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 3rd-5th grade students proficient in mathematics from 43% to 53% by the end of the 2022 school year as measured on the CRT..		No	Continue (and update)			
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 have hired a math strategist to assist our teachers with the new math curriculum that we will be using school-wide, provided by CCSD (enVisionMathematics). The math strategist will attend PLCs to assist teachers with planning for their small groups, and will also provide direct support to students in small groups. 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.	Yes	Correct	All subgroups showed improvement, however there are still gains to be made to close the achievement gap.	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.	To continue implementing the curriculum and utilzing strategies provided in PL sessions.

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 21-22 school year, 100% of staff will utilize enVisions as the base of their instruction and receive professional development in math strategies which will be measured using observational data and PD agenda sign ins.		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**
During Tier 1 instruction during the 21-22 school year, 100% of staff will utilize enVisions as the base of their instruction and receive professional development in math strategies which will be measured using observational data and PD agenda sign ins.	Consistent practices will result in increased student proficiency as measured on the CRT.	Yes	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 Development utilizing a math strategist, RPDP, and book studies. Incorporate the use of a school wide curriculum (Envisions) based on staff needs, PLCs.	Unwrapping of standards in PLCs, ensuring understanding of PL and the curriculum, checking in with grade levels to ensure that they are utilizing Envisions as the base of their instruction.

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 48% to 55% from the fall to winter Panorama survey and from 55% 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.	Full time counselor on staff to provide regular lessons, the use of school wide character traits, and professional learning related to SEL.	Utilize strategies from PL related to SEL.