

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.

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School Name: Sunrise Mountain High School

Inquiry Area 1 - Student Success		Did we achieve our Student Success goal? <div>What does our data reveal about our progress toward our goal?</div>	Continue, Correct, or Cancel the Goal? <div>Should we continue, correct, or cancel this goal in our next SPP?</div>			
Increase the percentage of all students scoring at or above the 41st percentile in Reading from 33% (Spring 2024) to 35% (Winter 2024) and to 37% (Spring 2025), as measured by MAP Growth Assessments.		Yes	Continue (and update)			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful? <div>How successful were we at implementing our improvement strategies?</div>	Continue, Correct, or Cancel the Strategy? <div>Should we continue, correct, or cancel the associated improvement strategies in our next SPP?</div>	Now (Lessons Learned) <div>Why were our improvement strategies successful or unsuccessful?<div>What have we learned about ourselves and our school through this goal and these improvement strategies?<div>How have our improvement efforts impacted achievement across demographic groups?</div></div></div>	Next (Next Steps) <div>What can we do right away to put our Lessons Learned into practice?</div>	Need <div>What do we need to be successful in taking action?</div>
Professional development on interpreting assessment data and connecting that data to the District's Tier 1 and Tier 2 Instructional Materials/Strategies and computer-based intervention programs such as Exact Path, including by not limited to, during PLC planning time. Ensuring that teachers post the learning intentions and success criteria daily in their classrooms and that students understand them.	Teachers can use assessment data to target interventions for students and promote growth in their foundational skills for Tier 2 instruction utilizing Tier I instructional materials and resources.	Yes	Continue	Weutilized the process of using select data to drive conversations for instructional strategies within departments. The data provided opportunities for teachers to reflect on current needs of students. Selected data can be used and shared more regularly.	Administration, teacher leaders and teachers can continue to expand their knowledge of data sources. Develop a plan for using data in PLC conversations across all departments, ensuring the data is directly connected to Tier I instructional materials.	Develop a clear implementation plan that includes the necessary resources to support teachers in discussing and selecting effective instructional strategies. Create a professional development plan that supports the needs of the teachers and strategists.
Articulation with grade-level bands and also feeder middle schools and elementary schools to discuss data and promote student achievement at all levels.	Over time, discussions between teachers at lower levels can promote a focus on building foundational skills before students enter high school	Yes	Continue	The grade level meeting at the high school, along with department meetings that were held, proved beneficial in fostering discussion and clarifying expectations moving forward.	Meet with feeder schools to identify availability and establish shared goals for grade-level articulation.	Identify the necessary resources to support these options, including professional development time, in-building PLC time, and funding for activities occurring outside of regular contract hours.
Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?			
For the 2023-2024 school year, 100% of PLC meetings followed the schoolwide PLC structure, as measured by PLC observation forms.		Yes	Continue (and update)			
For the 2024-2025 school year, we will Increase the number of PLCs engaging in analysis and response from 0% (spring 2024) to 30% by spring 2025 (focus on Math/ELA) following the schoolwide 100% PLC and Tier 1 structure as measured by PLC observation forms.						
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 structures and timelines for disseminating data to staff and provide expectations for analyzing the data with use of tiered PLC agendas and the PLC look-for tools	Teachers and staff will be more aware of school performance data and feel more involved in decision-making at the school level, including ACT and MAP proficiency levels.	Yes	Continue	The tiered agendas lacked sufficient guidance for selecting data from different data sources that provided a full picture of students needs. While data was discussed, it lacked depth and variety.	Identify data from multiple platforms to support teacher leaders and teachers in efficiently developing strategies that improve student achievement in Tier II instruction.	Engage in strategic planning with teacher leaders from various departments to determine which data should be reviewed and to provide professional development as needed to support effective data analysis.
Develop processes/procedures/expectations for PLC groups to look at and discuss school data as it impacts their students.	Teachers will become more invested in influencing school data and will have data-based discussions at the PLC level to address Tier I and Tier II instruction.	Yes	Continue	The PLC Look-For tool helped identify current strengths and areas in need of support related to data use and analysis.	Develop an agenda that offers appropriate guidance for teachers based on their current readiness to engage in data analysis.	We need dedicated professional development time to create the agenda, support teachers in using it effectively, and provide training on how to select and interpret the most relevant data.
Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
By Spring 2024 school year, chronic absenteeism was 36%.		No	Continue (and update)			
By Spring 2025, the chronic absenteeism rate will be below 30%, and the MTSS system will visibly define the support services for students on campus.						
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	Now (Lessons Learned)	Next (Next Steps)	Need
More visibility and easier access to counselors, social workers and other staff.	Providing students access to support personnel will help students feel supported and connected at school, which in turn promotes consistent attendance.	Yes	Continue	Use the wraparound referral process more efficiently and implement proactive support strategies from the start of the school year.	Create a structure that will provide student support both proactively and in response to individual needs.	Identify resources to establish mentorship, mediation, and restorative practices with established staff to improve communication and better support student needs.
Provide teachers/staff training on implementing positive/proactive strategies with students in the classroom; using PLC data and have all teachers share best practices.	Providing training in positive strategies will help teachers connect with harder to reach students; PLCs will help teachers see a variety of instructional and classroom management styles that will help them be more engaging, connected teachers.	No	Continue	Professional development was provided, targeting individual implementation.	Create a strategic plan to impliment strategies that provide both SEL and engagement to teachers to implement within their classrooms	Develop a detailed plan for professional development and the implementation of support within the school, utilizing referral forms and the 5-Star program.