

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.

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 SPPP? Why?</i>			
Increase student proficiency in math from 21.2% in 2022 to 40% in 2023 as measured by SBAC and reported on the Nevada State Performance Framework. Increase student proficiency in English language arts from 31.1% in 2022 to 48.5% in 2022 as measured by SBAC and reported on the Nevada State Performance Framework. Increase the percentage of students in grades 3-5 who meet Adequate Growth Percentile from 41.5% in 2022 to 60% in 2022 for Math by the end of the interval of instruction as measured by SBAC and reported on the Nevada State Performance Framework. Increase the percentage of students in grades 3-5 who meet Adequate Growth Percentile from 53.7% in 2022 to 60% in 2022 for ELA by the end of the interval of instruction as measured by SBAC and reported on the Nevada State Performance Framework. Increase the percentage of students in K-5 grade scoring above the 40th percentile in Reading from 35% Fall to 50% Winter to 60% Spring of 2022 as measured by MAP Growth Assessments. Increase the percentage of students in K-5 grade scoring above the 40th percentile in Math from 35% Fall to 50% Winter to 60% Spring of 2022 as measured by MAP Growth Assessments.		No	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 SPPP? 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>
All teachers will purposefully plan for and deliver high quality, rigorous Tier I reading and math instruction utilizing the Nevada Academic Content Standards. CCSD adopted curricular materials (Ready Gen and enVision Math), pacing guides and Tier I MTSS Instruction Expectations.	Successfully provide students with access to high quality instruction. Increase student proficiency in reading and math while increasing the percentage of students that are meeting adequate growth goals.	No	Correct	SBAC - No data available. We learned that the upward trend shown from the winter MAP scores did not continue based on the spring data. Reading: Winter - 37% Spring - 37% Math: Winter - 35% Spring - 34%.	Staffing challenges created obstacles in the implementation of instructional rounds during the 2022-2023 school year. During the 2023-2024 school year, a new plan will be developed with the staffing challenges from the current school in mind.	Creative alternatives for coverage to prevent staffing challenges to cancel the instructional rounds implementation.
All K-5 teachers in collaboration with learning strategists and designated support staff members will participate in delivering targeted tier II instruction in both reading and math during assigned grade level scheduled Tiger Block intervention sessions utilizing Read Well curricular materials for reading and enVision Math Intervention Kits for math. Students will be consistently progress monitored utilizing the STAR assessment Suite. Data will be analyzed monthly. Progress monitoring data will be utilized to guide instruction and re-teaching	Increase student proficiency in Math and Readings while increasing the percentage of students that are meeting their adequate growth goal. Provide research-based intervention and acceleration strategies to fill gaps and extend learning. Increase students' understanding of reading foundational skills and strengthen skills needed to comprehend and respond to informational and literary text. Increase students' understanding of number sense and other foundational math skills.	No	Cancel	SBAC - No data available. We learned that the upward trend shown from the winter MAP scores did not continue based on the spring data. Reading: Winter - 37% Spring - 37% Math: Winter - 35% Spring - 34%.	Tier II instruction was inconsistently implemented across all grade levels. Attendance had a negative impact on student success in Tier I and Tier II instruction. A new master schedule and implementation of adopted resources for Tier I and Tier II will be implemented. Attendance will be tracked and the MTSS Chronic Absenteeism system of supports will be followed.	We need a new master schedule with the allocation of minutes outlined by CCSD for the 2023-2024 school year. The structure for progress monitoring students and tracking progress needs to be confirmed and communicated to all staff.
Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?			
School Goal: 100% of licensed staff will increase the percent of learning tasks aligned to the Nevada Academic Content Standards from 20% in Fall of 2022 to 50% in Winter of 2022 to 100% in Spring of 2023 as measured by informal and formal classroom observations.		Yes	Cancel			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	Now (Lessons Learned)	Next (Next Steps)	Need
Utilize administration observation data to ensure proper task alignments to strategies by increasing informal and formal observation cycles with targeted feedback.	Developing consistency in tier 1 instruction while aligning to the intent of the standards for student learning tasks.	Yes	Cancel	Teachers were purposeful when planning tasks in alignment to the Nevada Academic Content Standards.	Continue frequent monitoring of lesson plans and observations. Admin will provide actionable feedback and coaching support to teachers.	Grade level planning with routine observations (weekly) and feedback conferences.
Increase the number of PLC meetings that follow the common data meeting structure and standards being unwrapped by teachers.	Ensure standards are unwrapped properly in order to create tasks that align and reflect the full intent of the standards.	No	Correct	The PLC structure has been inconsistent.	CCSD pacing guides and resources must be used consistently. Common assessments are needed to drive PLC discussions and student success. Grade level teachers will use common assessments (formative & summative) and plan together. All staff will participate in continued Teacher Clarity professional development focused on learning intentions, learning progressions and student success criteria.	Staff will participate in weekly PLC discussions based on student data from common assessments utilizing the CCSD PLC templates. Staff will utilize all CCSD adopted curricular materials, pacing guides, and the master schedule with integrity.
Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	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 2023 as measured by the Panorama survey.		No	Cancel			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	Now (Lessons Learned)	Next (Next Steps)	Need
Monitor District Panorama survey data and intervene accordingly. Increase positive feelings through scheduled SEL mini-lessons from counselors, small groups and individual counseling for students identified through the District Panorama survey. Additional SEL focus areas and ideas shared with staff.	Increase positive feelings experienced by students.	Yes	Cancel	There was a decrease in students requesting to speak with an adult; however, the number of students absent daily continues to be a concern.	When students are in school, they are using the trusted adult online resource. Individual and small group SEL mini-lessons provided students with the support they need. More emphasis on addressing chronic absenteeism is a school-wide need.	Revise Inquiry Area 3 - Connectedness to a goal focusing on chronic absenteeism.
Continue to monitor updated Panorama data. Support student well being by providing interventions for 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.	Students will adopt healthy social-emotional habits which will lead to an increase in positive emotions.	Yes	Cancel	There was a decrease in students requesting to speak with an adult; however, the number of students absent daily continues to be a concern.	When students are in school, they are using the trusted adult online resource. Individual and small group SEL mini-lessons provide students with the support they need. More emphasis on addressing chronic absenteeism is a school-wide need.	Revise Inquiry Area 3 - Connectedness to a goal focusing on chronic absenteeism.