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.
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School Name: Aggie Roberts Elementary

Inquiry Area 1 - Student Success		**Did we achieve our Student Success goal?** *What does our data reveal about our progress toward our goal?*	**Continue, Correct, or Cancel the Goal?** *Should we continue, correct, or cancel this goal in our next SPP? Why?*			
Increase the percent of all students proficient in math from 22.5% (21-22 SY) to 32% and in ELA from 32.9% (21-22) to 40.5% by 2023, as measured by state summative assessments.		No	Continue (and update)			
Improvement Strategies	**Intended Outcomes/Formative Measures**	**Were our improvement strategies successful?** *How successful were we at implementing our improvement strategies?*	**Continue, Correct, or Cancel the Strategy?** *Should we continue, correct, or cancel the associated improvement strategies in our next SPP? Why?*	**Now (Lessons Learned)** *How have our improvement efforts impacted achievement across demographic groups?*	**Next (Next Steps)** *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?*	**Need** *What do we need from others in this room and others outside of this room to be successful in taking action?*
Teachers utilize purposefully planned learning tasks and activities to support overall mastery of the standards.	Increase the percent of students scoring above the 60th percentile in math from 24% (fall) to 28% (winter) to 32% (spring) and in ELA from 30% (fall) to 35% (winter) to 40% (spring) by 2023 as measured by MAP Growth Assessment. Increase the percent of students meeting/exceeding growth projections in math from 48% (fall 2022) to 48.1% (178/370) (winter 2022) to 53.8% (199/370) (spring 2023) and in ELA from 42% (fall 2022) to 45.7% (170/372) (winter 2022) to 51.3% (191/372) (spring 2023) as measured by MAP Growth Assessments. Increase the percent of K-1 students scoring above the 60th percentile in Reading Foundational Skills from 22.4% (fall) to 32% (winter) to 43% (spring) as measured by MAP Growth Assessments.	No	Continue	Students scoring above the 60th percentile on math ELA dropped from the fall to the spring. Students meeting/exceeding growth projections in math & ELA grew slightly from the fall to the spring. K-1 students scoring above the 60th percentile in Reading Foundational Skills grew from fall to spring, but did not meet the goal.	Grade levels will work together in PLC to ensure Tier I instruction is purposefully planned as well as common assessments have been collaboratively planned. Teachers will ensure they are following through with schoolwide and classroom level behavior expectations and consequences which will lead to students on task and engaged.	

Inquiry Area 2 - Adult Learning Culture		**Did we achieve our Adult Learning Culture goal?**	**Continue, Correct, or Cancel the Goal?**			
Increase the percent of classrooms that are implementing schoolwide Tier I expectations from 38% (fall) to 69% (winter) to 100% (spring) as measured by the Tier One Foundation Monitoring Tool.		No	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**
Each admin will conduct two hours of classroom observations daily, providing feedback, and support where necessary.	Classroom observations (formal & informal) and student achievement scores demonstrate that there is consistent Tier I instruction being implemented schoolwide.	Yes	Continue	Feedback needs to occur as a mix of email and conferencing to hold teachers accountable and create action.	"""Admin will provide more specific feedback, tailored to each teacher's individual need. Admin will tier teachers for observations & support from them and the strategists to ensure Tier I structures are in place."""	

Inquiry Area 3 - Connectedness		**Did we achieve our Connectedness goal?**	**Continue, Correct, or Cancel the Goal?**			
Increase the percent of students who feel they can successfully regulate their emotions from 38% (fall) to 43% (winter) to 58% (spring) by 2023 as measured by the Panorama Education Survey.		No	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**
Social-emotional skills are taught within the MTSS framework. Community Circles and restorative practices are embedded in the daily schedule.	Increase the percent of students who feel they can successfully regulate their emotions from 38% (fall) to 43% (winter) to 58% (spring) by 2023 as measured by the Panorama Education Survey.	Yes	Continue	We implemented restorative community circles in all classes and BoysTown skills were introduced monthly. In response to the data, we taught students Stop, Think, Choose as an intervention which successfully lowered student confrontations.	We will fine tune our restorative community circles to be more intentional. Also, we will plan accordingly with the reteaching of BoysTown skills. The Wellness Team will implement small groups for Tier 2 and Tier 3 students.	N/A