 - b. **What challenges do they face?**
 - Poverty, barriers to basic needs, instability and stress in the home, parents who are struggling to pay bills and meet basic needs
 - c. **What are some important relationships in their life?**
 - Positive relationships with adults at school, peers, family

Educators

1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day to day activities of your school?

Finley School District provides a safe, positive, learning environment that empowers the whole student to use his or her natural and learned talents to become a productive, responsible member of both the community and world.

We have a positive building culture and a very safe and positive learning environment. Make Your Day empowers students to become productive and responsible members of both the community and the world. Teachers are dedicated to meeting the needs of all students, specifically those of poverty. Our implementation of Make Your Day is consistent and schoolwide. We have PLC collaboration every Wednesday. We implement Nat Geo with fidelity. We have a strong schoolwide STEM focus.

2. What professional learning and support have you identified that the school's staff (e.g. administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence based practices for both teaching and learning, as well as intervention supports (e.g. positive behavior interventions)?

- Professional Learning Communities
- Instructional strategies (English language development, GLAD, and differentiation)

3. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?

- GLAD Tier I certifications and GLAD R &Rs – staff feedback via surveys

Systems of Support

1. Consider the degree to which your school's system of support is grounded in meeting the behavioral, social-emotional and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.

Systems in place to support comprehensive plan:

- Finley School District is in the sixth year of an ELA adoption (Nat Geo and Lucy Calkins).
- Finley School District adopted our math curriculum several years ago (Engage NY and Georgia Math). Grades 6-12 just adopted a new math curriculum.
- Finley Elementary utilizes the Make Your Day behavior program.
- Our Building Advisory Committee consists of elected staff members as outlined in the contract.
- Professional Learning Community time each Wednesday afternoon.

- Finley Elementary is utilizing Chromebook carts to increase student engagement via the use of technology.
- Building data meetings (100 percent and 20 percent) are held.
- Regularly scheduled Child Study Team meetings are held.
- An instructional coach to work with teachers and teams on unit plans, teaching strategies and assessments is utilized.
- Professional development for all grade level teams to learn and to implement ELL strategies for ELL students is provided.
- Monthly evening family engagement events are held to involve parents.
- Voice: Currently we have a PTG, but Covid has impacted our meetings and events.
- Voice: Currently we have strong fidelity with Make Your Day, and this incorporates a high degree of student voice.
- Equity: We have a targeted effort to increase staffing to mirror population - hiring practices - bilingual preferred on applications.
- Equity: We have increased our library book options to include a variety of texts in both Spanish and English.
- Situational Appropriateness: We utilize Character Talks - kindness, responding appropriately (we have a different focus every month). Also, we utilize Make Your Day: What does respect look like at home, school, etc.
- Data for Equity: Names were left off of grade level reports. Grade level teams analyzed data minus the names.

Strengthen:

Plan

- Strengthen the use of PLCs within Grade Levels
- Provide English Language Learner professional development for all teachers
- Plan regular intervals for review of assessment data
- Implement and utilize programs to recognize and respond to struggling students' social, emotional and academic needs
- Strengthen parent and student voice via a better cross-section and representation of parent involvement.

Do

- Schedule regular grade level meetings to review student progress, unit plans and next steps.
- Utilize IREADY, STAR, Nat Geo, and Engage NY unit data to provide interventions and groupings for all students.
- Provide Professional Development for teachers to plan and implement strategies for ELL students
- Implement English Language Learners language development allotted time at each grade level.
- Review Make My Day data to identify students in need of interventions
- Look to implement monthly parent connection meetings with our ELL parents (Janae).
- Coordinate with Communities in Schools to increase family engagement, community partnerships, and voice.

Study

- The Building Advisory Committee, the Child Study Team as well as Grade Level PLCs to review assessment data to determine next steps.

Adjust

- The regular examination of data from unit assessments to standardized assessments will provide specific information for the correct adjustments to cause learning to improve for students.

- Minutes from Grade Level PLCs will provide specific data to the oversight committees to monitor the student learning and to ensure appropriate adjustments are being made.

