

Act 3 - Reviewing Our Journey

Directions and Resources for Act 3

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: Sheila Tarr Academy of International Studies

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 proficient in mathematics from 55.3% in 2023-2024 to 58% by 2024-2025, as measured by SBAC.		Yes	Cancel			
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>
Provide students high quality Tier 1 instruction in math using the enVision math curriculum so that tasks are aligned to standards and assessments aligned to standards.	Students will have access to rigorous Tier I instruction that aligns to the standards with assessments aligned to the standards, thereby increasing student outcomes.	Yes	Cancel	Based on the MAP data, students in all grade levels improved math scores from fall to spring at the 61st percentile. Using Focal point as a math observational tool, 80% of math the observations were using Tier 1 instructional materials from enVisionMath.	Administration can continue to monitor math instruction and the use of the Tier 1 instructional materials from enVision Math. Teacher collaboration and PLC discussions around math have supported the growth.	Grade level teams need to continue to have PLC discussions around lessons provided to students using Tier 1 instructional materials from enVisionMath. A continued focus should be around the assessments used to ensure they meet the rigor of the standard.
Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?			
During the 2024-2025 school year, increase students' understanding of skills and concepts through the use of varied grouping strategies and individual support to meet students' needs by utilizing all the components of the enVisionMath program by following a school plan outlining the components to focus on throughout the school year, as measured by PLC meeting observations and Tier I Monitoring Tool classroom walkthroughs.		Yes	Cancel			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	Now (Lessons Learned)	Next (Next Steps)	Need
All grade levels will actively participate in weekly PLCs such that the task is aligned to standard, learning intentions/success criteria are identified, critical components of the lesson are identified to support differentiation and the assessment is aligned to the standard.	Teachers will provide high quality Tier I instruction with tasks aligned to the NVACS.	Yes	Cancel	Based on the MAP data, students in all grade levels improved math scores from fall to spring at the 61st percentile. Using Focal point as a math observation instruction was differentiated to best assist students with understanding skills and concepts through the use of varied grouping strategies and individual support to meet students' needs.	PLCs around math should continue so that teachers are reminded of the full intent of the standard which includes the learning intentions and success criteria. Based on the professional learning that took place, teachers must continue to utilize their learning to enhance the learning of students and ensure that lessons are differentiated to meet the needs of all students.	Grade level teams need to continue to have PLC discussions around math lessons to ensure that students will be taught the standards in their entirety and that the assessment of the standard meets expectations.
Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
Increase the number of opportunities students have to show their understanding of what they are learning, why they are learning it and how they will know if they have learned it from 50% during the 2023-24 school year to 60% in December 2024 and 75% in May 2025 as measured by observations through Focal Point.		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
Students will use strategies and opportunities provided by the teacher to show their understanding of what they are learning, why they are learning it and how they will know if they have learned it.	Students will use metacognitive strategies to show understanding of what they are learning, why they are learning it and how they will know if they have learned it.	Yes	Continue	Based on Focal Point observational data, the teacher and students interacted with the learning intention 43.5% of the time and 41.5% of the time with the success criteria. Classroom teachers need to increase their use of learning intentions and success criteria to ensure that students	Administration must continue to expect staff to use and interact with the learning intentions and success criteria. As teachers interact with these, it will be imperative that students are also interacting with them and being reflective about their own learning.	More frequent observations of lessons should occur to ensure teachers are in compliance with the expectations set by administration.