

Act 3 - Reviewing Our Journey

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

Directions and Resources for Act 3

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 percent of all students scoring above the 40th percentile in math from 43% in (Spring 2023) to 48% in (Winter 2023) to 53% (Spring 2024).		Yes	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>
Implementing a consistent curriculum for the third year in a row, using common vocabulary/CUBES math problem solving strategy, refer to the 8 Mathematical Practices consistently, providing students with manipulatives, conducting 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"> <li>- Goldfarb ES MAP Growth results demonstrate 57th percentile rank in achievement growth in Math and 52nd percentile rank in ELA from fall to spring. Sixty-three percent (63%) of our students scored above the 40th percentile in Math. We have met our SPP goal of 53% of our students scoring above the 40th percentile. Sixty-two percent (62%) of our students scored above the 40th percentile in ELA.</li> <li>- Admin Team utilized the Tier 1 Instruction Monitoring tool to monitor the implementation of enVision Mathematics, CUBES, 8 Mathematical Practices, manipulatives, differentiated instruction, Kagan Structures, Accountable Talk, and SBAC Inquiry.</li> <li>- RBG3 strategist provided a professional learning on MAP Growth goal setting conferences.</li> <li>- All students engaged in MAP Growth goal setting conferences with their teachers.</li> <li>- After-school tutoring began in September.</li> <li>- Admin and strategists continued classroom walkthroughs and coaching conversations with identified staff.</li> </ul>	<ul style="list-style-type: none"> <li>- Admin Team will continue to utilize the Tier 1 Instruction Monitoring Tool monthly to ensure that tier 1 instruction is strengthened.</li> <li>- Admin Team and strategists will continue to engage in classroom walkthroughs to monitor the utilization of CUBES, Accountable Talk, Kagan Structures, and higher DOK tasks throughout the school year.</li> <li>- Strategists will utilize the Classroom Observation/Coaching Tracker to identify key levers, opportunities for improvement, coaching plan with time frame, and results.</li> <li>- Principal will purchase a manipulatives shelf and bins for each classroom to ensure that students will have easier access for manipulatives to use tools precisely in solving word problems.</li> <li>- Grade level teams will plan and implement a consistent performance task practice for every lesson.</li> <li>- Supervisors will continue to engage in coaching conversations with identified staff.</li> <li>- Administrators will monitor the usage of Exact Path and ST Math monthly.</li> <li>- After-school tutoring will continue.</li> <li>- Family Engagement events will be implemented by each grade level.</li> <li>- Admin and strategists will plan and schedule instructional rounds.</li> <li>- Students will engage in goal-setting conferences prior to MAP Growth assessment.</li> <li>- Celebrate wins in MAP Growth, SBAC, and WIDA.</li> </ul>	<ul style="list-style-type: none"> <li>- CCSD Tier 1 Instruction Monitoring Tool in Focal Point</li> <li>- EvaluWise</li> <li>- Instructional Rounds logistics: schedule, identify participants, debriefing template, look fors template</li> <li>- Observation/Coaching Tracker</li> <li>- MAP Growth Quadrant</li> <li>- MAP Growth Goal Setting form</li> <li>- Annotated Lesson Plans</li> <li>- ST Math</li> <li>- Exact Path</li> </ul>
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, all teachers will show evidence of unwrapping critical standards by providing documentation on the CCSD simple format (minimum of three standards unwrapped during the 23-24 school year).		Yes	Correct			
