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.
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School Name: Gehring Academy

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?*	
1. Increase the percentage of all students projected proficient in math from 83% (spring, 2023) to 90% (spring, 2024) as measured by the MAP assessment. **89% proficient by Winter of 2024. 2. Increase the percent of students in all subgroups who meet their projected growth on the 2024 Spring math MAP. Native Hawaiian/ Pacific Islander 47% (spring MAP) Asian 48% (spring MAP) Multiracial 52% (spring MAP) Caucasian 53% (spring MAP) African American 54% (spring MAP) Hispanic 59% (spring MAP) American Indian/ Alaskan 75% (spring MAP) 3. Increase projected proficiency and growth in 4th grade math Projected Proficiency Spring MAP 75% Met Projected Growth Spring MAP 35% 4. Increase the percentage of all students proficient in reading from 84.9% (spring, 2023) to 87% (spring, 2024) as measured by the MAP assessment. 5. Increase the percent of students in all subgroups who meet their projected growth in reading on the 2024 Spring MAP. African American 47% (spring MAP) American Indian/ Alaskan 50% (spring MAP) Caucasian 52% (spring MAP) Hispanic 56% (spring MAP) Asian 59% (spring MAP) Multiracial 59% (spring MAP) Native Hawaiian/ Pacific Islander 60% (spring MAP) 6. Increase the percent of EL students proficient in reading from 68.65% to 71% on the WIDA assessment. 7. Decrease the overall proficiency gap among Asians and all other subgroups by 6% points	Yes	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?*	**Now (Lessons Learned)** *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?*	**Next (Next Steps)** *What can we do right away to put our Lessons Learned into practice?*	**Need** *What do we need to be successful in taking action?*
Provide consistent Tier I instruction aligned to standards and Tier II interventions and enrichment based on students' needs.	Increase the percentage of students meeting projected growth in math from 57% to 65% as measured by MAP assessments and increase the projected CRT proficiency from 66.5% to 70%.	Yes	Continue	Our strategic use of intervention strategies impacted our student achievement. Our small groups with CTTs assisted students with Tier II and III needs. Additional small group work in the classroom and continuous monitoring of data helped us to make informed decisions on where we needed to focus. We learned that incorporating PBL across academic areas affected students' academic growth. We are decreasing the opportunity gap between demographic groups.	We will continue to monitor data and make adjustments to instruction and intervention to ensure students are making their growth. We will continue to use our CTTs for intervention. We will focus on all underperforming students, those who are not proficient, not just the ones in the lowest percentiles.	We need to continue to provide time for teachers to analyze data and have conversations about incorporating best instructional practices to improve the performance of our lowest-performing students. We need to ensure that evidence-based Tier 1 materials are being utilzed.
Provide consistent Tier I instruction aligned to standards and Tier II interventions and enrichment based on students' needs.	Increase the overall % of students proficient in reading from 74.9% (2022) to 80% (2024) as measured by state summative assessments.	Yes	Continue	Our strategic use of intervention strategies impacted our student achievement. Our small groups with CTTs assisted students with Tier II and III needs. Additional small group work in the classroom and continuous monitoring of data helped us to make informed decisions on where we needed to focus. We learned that incorporating PBL across academic areas affected students' academic growth. We are decreasing the opportunity gap between demographic groups.	We will continue to monitor data and make adjustments to instruction and intervention to ensure students are making their growth. We will continue to use our CTTs for intervention. We will focus on all underperforming students, those who are not proficient, not just the ones in the lowest percentiles.	We need to continue to provide time for teachers to analyze data and to have conversations to incorporate best instructional practices to bring up our lowest performing students. We need to ensure that evidence-based Tier 1 materials are being utilzed.

Inquiry Area 2 - Adult Learning Culture	**Did we achieve our Adult Learning Culture goal?**	**Continue, Correct, or Cancel the Goal?**	

Increase teacher and student knowledge of DOK levels in each content area to ensure high quality teaching. Increase the percent of lesson plans that consistently include school-wide expectations (learning intentions, success criteria, student friendly targets, components of an effective lesson, Kagan structures, assessment (formative and summative), differentiated reading/flexible grouping, project-based learning) from 66.6% (fall) to 80% (winter) to 100% (spring) as measured by weekly lesson plan review. Increase the number of staff members proficient in Kagan structures from 65.8% (fall) to 70% (winter) to 80% (spring) as measured by lesson plan review and classroom observations.		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**
Teachers will engage in regular professional development and Professional Learning Communities (PLCs) following the Teaching and Learning Cycle expectations to plan instruction aligned to standards.	Staff will use all programs consistently in alignment with school-wide expectations. Staff will increase knowledge on effective, high quality Tier 1 instruction and standards. Staff will have time to review data during data days and PLC's (after Fall and Winter MAP assessments) to assist in modifying units of instruction for students.	Yes	Continue	Teachers at Gehring all participated in weekly planning meetings, PLC meetings, and data days after MAP testing windows to strategically plan for upcoming lessons based on the available data. The school followed through with expectations for effective instruction, which included components of an effective lesson and Kagan engagement strategies.	We will continue to provide directives for school instruction and lesson plan expectations. The admin will be more present in the upcoming school year to observe and participate in the teaching and learning cycle and subsequently provide feedback to teachers to improve instruction further.	We need to create a schedule that allows teachers to plan, PLC, and have specific time to analyze data. The admin team must calibrate instructional walks to ensure fair and equitable observational data.
Inquiry Area 3 - Connectedness		**Did we achieve our Connectedness goal?**	**Continue, Correct, or Cancel the Goal?**			
Decrease the number of staff who are absent on a daily basis from an average of 2.58 per day in 2023 to an average of 1.29 in 2024. Decrease the number of students chronically absent from 20% in 2022 to 10% in 2024 as measured by the NSPF.		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**
Provide families with regular communication regarding student attendance and recognition efforts.	Improve communication with parents	Yes	Continue	The teachers greatly impacted student attendance by communicating with parents and ensuring they provided engaging instruction that made them want to be at school. Our magnet coordinator also worked with parents while following the magnet policies for attendance to communicate the need for students to be in school. We far exceeded our goal and had only around a 6% chronic absenteeism rate. All demographic areas decreased their absences rates.	We will continue our strategies to impact student attendance; however, we need to adjust this goal and focus on another area of student connectedness. While we did not meet our licensed staff attendance goal, realistically, with a licensed staff of over 35 people, we are always going to have a minimum of 1 or 2 staff members absent each day. We have built our bank of available subs, which should provide us with consistency when teachers are absent.	We need to adjust our goal to a different area due to the fact that we have exceeded the attendance goals.
	Improve attendance for staff and students	Yes	Continue	The teachers greatly impacted student attendance by communicating with parents and ensuring they provided engaging instruction that made them want to be at school. Our magnet coordinator also worked with parents while following the magnet policies for attendance to communicate the need for students to be in school. We far exceeded our goal and had only around a 6% chronic absenteeism rate.	We will continue our strategies to impact student attendance; however, we need to adjust this goal and focus on another area of student connectedness. While we did not meet our licensed staff attendance goal, realistically, with a licensed staff of over 35 people, we are always going to have a minimum of 1 or 2 staff members absent each day. We have built our bank of available subs, which should provide us with consistency when teachers are absent.	We need to adjust our goal to a different area due to the fact that we have exceeded the attendance goals.