Act 3 - Reviewing Our Journey

Directions:

- Fill in the appropriate cells in the table below.
  - Did we achieve our Goals - **Yes, No**.
  - Do we continue, correct, or cancel our goals/strategies - **Continue, Correct, Cancel**.
- Identify specific **Lessons Learned, Next Steps** and **Needs**.

Note:
The selections you enter will automatically update the accompanying cell on the Master Tracker tab.
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Inquiry Area 1 - Student Success		**Did we achieve our Student Success goal?** *What does our data reveal about our progress toward our goal?*	**Continue, Correct, or Cancel the Goal?** *Should we continue, correct, or cancel this goal in our next SPP? Why?*			
Increase the percent of k-5th grade students above the 60th percentile in mathematics from 46% to 56% by the end of the 2023 school year as measured on the MAPs Assessment.		No	Correct			
Improvement Strategies	**Intended Outcomes/Formative Measures**	**Were our improvement strategies successful?** *How successful were we at implementing our improvement strategies?*	**Continue, Correct, or Cancel the Strategy?** *Should we continue, correct, or cancel the associated improvement strategies in our next SPP? Why?*	**Now (Lessons Learned)** *How have our improvement efforts impacted achievement across demographic groups?*	**Next (Next Steps)** *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?*	**Need** *What do we need from others in this room and others outside of this room to be successful in taking action?*
We are continuing to implement a new math curriculum school-wide, provided by CCSD (enVisionMathematics). In addition, teachers are unwrapping standards and reviewing tier 1 instruction to ensure that the rigor of the standard is being met. CTTs will support small group instruction as well. Additionally, we have brought in RPDP to model and conduct Number Talks with teachers.	The students will receive vertically-aligned, standards-based Tier 1 instruction and will also receive support at their instructional level in targeted data-informed small groups. Additionally, students will increase their math proficiency by 10% as shown on the CRT.	No	Correct	All subgroups showed improvement, however there are still gains to be made to close the achievement gap. Growth was good, but their continues to be a gap in achievement.	We are continuing to implement a new math curriculum school-wide, provided by CCSD (enVisionMathematics). In addition, teachers are unwrapping standards and reviewing tier 1 instruction to ensure that the rigor of the standard is being met. CTTs will support small group instruction as well. Additionally, we have brought in RPDP to model and conduct Number Talks with teachers.	1. To continue implementing the curriculum and utilzing strategies provided in PL sessions. 2. Adjust action steps to focus on idenitfying learning intentions and success criteria

Inquiry Area 2 - Adult Learning Culture		**Did we achieve our Adult Learning Culture goal?**	**Continue, Correct, or Cancel the Goal?**			
During Tier 1 instruction during the 22-23 school year, 100% of staff will utilize enVisions as the base of their instruction and receive professional development in math strategies and consistent writing structures which will be measured using observational data and PD agenda sign ins.		Yes	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**
Professional Development for all staff from RPDP, and book studies, and Professional learning focusing on writing across curricular areas. Incorporate the use of a school wide curriculum (Envisions) based on staff needs, PLCs.	Consistent practices will result in increased student proficiency as measured on the CRT.	No	Correct	All staff utilized Envisions as the base of their instruction. More work is needed on ensuring rigorous instruction during math blocks which can be provided in PL.	Professional Learning focusing on the use of Learning Intentions and Success Criteria - Posting of learning intentions and success criteria - ensuring that teachers and students know and understand both the learning intentions and success criteria for each lesson	CCSD created PLC guides for learning intentions and success criteriai - focus on PL for staff

Inquiry Area 3 - Connectedness		**Did we achieve our Connectedness goal?**	**Continue, Correct, or Cancel the Goal?**			
Increase the percentage of students who are able to regulate their emotions from 44% to 54% from the fall to winter Panorama survey and from 54% to 60% from the winter to spring Panorama survey.		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**
Full time counselor on staff to provide regular lessons, the use of school wide character traits, and professional learning related to SEL.	The counselor will assist students in emotional regulation strategies by implementing classroom lessons and meeting with individual students as needed. Professional development will be provided to staff on the use of SEL in their classrooms.	No	Correct	Although the counselor completed lessons in all classrooms, we learned that teachers need to be involoved in this process as well, by conducting lessons related to SEL regularly in their own classrooms.	Conduct regular lessons both whole group and small group for students specifically designed towards emotional regulation within classroom instruction. Set specific requirements for lessons and ensure monitoring and student check-ins	Utilize strategies from PL related to SEL.