

School Name: Louis Wiener, Jr. Elementary School					
Inquiry Area 1 - Student Success					
Increase the percent of all students scoring above the 40th percentile in reading from 55% (fall) to 60% (winter) to 65% (spring) by 2024 as measured by MAP Growth Assessments.					
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 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 to be successful in taking action?</i>
Fully implement the CCSD Tier I and Tier II instruction expectations and fully utilize HMH Into Reading and 95% Group Phonics Core Program reading instructional materials.	If educators fully implement CCSD Tier I and Tier II Instruction expectations and fully utilize adopted instructional materials to provide quality programming and MTSS implementation, students will improve their knowledge and skills and will increase their performance on reading assessments (classroom, STAR, MAP, State), including increasing the percentage of students above the 40th percentile from 55% in 2023 to 65% in 2024 (spring MAP).	Strong	52% of students currently enrolled scored above the 40th percentile on the winter MAP Growth assessment. Achievement levels were consistent from fall to winter.	Continue to provide incremental Tier I instruction and Tier II supports in reading. Focus on using data gathered to choose scaffolds and deliver differentiation and intervention.	Use data gathered to guide instructional decisions and leverage instructional materials and assessment materials to support student learning and achievement. Student learning needs to be accelerated to catch up and move up.
Inquiry Area 2 - Adult Learning Culture					
Increase the number of formal Professional Learning Community (PLC) meetings that follow the CCSD Teaching and Learning Cycle from 0 in the 2022-2023 school year to 250 in the 2023-2024 school year as measured by PLC meeting observations/meeting minutes.					
Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Implement and utilize a formal PLC structure that follows the CCSD Teaching and Learning Cycle for all faculty with weekly sessions.	If educators improve their understanding of MTSS and align their practice to the MTSS structure and consistently utilize the CCSD Tier I and Tier II Instruction Expectations through the Teaching and Learning Cycle and the formal PLC structure, educators will develop effective plans for instruction and be able to make adjustments to teaching and learning so that students are able to demonstrate increased proficiency on state assessments in reading (from X% in 2023 to Y% in 2024) and math (from A% in 2023 to B% in 2024).	Strong	Departments continue to work weekly in PLCs utilizing the PLC agenda. 209 PLC sessions have been conducted so far this year.	Align the LWJES PLC agenda to the CCSD PLC Look Fors tool and make further connections to the CCSD Teaching and Learning Cycle.	Continue to develop the practices associated with assessment as a component of the PLC.
Inquiry Area 3 - Connectedness					
Reduce the percent of students chronically absent from 41% in the 2022-2023 school year to 20% for the 2023-2024 school year as measured in FocusEd.					
Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Increase student attendance by implementing the CCSD Multi-Tiered System of Supports Attendance Protocols.	If the school develops and implements the attendance protocols as planned in the CCSD MTSS framework, students will improve their regular school attendance which will support a reduction in chronic absenteeism from 44% in the 2022-2023 school year to 20% in the 2023-2024 school year.	At Risk	While chronic absenteeism is trending lower than the previous year, the current trend is 35% of students will be chronically absent.	Engage in student recognition of perfect attendance monthly and weekly.	Share information about the importance of regular school attendance with families. Engage with students not yet chronically absent but at risk of becoming chronically absent to divert meeting that benchmark.