Activities to Ensure Mastery:

- The ELL specialist will work with grade level teams to plan language development lessons that are grade level appropriate as well as language development appropriate.
- The Grade level PLCs will plan Reading and Math units that are at grade level as well as providing interventions for closing learning gaps for underachieving students. These will be regularly monitored.
- Grade Level PLCs will review and plan teaching strategies that ensure scaffolding for students at all levels of learning.
- All staff will practice Close Reading Strategies for all content areas.
- Continuing to use Make My Day strategies will help students practice appropriate responses to disruptive situations
- Analysis of Make My Day data will encourage interventions at earlier times
- Monitoring of Reading and Math units' data will aid teachers in utilizing strategies that are successful. In addition, this will aid in earlier interventions to ensure students do not fall behind or go unserved.
- Finley Elementary staff will continue to have professional development in ELL strategies. This will be provided by Dr. Jennifer Cowgill from ESD 123.
- All staff will practice Close Reading Strategies for all content areas. We determined areas of strengths and improvement by asking the following:
 - How do our needs assessment integrate current school year quantitative and qualitative data? How do our needs assessment give an accurate and thorough view of the entire school?
 - What subjects, grade levels, and programs are the strongest and weakest?
 - How does the school focus on the academic progress of the ELL students?
 - To what extent are there discipline issues with the students and/or staff?
 - What is the level of family and community support at the school?

We identified any areas of concern from the following within our needs assessment:

- Family Engagement
- Transitions Between Grades and/or Schools
- Technology
- Professional Development
- Tiered Models of Instruction
- Behavior and Discipline
- Well-Rounded Education

2. How did your school identify these areas of strengths and improvement?

Data Carousel

3. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.

Century 21, Communities in Schools, Comprehensive Healthcare

4. What areas have you identified as areas of strength and where do you hope to strengthen and build further family and community engagement and partnership(s)?

Our monthly family engagement evening events are a strength for our students in the LAP reading program.

We hope to strengthen our family engagement events with our students in the bilingual program with a consistent parent education focus that has a similar format to our Title/LAP family engagement events.

Section 6: (SY 2021-22) PLAN/NEEDS ASSESSMENT

- Washington School Improvement Framework
- Smarter Balanced Assessment/Interim Assessment Blocks
- Universal Screening
- Progress Monitoring Data
- Curriculum Based Assessments

English Language Proficiency Data (i.e., ELPA)
Special Education Placement Data (LRE)
DibelsNext, Star, MAP.
Attendance reports

Section 7: PLAN (SY 2021-2022) IMPROVEMENT PLAN TO SUPPORT (COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES)

Goal/Priority #1 (G1)	1. Increase ELA SBA overall score from 31.9% by 5% (to 36.9%).
Goal/Priority #2 (G2)	2. Increase Math SBA overall score of 19.8% by 5% (to 24.8%).
Goal/Priority #3 (G3)	3. Students below grade level as measured in the Fall in reading will make more than one year's growth by Spring, as measured by IREADY
Goal/Priority #4 (G4)	4. Increase resiliency levels in staff and students and decrease bullying concerns as measured by pre/post survey data. Increase trauma informed methods/mindfulness with all staff.

Section 8: DO (SY 2021-2022) COMPONENT #3: ACTIVITIES TO ENSURE MASTERY

8a. Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. Resources
GOAL 1: Increase ELA SBA overall score from 31.9% by 5% (to 36.9%)	8b. Timeframe for Implementation	8c. Lead(s)	8d. Resources
Identify grade level ELA SBA specific and academic vocabulary grade K-5 and include these in the Unit Plans of Nat Geo.	Ongoing	Grade level teams	Holly Breidenbach, Common Core Companion book
<p>Classroom teachers (3-5) will, prior to spring testing, administer 4 interim ELA tests. Teachers will use the results (i.e., 5 worst) to inform classroom instruction.</p> <ul style="list-style-type: none"> ● Be strategic about which interim tests are given using the CCSS roadmap and classroom and state testing results. ● Determine some “done by” dates for interim testing. ● Interim results needed for SIP documentation with OSPI/All teaching staff will do an ELA practice test ● New staff to 3rd-5th grade test. 	Quarterly	Grade level teams Principal	<p>Teachers familiar with pulling interim data will assist other teachers. Work will begin during common plan time and continue during PLC time that day.</p> <p>Utilize RTI time & Title/LAP staff interim testing</p>
<p>Create unit mapping plans for all Nat Geo units K-5 to include GLAD strategies, academic vocabulary, sentence frames, instructional standards.</p> <ul style="list-style-type: none"> ● Work needs to continue for all grade levels for units ● Create a Google document of the unit plans that is shared school wide. ● Also, a printed copy for each teacher for their units to use for grade level planning and conversation. 	Quarterly	Grade level teams	GLAD Trainers
One common plan time per month, Principal/Instructional Leader will meet with grade level teams which will focus on curriculum assessments, lessons, instructional strategies, etc. Use BAC meetings to determine mid-unit formative testing conversations to determine date and topic.	Monthly	Principal/BAC	
Utilize the ESD ELL coordinator to strengthen classroom core instruction and address areas of concern for ELL students.	Monthly	Jennifer Cowgill	

