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: Cortez Elementary

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?*			
Increase the percentage of all students projected to be proficient in mathematics from 30.1% (2024) to 40% by 2025, as measured by MAP growth assessments. Increase the percentage of all students projected to be proficient in ELA from 27% (2024) to 40% by 2025, as measured by MAP Growth assessments.		No	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?*
Implement enVision mathematics instruction consistently across the school, aligned with the district pacing. Continue to implement newly adopted HMH literacy curriculum across the school, aligned with the district pacing.	Increase the percent of students scoring above the 61st percentile in math from 22% (Fall) to 30% (Winter) to 40% (Spring) by the end of the 2024-2025 school year, as measured by MAP Growth Assessment. Increase the percent of students scoring above the 61st percentile in ELA from 23% (Fall) to 31% (Winter) to 40% (Spring) by the end of the 2024-2025 school year, as measured by MAP Growth Assessment.	No	Correct	According to Spring MAP data, students scoring above the 61st percentile in math(35%) and students scoring above the 61st percentile in ELA (22%). We attribute this lack of growth to inconsistent instructional rounds, limited look fors support from strategists, lack of sufficient focus on targeted skills during small group instruction.	Continue to implementenVisions and HMH curriculums across the school and aligned to district pacing. Additionally, provide more targeted structure for small group instruction, integrate instruction rounds including vertical alignment, and focus on power standards	Flexibility in strategists' schedule to both support small groups of students and provide targeted support for teachers. Admin should be involved in the coaching cycle with teachers throughout the school year.

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 2024-2025 school year, 100% of K-5 staff delivering ELA instruction will utilize the HMH curriculum with fidelity, implementing research-based strategies and data-driven decision making during both whole group and small group instruction.		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**
Attend multiple professional learning sessions regarding implementation of the HMH curriculum specifically to support high quality small group instruction. Collaborate with colleagues regarding best practices and improvement strategies.	Increased student achievement in ELA through data-driven decisions and in depth knowledge of the standards and HMH curriculum to provide strong Tier 1 instruction, in whole group and small group settings, as well as targeted interventions and supports.	No	Correct	Teachers are familiar with HMH components, PL has boosted their depth of knowledge of the curriculum, teachers have mastered the breakdown and timing of the lesson, teachers continue to work on providing high quality small group instruction	Increase student engagement through discourse structures and enrichment activities such as project based learning. Use formative assessments to determine areas of need and instruction for small group.	Collaborative time during PLC to plan activities and strategies based on formative data.

Inquiry Area 3 - Connectedness		**Did we achieve our Connectedness goal?**	**Continue, Correct, or Cancel the Goal?**			
Increase the percent of students who reported knowing ways to calm themselves down on the Nevada School Climate Survey from 68% (2024) to 75% by (2025). Increase the percentage of students able to regulate emotions from 40% on the Spring 2024 Panorama survey to align with the district average of 42% on the Spring 2025 Panorama survey.		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**
Continue to implement a school wide SEL curriculum and PBIS structure, supported by our counselors, CIS, and BoysTown representative. Classroom teachers will engage in daily SEL focused morning meetings to foster community and connectedness.	Increase positive feelings and empathy experienced by students, and to decrease the number of counselor referrals.	Yes	Continue	According to varied data sources (observational, teacher feedback, counselor referrals,ODR frequency), students improvement strategies increased positive feelings and empathy experienced by students. However, our NSCS data does not reflect the same level of growth.	Continue with improvement strategies currently in place and build on them to emphasize social skill development and relationship building through community partner and community circles based on student need.	We need to continue to integrate teachers and staff into the PBIS structure/restorative practices to promote conflict resolution for small problems within the classroom. This will help us continue to decrease our counselor referrals and continue to promote positive teacher/students relationships. Continue community partnerships to provide targeted support for at-risk students.New goal via Panorama with updated language from new questions - When you are working on something that matters to you and there are distractions, how focused can you stay?
