

Act 3 - Reviewing Our Journey

Directions and Resources for Act 3

****Only type in the yellow cells.****

Status Tracker Directions: 1. 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 . 2. 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:								
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>					
By the 24-25 school year, State Assessment data in regards to the CRT will show an increase in the ACP in the content area of reading for Special Education students from 45% in 22-23 to 50% in 23-24. MAP data in the area of Reading will show 5 percent increases in all grade-levels from Fall to Spring. (Continued)		Yes	Continue (and update)					
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>		
Continue with the monthly "Data Chat" conferences ensuring compliance with the goal setting process of identifying specific skills/standards that could be practiced to increase or achieve proficiency. Adjust the targeted group of students that engage in the "Data Chat" allowing teachers the flexibility to meet with students who are "meeting or exceeding" standards to (3) times per year, but require Teachers to meet monthly with students who demonstrate an approaching or emergent level of proficiency. This would apply to students who are receiving D-F Grades in core subject areas, at or below the 60th%ile on MAP, and/or one to two grade levels below on the iReady Diagnostic. Encourage teachers to set goals that increase or maintain proficiency from Fall to Spring. Too often the increased goal set between teacher and student did not allow the student to meet a level of proficiency. Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2-Moderate.	Increased awareness of academic growth and proficiency for both students and teachers will allow for greater personal ownership of achievement outcomes.	Yes	Continue	While we did see the expected growth it is difficult to know whether the improvement strategy alone was the direct cause of the gains. I believe that many factors may account for the 5% gains..	I believe that the timing of the data chats must be adjusted to ensure greater compliance with the strategy. I also believe that a consistent format for the data chat should be developed allowing all students to benefit from similar metrics being discussed.	During the development of the Master Calendar these data chats will be aligned with the taking of the MAPS Assessment allowing the timing of the data chat to occur naturally. This will lead to greater compliance among teachers in utilizing the strategy.		
Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?					
During the 24-25 SY all staff will consistently engage in the PLC process using a weekly scheduled meeting structure.		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		
Improve on the PLC process by utilizing the newly created ELA and Math Teacher Clarity guides to identify the Learning Intentions & Success Criteria. Use these tools to increase discussion about the specific goals of the lesson to increase teacher understanding of the breadth of the standard. Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2 - PLC	To increase data driven decision making regarding Tier I instruction, school-wide.	Yes	Continue	The timeframe between the planning meeting and the results meeting must be shortened in order to make the data relevant and applicable to the reteaching process.	During the development of the 25-26 school year PLC schedule an adjustment will be made moving the planning meeting and the results meeting closer together. While this will shorten the timeframe that teachers will have to complete the common assessment the data will become much more useful in the reteaching process.	PLC will be calendered out on the Master Calendar to ensure greater transparency about what will take place on that week of the process.		
Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?					
Current data shows that 63% of King Students state that they have a strong sense of belonging based on data from the panoramic survey. During the 24-25 SY we will increase that percentage by 5% placing us above the district average in that category.		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		

Provide Tier I social-emotional instruction to all students and tiered supports for students based on identified social-emotional needs. Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale); 1- Counselor 4 - Second Step 1 - Multi-Tiered Systems of Support (MTSS)	Students gaining the strategies to self-monitor their learning and to make appropriate academic decisions for themselves.	Yes	Continue	With the loss of a counselor position for the 25-26 school year we must find new ways of accomplishing this tiered level of support. In order to accomplish this we have broken up these duties among our MTSS team who will each play a role in ensuring that students social emotional needs are met.	Identifying which members of the MTSS team are most suited to support the role of ensuring that "Sense of Belonging" is supported within student groups.	Panorama survey data that was onced only analyzed by the counselor will need to become a discussion point during MTSS meetings.