

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**. **Note:** The selections you enter will automatically update the accompanying cell on the Master Tracker tab.
- 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> |
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| 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? |
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| 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? |
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| 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 |

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| <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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