Family Literacy Nights	Monthly	Stephanie Bradshaw	Interpreter, extra pay, light refreshments, materials
Literacy or MTSS Conference	Spring	Participants	Registration, sub time, hotel, travel fees,
Students will learn technology skills while strengthening ELA skills on a weekly basis in “Library”	September	Athena Pelly	Chromebooks
Professional Development on Differentiating for diverse learners - Hi-Cap	Monthly	Stephanie	
GOAL 2. Increase Math SBA overall score of 19.8% by 5% (to 24.8%).	8b. Timeframe for Implementation	8c. Lead(s)	8d. Resources
Number Talks - Contracted Services and Extra Pay	Sept. - Dec.	Math teachers K-5	MEC Trainers
Math Instructional Coaching with Mike Esping	Sept. - June	ESD 123 Mike Esping	
Identify and intentionally teach grade level math SBA specific and academic vocabulary grade K-5.	Ongoing	Grade levels	Teachers/BEA
Continue administering the pre/post unit tests using the pre-test results to guide instruction. On the pre-test, have students circle/underline/highlight vocabulary words they don't know. Words become part of a “Word Chart” on the wall. <ul style="list-style-type: none"> Enter pre/post scores in the Google Sheet. Add these words to the Google map created with the Nat Geo mapping. Create a list of words that will be included in the math binder to be a reference for “difficult words” for upcoming years <u>and</u> shared with the grade level team. A chart of these words will be listed on a chart and posted on the wall. 	Quarterly	Math teachers	Google sheets
Administer formative assessments to guide instruction. <ul style="list-style-type: none"> Identify 4-6 key formative assessments per unit for teacher and grade levels to use for guiding instruction. 	Ongoing	Grade level teachers	
Administer the 3–5-unit appropriate SBA interim (pre/post)	4 X per year	3-5 grade level teachers	

Updated 10.17.2021

<ul style="list-style-type: none"> Be strategic about which interim tests are given using the CCSS roadmap and classroom and state testing results. Determine some “done by” dates for interim testing. <i>Interim results needed for SIP documentation with OSPI</i> 			
Utilize the ESD ELL coordinator to strengthen classroom core instruction and address areas of concern specifically for ELL students.	Monthly	ESD Consultant ELL teacher Math Fellows	
One common plan time per month. Principal will meet with grade level teams which will focus on curriculum assessments, lessons, instructional strategies, etc. <ul style="list-style-type: none"> Use BAC meetings to determine mid-unit formative testing conversations to set date and topic. 	Monthly	Grade level teachers and principal	
GOAL 3: Students below grade level as measured in the Fall in reading will make more than one year’s growth by Spring, as measured by iReady	8b. Timeframe for Implementation	8c. Lead(s)	8d. Resources
Analyze grade level data in the beginning, middle and end of year at grade level 100% meetings	Fall, Winter, Spring	Title/LAP teacher and grade level teachers	
Have 20% meetings held at least twice between the 3 benchmark testing sessions.	2 X per year	Title/LAP, Gr, level, ELL & Sped teachers, Principal & instruc. coach.	
Have a meeting with Title/LAP, Principal and District staff to share data.	2 X per year	Title/LAP teacher, Principal, Program Director, Superintendent	
Continue RTI K-5 with the current curriculum: Nat Geo Phonics Foundation (KG), Read Well (1-3), Corrective Reading (4-5), Seeing Stars, Reading Recovery and LIPS.	Ongoing	Title/LAP teacher	
Recognize students that are making expected growth gains.	3 X per year	Title/LAP teacher, grade level teachers, Principal	
Moved to the School Wide Title/LAP. We work on fine tuning the program throughout the year.	Ongoing	Stephanie Bradshaw	
Familiarize staff with WIDA	Winter	Janae Bell	WIDA Materials

