

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. ↓						
School Name: Robert L. Forbuss Elementary						
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?</i>			
Increase the percent of proficient students (above the 60th percentile) in reading from 40% to 50% as measured by the spring 2025 MAP assessment. Increase the percent of proficient students in math (above the 60th percentile) from 50% to 57% as measured by the spring 2025 MAP assessment. As of January 2025, we are increasing our reading goal from 50% to 55% to reflect our on track progress towards the goal.		No	Correct			
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 SPP?</i>	Now (Lessons Learned) <i>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?</i>	Next (Next Steps) <i>What can we do right away to put our Lessons Learned into practice?</i>	Need <i>What do we need to be successful in taking action?</i>
Teachers will consistently utilize Tier 1 materials and provide differentiated Tier 1 instruction by the use of PLC process of unwrapping standards, creating rigorous tasks and assessments that are aligned to the standards, classroom walkthroughs and feedback sessions.	Teachers will provide differentiated, Tier 1 instruction with scaffolded supports and standards-aligned tasks to increase reading proficiency from 40% to 50% and math proficiency from 50% to 57% as measured by the Spring 2025 MAP assessment. As of January 2025, we are increasing our reading goal from 50% to 55% to reflect our on track progress towards the goal.	No	Correct	As a school, we have learned that teachers have consistently utilized Tier 1 instructional materials. The professional learning opportunities that have been presented by Forbuss staff and CCSD/curriculum staff have been effective as evidenced through teacher feedback, classroom walkthroughs, observations, and multiple data points, including MAP & iReady. However, our PLC process needs modifying. We need to set clear expectations for analyzing data, responding to the data, and then using that data to plan for ongoing instruction. Our improvement efforts showed an increase in student growth from Fall to Winter, but not from Winter to Spring, specifically in reading for all grade levels.	We will continue to provide professional learning sessions on Tier 1 instructional practices delivered by staff members and CCSD department staff. We will also continue with our instructional rounds plan and observation and coaching cycles.	We need to plan expectations for our schoolwide PLCs. We will plan to do this with our instructional leadership team. We also need to develop professional learning and observations/classroom walkthroughs focused on differentiated instruction during Tier 1 instruction. We need to utilize performance tasks from the Tier 1 curriculum monthly and center our SLGs for each grade level around ELA tasks with multiple and varied writing opportunities.
Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?			
By May 2025, 100% of teachers will participate in professional learning focused on Tier 1 differentiated instruction, effective scaffolding, DOK levels, and rigorous task alignment, as well as engage in meaningful PLCs focused on the planning and analyzing component of the teaching and learning cycle as measured by professional development day agendas and sign-ins and PLC agendas and data collection tool (i.e. Google form and/or PLC Look For 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
Teachers will attend weekly PLC meetings where they unwrap standards, align rigorous tasks, analyze formative and summative data that drives differentiated instructional practices. Admin and Lead Team members will review evidence from walkthrough and classroom observation data to continuously plan for targeted professional learning.	Every educator is developing their skills surrounding differentiated instruction, rigorous task alignment, DOK levels through professional learning opportunities and the PLC process to maximize student achievement.	Yes	Correct	We have learned that our lead team and grade level instructional rounds are effective in driving our action plan(s) for what Forbuss needs the most to show growth and achievement. Reviewing observation data and planning targeted PL was successful.	We will continue with our instructional walkthroughs to use classroom observation data to drive our decision making. We will continue to have our teachers deliver tailored professional learning opportunities to observe in other classrooms, and use PLCs for purposeful planning.	We need to modify our PLC process and expectations. We also need to consistently provide teachers with feedback opportunities.
Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
Decrease chronic absenteeism from 22% to 17% as measured by FocusEd.		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

Develop school incentives and recognition for student attendance.	Increase daily student attendance to decrease chronic absenteeism.	No	Continue	We learned that our check in/out system was motivational for parents and students. We also learned that utilizing TPOP is an effective attendance intervention.	We will begin our attendance policy (with incentives, check-in, etc.) from the first week of the school year. We will continue with everything we have put into place.	We need to form an attendance committee that meets to analyze data and trends weekly. This team will be responsible for ensuring the teachers and making parent contact, and there will be a designated person making parent phone calls. We also need to plan for parent meetings at the beginning of the year (particularly with kindergarten) to discuss the importance of daily attendance. We also need a schoolwide incentive.