

Act 3 - Reviewing Our Journey						
Directions:						
<ul style="list-style-type: none"> Fill in the appropriate cells in the table below. <ul style="list-style-type: none"> Did we achieve our Goals - Yes, No. Do we continue, correct, or cancel our goals/strategies - Continue, Correct, Cancel. <i>Note: The selections you enter will automatically update the accompanying cell on the Master Tracker tab.</i> Identify specific Lessons Learned, Next Steps and Needs. 						

School Name: C.P, Squires 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>			
<p>Increase student proficiency in math from 9% in 2021 to 40% in 2022 as measured by state summative assessments.</p> <p>Increase student proficiency in english language arts from 18.5% in 2021 to 48.5% in 2022 as measured by state summative assessments.</p> <p>Increase the percentage of students in grades 3-5 who meet Adequate Growth Percentile from 10.8% in 2021 to 18% in 2022 for Math by the end of the interval of instruction as measured by state summative assessments.</p> <p>Increase the percentage of students in grades 3-5 who meet Adequate Growth Percentile from 24% in 2021 to 33% in 2022 for ELA by the end of the interval of instruction as measured by state summative assessments.</p> <p>Increase the percentage of students in K-5 grade scoring above the 40th percentile in Reading from 36.6% in Fall 2021 to 41% in Spring 2022 by the end of the interval of instruction as measured by Measures of Adequate Progress.</p> <p>Increase the percentage of students in K-5 grade scoring above the 40th percentile in Math from 25.6% in Fall 2021 to 30% in Spring 2022 by the end of the interval of instruction as measured by Measures of Adequate Progress assessments.</p>		No				
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful? <i>How successful were we at implementing our</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>
Utilize the enVision 2020 math curriculum K-5 adopted by CCSD with integrity and analyze student assessments to guide instruction and re-teaching.	Increase student proficiency in math while increasing the percentage of students that are meeting their adequate growth goal.	No	Correct	We made strides in student growth and achievement in Math as indicated by SBAC and MAP data from Spring of 2022. There is a strong need for a focus on Tier I and Tier II instructional best practices. Lack of consistency with the use of Tier I and Tier II adopted curricular materials. Lack of alignment of learning tasks to NVACS. Need for professional learning and coaching for staff.	Redefine improvement strategy and action steps.	Professional learning; strategists; NVACS; pacing guides; adopted curricular materials
Utilize the Ready Gen curriculum K-5 adopted by CCSD with integrity and analyze student assessments to guide instruction and re-teaching.	Increase student proficiency in English language arts while increasing the percentage of students that are meeting their adequate growth goal.	No	Correct	We made strides in student growth and achievement in ELA as indicated by SBAC and MAP data from Spring of 2022. There is a strong need for a focus on Tier I and Tier II instructional best practices. Lack of consistency with the use of Tier I and Tier II adopted curricular materials. Lack of alignment of learning tasks to NVACS. Need for professional learning and coaching for staff.	Redefine improvement strategy and action steps.	Professional learning; strategists; NVACS; pacing guides; adopted curricular materials
Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture	Continue, Correct, or Cancel the Goal?			
100% of license staff will participate in monthly instructional rotations, to build consistency and capacity in delivering effective, rigorous tier 1 instruction using academic language, CCSD pacing guides, and alignment to standards.		No	Cancel			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies	Continue, Correct, or Cancel the Strategy?	Now (Lessons Learned)	Next (Next Steps)	Need
Utilize instructional rounds data to analyze the climate of school culture amongst staff. Creating a safe space for staff members to present their challenges professionally and academically to improve the effectiveness of rigorous Tier I instruction and curricular materials.	Developing consistency in tier 1 instruction during educational rounds.	No	Cancel	Due to the unexpected use of strategist for coverage this improvement strategy did not effectively get implemented and therefore did not produce the intended outcome.	Revising goal and improvement strategy.	Instructional rounds schedule and reflection sheet; CCSD Pacing Guides; strategists; NVACS; survey
Utilize survey data to analyze the climate of school culture amongst staff. Creating a safe space for staff members to present their challenges professionally and academically to improve the effectiveness of rigorous Tier I instruction and curricular materials.	Developing an environment that allows transparent communication between staff and administration. Staff members should feel comfortable to voice their concerns and celebrations freely to help identify high areas of need.	No	Correct	Culture and climate improving, but still improving.	Revising goal and improvement strategy.	Instructional rounds schedule and reflection sheet; CCSD Pacing Guides; strategists; NVACS; survey
Inquiry Area 3 - Connectedness		Did we achieve our Connectedness	Continue, Correct, or Cancel the Goal?			
Increase the percentage of students responding favorably to survey questions in the positive feelings category from 62% in Fall of 2021 to 70% in Spring of 2022 as measured by the Panorama survey.		No	Continue (and update)			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies	Continue, Correct, or Cancel the Strategy?	Now (Lessons Learned)	Next (Next Steps)	Need
Monitor Panorama data and intervene accordingly. Increase positive feelings through daily announcements from counselors with SEL mini-lessons, classroom lessons from counselors, and individual counseling for students identified through the Panorama survey.	Increase positive feelings experienced by students.	No	Continue	Did not meet intended outcomes due to not having a counselor available for an extended amount of time. Lack of professional learning with SEL and trauma instruction.	Provide professional learning to staff on ReThink and Trauma informed strategies. Check in with students. Rise and Shine club. MTSS meetings. Identify needs and provided targeted supports. Wrap around services.	Counselor; professional learning

<p>Continue to monitor updated Panorama data. Support student well being by supporting students with the factors that they can control such as regulating emotions, experiencing gratitude, optimism/ focusing on the positive rather than the negative, managing conflicts, etc.</p>	<p>Students will adopt healthy social-emotional habits which will lead to an increase in positive emotions.</p>	<p>No</p>	<p>Continue</p>	<p>Did not meet intended outcomes due to not having a counselor available for an extended amount of time. Lack of professional learning with SEL and trauma instruction.</p>	<p>Provide professional learning to staff on ReThink and Trauma informed strategies. Check in with students. Rise and Shine club. MTSS meetings. Identify needs and provided targeted supports. Wrap around services.</p>	<p>Counselor; professional learning</p>
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