Updated 10.17.2021

Do once before testing and once after if the schedule allows upon results coming back in (or beginning of the following year if schedule doesn't allow Spring).			
ELL students will regularly practice WIDA computer test format Continue in all grades K-5. (Ask Janae how this worked in K/1.	Ongoing	Janae Bell	Chromebook
Look at the amount of LAP qualified ELL students and come up with a plan to address needs. Continued work with Jennifer Cowgill and ELD teacher	September	Janae Bell Stephanie Bradshaw Janae	
Send teachers to Initial GLAD training FSD GLAD/ trainers	Summer	Untrained staff	6 Sub Days for participants and 3 trainers
Send teachers to WABE (Washington Assoc. of Bilingual Ed.)	Annual WABE	WABE: Greer, Pelly, Bowman, Kinne, Leslie Parker	Sub days, registration, travel
6 GLAD mini lessons taught by FSD GLAD trainers during Wednesday PLC	6 X per year	GLAD Mini Lessons: FSD GLAD Trainers & Whole Staff	GLAD Trainers
4. Increase resiliency levels in staff and students and decrease bullying concerns as measured by pre/post survey data. Increase trauma informed methods/mindfulness with all staff.	8b. Timeframe for Implementation	8c. Lead(s)	8d. Resources
Personal Matrix with teachers and students: Be Safe, Be Respectful, Be Responsible with friends, at home, at school. To be completed by the end of the 3 rd week of school as a class and each class teacher will share their poster at PLC gallery walk.	Complete by third week of school	Classroom teachers & Principal of school	
Communities in Schools Contract	Sept. to June		
Reset Families Parent Sessions	Jan. - June		
Continue Growth Mindset lesson	Monthly	All Classroom teachers	Title/LAP teacher, trainer
Monthly school-wide GLAD Social Skills lesson which will also be the focus for team points. Part of morning announcements and Big 3 tickets.	Monthly	All classroom teachers	Create a picture file resource on shared drive

Updated 10.17.2021

Character education curriculum for school wide implementation	Delivered during "Breakfast After the Bell"	All teachers	
Use the MYD sentence frame for points: I earned <u>(points)</u> for <u>(following an expectation)</u> . However, I _____ I am going to practice <u>(positive behavior)</u> . <i>Example: I earned 42 points for completing my reading assignment. However, I kept talking to my friend instead of listening to my teacher. ("However," states the behavior needing to change, not "the consequence").</i> <i>I am going to practice staying focused on my work.</i>		All classroom teachers/point teachers	Posters will be made between classroom teachers and hung up
MYD expectations are taught, modeled, and practiced in BOY and each trimester and after each long holiday break.	Semester	All staff	Make Your Day training program with current staff
Research funding to get a full-time counselor for SEL	Ongoing	Building Principal	
"One School One Book" Athena, will research possible book titles	Annually	SIP team, Athena PTG- movie night	One School One Book

8e. Budget Table

Funded SY 2021-2022 Expenditure	Funding Source	Funding Amount
OSSI Allocation: \$23,365		
Holly Breidenbach/Instructional Coach	OSSI	\$4050
BCC School Improvement Planning & Book Study - <i>Leading Impact Teams</i>	OSSI	\$4739
Instructional Technology: Chromebooks	OSSI	\$7976
One School One Book Subs	OSSI	\$405
Title 1 Allocation: 204,110		

Number Talks - Contracted Services and Extra Hours	Title 1	\$15,000
Math Instructional Coaching with Mike Esping	Title 1	\$5,500
Communities in Schools	Title 1	\$60,000
Reset Families	Title 1	\$5000
Staffing - Teacher (.4 FTE) & 2 Paras - salaries and benefits	Title 1	\$116,000
Sick Leave Substitutes	Title 1	\$2610
Highly Capable Allocation: 5000		
Professional Development	Highly Capable	\$5000
District LAP Allocation: 171,016.411		
Staffing -Teacher (.6 FTE) & 2 Paras salaries and benefits	District LAP	\$137,406.411
Professional Development	District LAP	\$2000
IREADY Toolkit Supplemental Materials	District LAP	\$5000
STAR Assessment	District LAP	\$5000
LAP Intervention Materials	District LAP	\$9000
Family Literacy Night	District LAP	\$3000
Lending Library	District LAP	\$1500

