

School Name: Aldeane Comito Ries Elementary School					
Inquiry Area 1 - Student Success					
School Goal: The school goal is to increase SBAC proficiency. Increase the percent of students proficient in mathematics from 44.1% in 2022 to 47.1% by 2023 as measured by state summative 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 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>
Number talks, concept training, professional development, and structured PLCs	Increase the percent of students scoring above the 60th percentile in math from 38.8% (fall) to 41.8% (winter) to 44.8% (spring) by 2022 as measured by MAP Growth Assessment.	Strong	Forty-one percent of all of the students who took the 2022 winter math MAP Growth Assessments scored above the 61st percentile. Our school is on track to meet the spring goal of 44.8% of the students scoring above the 60th percentile on the 2023 spring math MAP Growth Assessment. The teachers engage in daily Number Talks and meet in their grade levels to analyze data that will help drive instruction. Learning strategists will help teachers ensure that they incorporate the important components of Number Talks.	Number Talks will continually be incorporated in PLC meetings in order to encourage instruction focused on data, standards, and teacher collaboration. Staff members will engage in instructional rounds in order to learn from each other professionally.	Consistency and commitment is needed on behalf of all individuals at this school. It's a schoolwide initiative that helps build the mathematical foundation needed for all students as they go from one grade to another.
Inquiry Area 2 - Adult Learning Culture					
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.					
Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Structured PLC meetings two times a month	By January 2023, 75% of grade-level PLC meetings will include a focus on standards, data, and collaborative instruction as evidenced by PLC observations/meeting minutes.	At Risk	On 1-16-23, the data stated that 67% of the PLC meetings focused on standards, data, and collaborative instruction as evidenced by PLC observations/meeting minutes. We are on track to meet the goal. Teachers have met the goal of ensuring that PLC meetings are focused on standards, data, and collaborative instruction as evidenced by PLC minutes and data. Grade levels need to work together to ensure that their data is updated on the schoolwide drive. This way, the data is transparent and all teachers are able to help analyze and discuss next steps for how they will go about helping students close the achievement gap.	Learning strategists and grade levels will work together to ensure that the data is documented and discussed in grade level PLC meetings. Teachers will consistently be asked how they can be supported.	Grade levels will carve a small amount of time during PLC meetings to input data. This way, all data will be available and accessible to everyone in the grade level. The data can drive instruction for all types of learners.
Inquiry Area 3 - Connectedness					
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 83% (spring 2022) to 85% (May 2023) as measured by the Districtwide CCSD Survey.					
Improvement Strategies	Intended Outcomes/Formative Measures	Status	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.	At Risk	On 1-22-23, the data showed that 47 out of 56 staff members strongly agreed or agreed that the school promotes staff and teacher participation in decision-making that affects school practices and policies from 83% (spring 2022) to 85% (May 2023) as measured by the Google form staff survey. Our school is on track to meet the goal. Staff members completed the Google form survey and were honest in their responses. The team will come together to brainstorm ideas on how to create buy-in from the staff members. It's important to continue to communicate with the staff to ask for ideas on how they can continually feel supported and heard when it comes to decision-making that affects school practices and policies.	Survey the staff on how to promote more buy-in amongst the staff. The staff will be given the Google form and the Districtwide Survey in May 2023 to see if the goal has been met.	Continually to review data and adjust accordingly.