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 3 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	Correct	<ul style="list-style-type: none"> <li>- Goldfarb ES MAP Growth results demonstrate 57th percentile rank in achievement growth in Math and 52nd percentile rank in ELA from fall to spring. Sixty-two percent (62%) of our students scored above the 40th percentile in Math. We have met our SPP goal of 53% of our students scoring above the 40th percentile. Sixty-one percent (61%) of our students scored above the 40th percentile in ELA .</li> <li>- All grade levels have already engaged in a full-cycle of PLC of their 3 selected standards: unwrapping standards, identifying learning intentions and success criteria, determining learning progression, designing formative and common summative assessments, analyzing data, and planning for next action steps to respond to data for both intervention and enrichment.</li> <li>- Teachers present and revisit the learning intentions and success criteria during instruction but implementation lacks deeper discussion on why the learning is important and how it is applicable to real-life.</li> <li>- Admin Team provided feedback on PLC implementation using the CCSD PLC Observation Tool.</li> <li>- Admin Team utilized the Tier 1 Instruction Monitoring Tool monthly.</li> <li>- Accountable Talk posters are posted in each classroom but not all teachers utilized them during classroom discussions in every lesson daily.</li> <li>- Kagan Structures professional learning for teachers to learn more strategies to engage students in meaning-making through productive discourse and increase student participation/engagement to 100% was provided last October 9, 2023 but not all teachers utilize Kagan Structures in every lesson daily.</li> <li>- Grade level teams utilized the teacher clarity guide during PLC discussions to unwrap standards.</li> </ul>	<ul style="list-style-type: none"> <li>- All grade level teams will choose 5 Math "hard to teach, hard to learn" standards to do a full-cycle of PLC for the whole school year.</li> <li>- Grade Level Teams will utilize the new PLC Format and follow the 6-week timeframe of implementing PLC for each selected Math standard.</li> <li>- Grade level teams will utilize the Teacher Clarity Guide to guide their discussion in unwrapping standards, annotate enVision lesson plans to improve instructional delivery integrating Kagan structures and higher DOK tasks.</li> <li>- Teachers need to provide students opportunities to reflect and assess their own learning against the success criteria where students explain the "why" of a lesson and discuss learning outcomes.</li> <li>- Admin Team will continue to provide feedback on PLC implementation using the CCSD PLC Observation Tool.</li> <li>- Admin Team will continue to utilize the Tier 1 Instruction Monitoring Tool monthly.</li> </ul>	<ul style="list-style-type: none"> <li>- New PLC Template</li> <li>- CCSD PLC Observation Tool</li> <li>- CCSD Tier 1 Monitoring Tool</li> <li>- Prep Buy out</li> <li>- Extra Duty Pay</li> <li>- Assessments</li> <li>- Teacher Clarity Guide/Curriculum Hub</li> </ul>
<b>Inquiry Area 3 - Connectedness</b>		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
Decrease the percent of students who agree or strongly agree that there are some things they are not capable of learning from 26.19% to 21.19% by December 2023 as measured by the CCSD District Wide survey.		Yes	Cancel			
<b>Improvement Strategies</b>	<b>Intended Outcomes/Formative Measures</b>	<b>Were our improvement strategies successful?</b>	<b>Continue, Correct, or Cancel the Strategy?</b>	<b>Now (Lessons Learned)</b>	<b>Next (Next Steps)</b>	<b>Need</b>
Provide opportunities for students to reflect on their learning attitudes.	Students will believe "I haven't learned it yet," or "I can't yet," instead of "I can't."	Yes	Cancel	<ul style="list-style-type: none"> <li>- CCSD Survey shows that 22.16% agree that there are some things they are not capable of learning and 16.95% of students agree that they are not naturally smart in a subject and that they will never do well in it.</li> <li>- Monthly counseling lessons and small group SEL instruction significantly help our students with their social-emotional needs.</li> </ul>	<ul style="list-style-type: none"> <li>- House System and PBIS will be implemented to be preventative with attendance, behavior, and family engagement concerns.</li> <li>- Attendance Matrix will be revised and implemented strictly.</li> <li>- PBIS Components will be created and implemented.</li> <li>- 15-minutes ROAR building instruction will be implemented daily.</li> </ul>	<ul style="list-style-type: none"> <li>- House Systems (ROAR - Respect, Overcome, Achieve, Radiate)</li> <li>- ROAR Lessons</li> <li>- Attendance Matrix</li> <li>- Behavior Matrix</li> <li>- Acknowledgement Matrix</li> <li>- ROAR Behavior Expectations</li> <li>- Goldie Gold Reward System</li> <li>- Attendance and Behavior Data</li> </ul>