Updated 10.17.2021

Family Engagement	District LAP	\$2000
Supplies	District LAP	\$1000
Copies	District LAP	\$500
Professional Development	District LAP	\$2000
Sick Leave Substitutes	District LAP	\$2610
High Poverty LAP: \$101,688		
3 Paraprofessionals	Poverty LAP	\$80,986
Instructional Coach - Holly B.	Poverty LAP	\$4050
Sick Leave for Paras	Poverty LAP	\$1890

Section 8f. Program	Amount Available	Intent of the funds
OSSI	\$25,000	Professional Development (Instructional Coach), Instructional Technology
High Poverty Learning Assistance Program	\$109,000	Adult small group tutoring during the school day (paraprofessionals), professional development, professional learning communities
District LAP	\$171,016.411	Teaching salaries, benefits, and supplies for small group tutoring, professional development
Title 1	\$204,110	Small group tutoring during the school day, professional development
Highly Capable	\$10,4000	Professional development, planning and implementing program
Total	\$464,400	Support SIP goal attainment

Section 9a: STUDY (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY) (SY 2021-2022) n.

Study - September - December	<ol style="list-style-type: none"> 1. Administer fall ELA & math iReady assessments, analyze data, PLCs determine next steps 2. Administer bullying and resiliency survey, analyze data, PLCs determine next steps
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Section 9b: STUDY (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY) (SY 2021-2022)

Study- January - March	<ol style="list-style-type: none"> 1. Administer winter ELA & Math iReady assessments, analyze data, PLCs determine next steps 2. Temperature checks on how bullying/resilience/trauma informed practice capacity building is progressing
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Section 10: ADJUST (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY) (SY 2021-2022)

Adjust - April - June	<ol style="list-style-type: none"> 1. Administer winter ELA & Math iReady assessments, analyze data, PLCs determine next steps 2. Post Survey- Bullying and Resilience – Compare pre and post results
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End-of-Year School Improvement Plan Review for SY 2021-2022

Please revisit and restate (SY 21-22) Goals, Activities, Measures and Results/Progress described in your SIP (Sections 7-10) and provide an end-of-year assessment of your work so far.

High-Priority Goal #1:		
Activities: List high-leverage activities implemented or tested related to achieving the stated high-priority goal.	Measures: Please list the types of measures you used to improve and progress towards achieving your high-priority goal.	Results/Progress: Please describe your results and progress so far (upload relevant documents to your school SharePoint folder).
High-Priority Goal #2:		
Activities: List high-leverage activities implemented or tested related to achieving the stated high-priority goal.	Measures: Please list the types of measures you used to improve and progress towards achieving your high-priority goal.	Results/Progress: Please describe your results and progress so far (upload relevant documents to your school SharePoint folder).
High-Priority Goal #3:		
Activities: List high-leverage activities implemented or tested related to achieving the stated high-priority goal.	Measures: Please list the types of measures you used to improve and progress towards achieving your high-priority goal.	Results/Progress: Please describe your results and progress so far (upload relevant documents to your school SharePoint folder).
High-Priority Goal #4:		
Activities: List high-leverage activities implemented or tested related to achieving the stated high-priority goal.	Measures: Please list the types of measures you used to improve and progress towards achieving your high-priority goal.	Results/Progress: Please describe your results and progress so far (upload relevant documents to your school SharePoint folder).

Please assess strengths and challenges implementing activities for SY 2021-2022 as described in Section 11 above and identify potential adjustments and modifications along with additional sources of data for SY 2021-2022.

What were some strengths of the activities for at least one high-priority goal implemented this year?

What challenges did you encounter this year with implementing activities for at least one high-priority goal?

What adjustments and modifications need to be made towards at least one high-priority goal and its related activities for the upcoming academic year (SY 2020-2021)?

What additional sources of data, if needed, will be collected to monitor progress of those activities (for SY 2020-2021) to be adjusted or modified?