

School Name: 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? Why?</i>			
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.		No	Correct			
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? Why?</i>	Now (Lessons Learned) <i>How have our improvement efforts impacted achievement across demographic groups?</i>	Next (Next Steps) <i>What have we learned about ourselves and our school through this goal and these improvement strategies? What can we do right away to put these lessons into practice?</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.	No	Correct	Teachers implemented number talks and attended professional development on math Tier I instruction. In an effort to show growth, teachers will focus on differentiating their math lessons to help build a strong mathematical foundation.	As a staff we learned that some of our students need to be retaught in order to understand the math concepts taught. Teachers can assign practice on Clever in order for students to continue their learning at school as well as at home.	The learning strategists and the teachers will meet to analyze the data at hand. Supplementary math materials will be provided to ensure that teachers and students experience success with Tier II and Tier III instruction.
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.		No	Correct			
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 2023, 75% of grade-level PLC meetings will include a focus on standards, data, and collaborative instruction as evidenced by PLC observations/meeting minutes.	Yes	Continue	75% of the grade level PLC meetings focused on standards, data, and collaborative instruction as evidenced by PLC observations/meeting minutes. The admin team and the learning strategists will ensure that grade levels document the instructional conversations had bi-weekly.	Grade levels will be asked how they can be supported in order to ensure that their PLC meetings are focused on standards, data, and collaborative instruction.	Staff members need to be diligent about documenting their data on the PLC Google Sheets provided to the grade levels. Staff members can help hold each other accountable by completing the information on the sheet at the time of the PLC meeting.
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 83% (spring 2022) to 85% (May 2023) as measured by the Districtwide CCSD Survey.		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 by-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	Work with staff members to ensure that they feel supported in the decision-making process.	Meet with grade level chairs in an effort to involve all staff members in the decision-making process.	We need to learn what staff members need in order to feel a part of the decision-making process.