

Act 3 - Reviewing Our Journey

Directions and Resources for Act 3

****Only type in the yellow cells.****

Status Tracker Directions:

- Select from the drop-down list:
Did we achieve our goals - **Yes, No**.
Should we continue, correct, or cancel our goals/strategies - **Continue, Correct, Cancel**.
- Identify specific **Lessons Learned, Next Steps** and **Needs**.

Note:
The status you enter from the drop-down lists will automatically update the accompanying cell on the Master Tracker tab.



Aldeane Comito Ries Elementary School

Inquiry Area 1 - Student Success		Did we achieve our Student Success goal? <i>What does our data reveal about our progress toward our goal?</i>	Continue, Correct, or Cancel the Goal? <i>Should we continue, correct, or cancel this goal in our next SPP?</i>			
The school goal is to increase SBAC proficiency: Increase the percent of students proficient in mathematics from 43.1% in 2023 to 45.1% by 2024 as measured by state summative assessments.		Yes	Continue (and update)			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful? <i>How successful were we at implementing our improvement strategies?</i>	Continue, Correct, or Cancel the Strategy? <i>Should we continue, correct, or cancel the associated improvement strategies in our next SPP?</i>	Now (Lessons Learned) <i>Why were our improvement strategies successful or unsuccessful? What have we learned about ourselves and our school through this goal and these improvement strategies? How have our improvement efforts impacted achievement across demographic groups?</i>	Next (Next Steps) <i>What can we do right away to put our Lessons Learned into practice?</i>	Need <i>What do we need to be successful in taking action?</i>
Teachers will purposefully plan for and provide students with practice for math facts, mental math strategies, continuing with Number Talks, and the lower grades will continue to utilize manipulatives for basic math practice. The strategists will help support teachers with the implementation and strategies in order for students to learn their basic math facts.	Increase the percent of students scoring above the 61st percentile in math from 31.3% (fall) to 39.3% (winter) to 48.3% (spring) by 2024 as measured by MAP Growth Assessment. Students will strategically choose the manipulatives or tools and use them to support their thinking.	Yes	Continue	The improvement strategies were successful because 48.3% of third through fifth grade students were proficient above the 61st percentile. Our school goal is that 45.1% of third through fifth grade students will pass the SBAC in April 2024. We learned that our students respond and are receptive to small group instruction as well as to tutoring offering by their classroom teachers two to three times a week. Our improvement efforts have impacted achievement across demographic groups.	As a school, we can continue to challenge our students and continue to provide students with resources and meaningful instruction. Teachers will also continue to participate in their Professional Learning Communities in order to analyze the data at hand.	We need to continue to monitor our students in third through fifth grade in order to ensure that they are making adequate progress towards our goal.
Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?			
By the end of the school year, 80% of grade-level PLC meetings will include a focus on standards, data, and collaborative instruction as evidenced by PLC+ observations/meeting minutes.		Yes	Continue (and update)			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	Now (Lessons Learned)	Next (Next Steps)	Need
Structured PLC+ meetings two times a month	By January 2024, 75% of grade-level PLC meetings will include a focus on standards, data, and collaborative instruction as evidenced by PLC observations/meeting minutes and observations. By January 2024, 50% of RTI meeting minutes will focus on student data / interventions that will help students progress towards their goals. By January 2024, 50% of the staff will have participated in one or two cross grade level observations.	Yes	Continue	By May 2024, 88% of grade-level PLC meeting included a focus on standards, data, and collaborative instruction as evidenced by PLC observations/meeting minutes. By May 2024, 100% of RTI meeting minutes focused on student data / interventions that helped students progress through their goals. By May 2024, 100% of the staff participated in one or two cross grade level observations.	Teachers will continue to utilize and review PLC data using the schoolwide PLC form. Staff will be encouraged to edit and use the form to drive data-driven discussions. The RTI team will continue to meet weekly with grade levels to review student data to determine needs of students. Staff members will continue to participate in one or two cross grade level observations and use the data to help strengthen whole group as well as small group instruction.	Teachers need to be aware of their data in order to participate in discussions related to the math standards at hand. Teachers must also have their data inputted in a timely manner in order to have meaningful discussions regarding the data. Grade level teams will continue to collaborate using the data at hand in order to help drive instruction. Teachers will use Fast Bridge in order to progress monitor students in reading and math.
Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
Increase the percent of teachers who strongly agree or agree that the school promotes staff and teacher participation in decision-making that affects school practices and policies from 85% (2022-2023) to 90% (2023-2024) as measured by the a Google Form utilized to survey the staff in the fall, winter, and spring of the 2023-2024 school year.		Yes	Continue (and update)			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	Now (Lessons Learned)	Next (Next Steps)	Need
Prioritize staff concerns and seek staff input related to problem solving. Create buy-in so that staff feel included in the decision making process.	By the end of the first semester, the percent of teachers who strongly agree or agree that the school promotes staff and teacher participation in decision-making that affects school practices and policies will improve from 83% to 85% by using a Google Form to survey the staff in January 2023.	Yes	Continue	By May 2024, 93% of the teachers strongly agree or agree that the school promotes staff and teacher participation in decision-making that affects school practices and policies.	Administration will continue to support teachers in schoolwide decisions in order to promote buy-in.	District Instructional Coaches will come to the school to train staff members in order for staff members to feel more comfortable with the new curriculum.