

Act 3 - Reviewing Our Journey

Directions and Resources for Act 3

****Only type in the yellow cells.****

Status Tracker Directions:

- 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**.
- 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: Daniel Goldfarb ES

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 percentage of all students scoring above the 40th percentile in Math from 46 (Spring 2023) to 49% in (Winter 2024) to 51% (Spring 2025)			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 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>
Implement a consistent curriculum for the fourth year in a row, use common vocabulary/CUBES math problem solving strategy, refer to the 8 Mathematical Practices consistently, provide students with manipulatives, conduct small groups, and get parents involved on how they can help their child at home.	Students will build skills in operations and algebraic thinking and numbers and operations based on MAP Growth Assessment.	Yes	Continue	<ul style="list-style-type: none"> - The percentage of students scoring above the 40th percentile in Math as measured by MAP Growth is 60% in Winter 2025 and 68% in Spring 2025. We surpassed our goal of 51% by 17%. - Administrators utilize the enVision Look For in observing Math instruction, then provide feedback and expectations for action steps. - Teachers continue to provide students an opportunity to utilize appropriate tools in solving word problems, model Mathematics with different representations, and utilizing CUBES strategy in solving word problems. - Grade Level teams decide during PLC how to target conceptual understanding and procedural fluency. - Family Engagement activities by grade level were done to help parents with how they can help their children at home. PreK-5th grade levels completed their family engagement events. 	<ul style="list-style-type: none"> - Teachers will continue to provide students an opportunity to utilize appropriate tools in solving word problems, model Mathematics with different representations, and utilizing CUBES strategy in solving word problems. - Grade Level teams will continue to discuss during PLC how to target conceptual understanding and procedural fluency. - Students will engage in goal-setting conferences and track their own data using "ROAR" notebook. 	<ul style="list-style-type: none"> - enVision Look For - Coaching/Observations tracker - Easier access of manipulatives - CUBES Poster - Math Fluency Action Plan - Family Engagement Action Plan - ROAR Notebooks
Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?			
By the end of the school year 2025, all grade level teams will collaborate during Professional Learning Community using the Goldfarb ES PLC Protocol of unwrapping standard, designing assessments, analyzing data, and determining next action steps for 5 "hard to teach, hard to learn" Math standards.		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
Provide teachers with a PLC meeting structure and support in order to unwrap standards while using various data to improve instruction.	Teachers will have 5 cycles of unwrapping standards, reviewing data and adjusting instruction. Specifically, they will unwrap a standard, give pre-assessment, analyze data using simple form, set goals, individually and collaboratively plan, implement strategies/interventions, monitor, assess, and adjust practices. Student outcomes will improve significantly.	Yes	Continue	<ul style="list-style-type: none"> - Grade level teams identified their 5 "hard to teach, hard to learn" Math standards. - Administrators utilize the PLC Observation Tool to monitor, evaluate, and provide feedback on the implementation of PLC. - All grade level teams have engaged in referencing the teacher clarity guide, designing assessments, discussing framework of initial planning, analyzing pretest, collaborating on instructional delivery, and analyzing post assessment and responding to instruction. - All grade level teams discuss during PLC how they can improve student engagement to 100% during instructional delivery using Kagan structures and/or cooperative learning and Accountable Talk integration, and utilizing CUBES strategy and manipulatives. 	<ul style="list-style-type: none"> - Grade Level Teams will continue to engage in a cycle of unwrapping standards, reviewing data, and adjusting instruction of their "hard to teach, hard to learn" Math standards. - Administrators will continue to utilize the PLC Observation Tool to provide feedback on the implementation of PLC. - Grade level teams need to discuss the DOK level of the components of their lesson during PLC to ensure that the lesson flow moves from surface learning to deeper learning. - Administration will modify the PLC template to include discussion of identifying and adding DOK Level 2 to 4 tasks in each lesson. 	<ul style="list-style-type: none"> - Goldfarb ES PLC Template - Teacher Clarity Guide - Annotated Lesson Plans - Prep Buyout
Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
Decrease the percentage of students who are chronically absent from 31.3% in the school year 2023- 2024 to 26.3% in the school year 2024-2025.		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
<p>Establish a schoolwide system including attendance, behavior, and acknowledgement matrices to motivate students to come to school regularly.</p>	<p>Daily average student attendance will increase.</p>	<p>Yes</p>	<p>Continue</p>	<ul style="list-style-type: none"> - Chronic Absenteeism data at the end of the school year is 24.7%. We met our goal. - House System was launched schoolwide. - Attendance, behavior and acknowledgement matrices are being followed schoolwide. - Administrators conducted a family meeting during Meet and Greet to discuss attendance, behavior, and student achievement. - Required parent conferences are ongoing with parents whose children have incurred 5 absences or more to identify needed supports and create an attendance contract. - Atten Dance Party and Perfect Attendance Certificates during Semester Awards Assembly were organized to celebrate students with perfect attendance, no tardies, no early check outs. - Counselor and Communities in Schools are engaged in home visits. 	<ul style="list-style-type: none"> - Counselor and Communities in Schools Coordinator will continue to do home visits. - Monthly perfect attendance reward - House Winner Party - Administration will continue to conduct attendance conferences with parents. - Implement a "PAWS (Positive Action with Students) System" where students who need intensive support in terms of social-emotional aspects will have a "go to" staff to support them. 	<ul style="list-style-type: none"> - Attendance Certificates - Attendance Contract - Goldie Golds - Materials for the house winner party - "Buddy System" Protocol