Act 3 - Reviewing Our Journey

[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: Roger D. Gehring Academy of Science and Technology

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. Math: Increase the percentage of all students who are projected proficient in math from 81% (spring 2024) to 82% (spring 2025) as measured by the MAP assessment, where proficiency is deemed by a student being in the 61st percentile or higher. 2. ELA: Increase the percentage of all students' reading proficiency from 74% (spring 2024) to 78% (spring 2025) as measured by the MAP assessment, where a student is deemed proficient when scoring in the 61st percentile or higher.		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?*
Math: Strategy: Provide consistent Tier I instruction aligned to standards and Tier II interventions and enrichment based on students' needs. Improvement 2. ELA: Improvement Strategy: Provide consistent Tier I instruction aligned to standards and Tier II interventions and enrichment based on students' needs.	Math: 2023-24 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%. 2024-25 ncrease the percentage of students being proficient in math from 74.1% (2023) to 77% (2025) as measured by state summative assessments. ELA: Intended Outcomes: Increase the overall % of students proficient in reading from 74.9% (2022) to 80% (2024) as measured by state summative assessments. 2024-25 Increase the overall % of students proficient in reading from 81% (2023) to 83% (2025) as measured by state summative assessments.	Yes	Continue	Improvement strategies were successful with Tier I instructuon because all teachers provided all students exposure to Tier I instruction following the scaffolding Gradual Release Model. Teacher pacing and student engagement led to effective exposure to Tier one content and correctated with goal scores for achievement. Improvement strategies for Tier II instruction were not as effective. In review of student performance data, lesson plan data, and PLC data, we have identified a need to improve Tier II support which enhances learning opportunities for all students in a differentiated format, such as acceleration and/or intervention. We met our math MAP goal, but did not quite meet our reading goal. We will keep our reading goal for 2025-26 and up our math goal for the upcoming year. Our student achievement across demographic areas is continuing to be consistent.	We need to provide time for teachers to review data effectively and subsequently plan for instruction after each round of MAP testing. We need to provide time and subs for teachers to go and see master ELA and math teachers and further collaborate on differentiation strateiges to improve Tier II support. Administration and Strategists will continue to work on effective instructional planning within the teaching and learning cycle. Data days will be provided for teachers to deep dive into our data.	A schedule for MAP data analysis. Admin to support the MAP data analysis and review of lesson plans to ensure deficits amd growth are strategically targeted.

Inquiry Area 2 - Adult Learning Culture		**Did we achieve our Adult Learning Culture goal?**	**Continue, Correct, or Cancel the Goal?**			
To ensure alignment of Learning Intentions and Success Criteria to standards through PLC collaboration and to increase the interactions with Learning Intentions and Success Criteria from 30% of observations to 70% where Learning Intentions & Success Criteria incorporate higher levels of DOK.		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**
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 of effective, high-quality Tier 1 instruction and standards. Staff will have time to review data during data days and PLCs (after Fall and Winter MAP assessments) to assist in modifying units of instruction for students.	Yes	Continue	The data days did not work as planned. Scheduling issues did not enable the admin, strategist team, and grade level teams to collaborate on the scheduled data days. Staff were disconnected in the expectations. We have a different plan of action for data days next year where the teams will be able to collaborate with an improved plan to dig deep into our data. Teachers who received professional development from a clinician about differentiation and DOK have slowly started to incorporate new differentiaton methods into instruction.	Admin need to continue to follow up on lesson plans to ensure that differentiation is being incorporated into instruction. Additional admin presence in classrooms is needed to ensure that learning intentions and success criteria are being strategically referred to. Admin will regularly visit classrooms and record data in FocusED. Admin will use data from FocusED to present visible evidence and to guide converstations on the presence and effectivness of referring to learning intentions and success criteria in correlation with Tier I instruction.	PL on learning intentions and success criteria. Add to weekly agendas with continual reminders in grade level meetings on LI and SC usage during instuction.

Inquiry Area 3 - Connectedness		**Did we achieve our Connectedness goal?**	**Continue, Correct, or Cancel the Goal?**			
To decrease the percentage of students who say bullying is a problem at this school from 33.68% to 25%, as documented in the CCSD Winter survey to students. Students will be able to apply the conflict/resolution skills taught in counselor lessons and reinforced by school staff while on campus.		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**

Provide families with regular communication regarding student attendance and recognition efforts. To provide families with regular communication regarding student attendance, SEL, and recognition efforts (2024-25) To provide teachers with resources to impact students' SEL.	Intended Outcomes (2024-25): Improve community relationships Improve student-to-student relationships Improve staff morale Continue to improve communication with parents Improve staff knowledge of conflict/resolution strategies taught to students	Yes	Continue	We need to plan for SEL and teach explicitly about SEL in addition to the academic instruction we provide to students. It is evident students do not possess adequate communication skills when faced with a conflict/resolution situation.	Incorporate SEL lessons into the school day. We will provide a schedule to teachers of what needs to be taught and provide professional development for best SEL practices in the classrooms. The school counselor with work directly with teachers to ensure SEL lessons are consistent and follow the school-wide implementation plan. We have purchased a program, Character Strong, for us to utilize in K-5 classrooms. We will incorporate mini teambuilder and classbuilder activities into our morning announcements.	Time for ongoing SEL professional development. A schedule for SEL. Admin follow up and observation of the SEL lessons.