

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.



School Name: Scott ES

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>			
Increase the percent of students scoring above the 40th percentile in Reading from 40% (Fall 2023) to 50% (Winter 2023) to 60% (Spring 2024) by 2024 as measured by the MAP Growth Assessment. Increase the percent of students scoring above the 40th percentile in math from 37% (Fall 2023) to 47% (Winter 2023) to 57% (Spring 2024) by 2024 as measured by the MAP Growth Assessment.		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?</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>
Provide targeted support for grade levels on how to use HMH Into Reading and 95 Core Phonics, effectively which includes an intensive push to teach foundational skills in all grade levels, utilizing structured PLCs to unwrap standards, create common assessments, break down learning progressions, identify learning intentions and success criteria, analyze data. For our tier II intervention we are utilizing Exact Path to differentiate instruction to address learning gaps and progress monitoring with FastBridge. LETRS training is also helping teachers understand strategies and the philosophy of teaching phonics. Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): HMH Into Reading EBI Level 4, MAP Growth Assessments EBI Level 3, 95 Core Phonics, Level 1, LETRS Level 3, Exact Path Level 3	Demonstrate continued academic growth in Foundational Skills as measured by MAP (FocusEd) and site-based technology tools (HMH Into Reading, MAP Fluency Screener, STAR, LETRS, Exact Path, FastBridge progress monitoring, and 95 Core Phonics Assessments).	Yes	Continue	Teachers creating common formative and summative assessments and analyzing data was not consistent nor effective.	PLCs will shift focus to backwards planning based on the common formative and summative assessments to ensure students are engaged with instruction through appropriate scaffolding and differentiation strategies. Teachers will plan for flexible small group instruction that reflects individual student data.	Teachers need to engage in more professional development opportunities, observe modeling of lessons, analyze student data work samples, and spend more time to practicing engagement strategies. The leadership team will introduce and observe monthly AVID Strategies. PLCs will focus on effective discussion on the "plan for instruction" portion of the PLAN template. Admin will also frequently share walkthrough data with staff and learning strategists will coach teachers on high leverage strategies. Staff will create and monitor instructional goals with a coach to increase capacity for instruction.
Increase students basic math fact fluency skills.	Improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence as measured by Envisions from 37% (Topic 1 Schoolwide) to 70%.	No	Correct	Students need to increase their conceptual understanding of skills and increase fact fluency. Students need to increase their foundational skills to connect and apply the major work within the grade level clusters.	Professional Develop on how to use manipulatives and the "Convince Me" component of EnVisions.	Teachers need to engage in more professional development opportunities, observe modeling of lessons, analyze student data work samples, and spend more time to practicing engagement strategies. The leadership team will introduce and observe monthly AVID Strategies. PLCs will focus on effective discussion on how the "plan for instruction" portion of the PLAN template. Admin will also frequently share walkthrough data with staff and learning strategists will coach teachers on high leverage strategies. Strategists coaching on engagement strategies and use of manipulatives. Staff will create and monitor instructional goals with a coach to increase capacity for instruction.
Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?			
100% of the faculty will participate in Professional Learning Community (PLC) meetings that follow a school plan document aligned to the District's PLC Framework and Plan Guide document.		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

<p>Staff will participate in team building oppourtunities during staff meetings and data-driven discussions during weekly PLCs. Teachers will utilize the coaching staff to help support their instructional areas in need of growth as they ensure high engagement and highly rigorous opportunities for learning and promoting excellence. Staff will utilize the continuous improvement cycle to guide CCSD PLC plan and analyze structure to guide CCSD discussions based on data.</p>	<p>Have staff feel more connected and safe with each other, and within their craft in order to create a positive atmosphere where mistakes are a process of learning for both teachers and students but a growth mindset is expected. Teachers will use data to determine student needs for support to be successful within the curriculum.</p>	<p>Yes</p>	<p>Continue</p>	<p>Staff needs additional training to support trauma informed practices and how to connect with the school community.</p>	<p>-Capturing Kid Hearts Professional Development and Follow Up Team -Develop School Wrap Around Team and Supports -Literacy and Language Department to Provide PD on HMH Plan PLC</p>	<p>Counselor and Social Worker Set Schedule</p>
<p>Inquiry Area 3 - Connectedness</p>		<p>Did we achieve our Connectedness goal?</p>	<p>Continue, Correct, or Cancel the Goal?</p>			
<p>Increase the percent of students who regulate their emotions well from 36% to 45% by Winter 2023 and 55% by Spring 2024, as measured by the Panorama Education Survey.</p>		<p>No</p>	<p>Correct</p>			
<p>Improvement Strategies</p>	<p>Intended Outcomes/Formative Measures</p>	<p>Were our improvement strategies successful?</p>	<p>Continue, Correct, or Cancel the Strategy?</p>	<p>Now (Lessons Learned)</p>	<p>Next (Next Steps)</p>	<p>Need</p>
<p>Improvement Strategy: Teachers and staff utilize on campus as well as outside resources to tackle trauma-related student behaviors. Staff also engages in learning opportunities and discussions about strategies that build positive and supportive relationships with students in the classroom. Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Counselor EBI Level 1, PBIS EBI Level 1</p>	<p>Students continue increasing positive and supportive peer and adult relationships on and off campus.</p>	<p>Yes</p>	<p>Continue</p>	<p>Students and staff are feeling a lack of connectedness because of reactive and inconsistent approaches to negative student behaviors which causes a lack of trust within the school community. There is also inconsistency within Panorama survey data because of the frequency and number of students.</p>	<p>- Staff will participate in Capturing Kids Hearts professional development. -Capturing Kids Hearts Team will develop structures to support school culture and climate. - Teach students emotional regulation strategies. - 7 day rotation for SEL</p>	<p>-CKH Team -Educate school community and families about proactive approaches -SEL Curriculum</p>