

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. ↓	
School Name: Hayes Elementary School								
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>					
By the end of the 23-24 school year, we will improve math proficiency from 46.4% to 55% as measured by Smarter Balanced Assessment Consortium. This goal will be progress monitored through MAP scores given three times throughout the 23-24 school year.		No	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>		
Implement a consistent common curriculum in math with success criteria and visible learning intentions.	Implement a consistent spiraling, connected curriculum across grade levels with success criteria and clearly defined learning intentions for all students.	Yes	Continue	The team analyzed the Spring 2023-2024 MAP data to determine the overall school trend and the comparison to SBAC. Our MAP data showed that we are projected to improve in Math from 46.4 to 51% on the SBAC, but not increase in ELA. We showed 65% proficiency (students over the 41st percentile) in the Spring Math MAP assessment. We are seeing a strong increase in mathematics now that we feel comfortable with the structures and implementation of EnVision. However, we are seeing a less consistent rate of improvement in ELA, therefore we see a need to switch our focus to Into Reading (Tier I instructional materials).	We will continue to utilize the enVision curriculum and a Math Strategist for the 2024-2025 school year to continue to see the growth we have been seeing. We will also continue to implement the pacing guides and purposefully planned questions in lesson planning. We will continue to incorporate math groups into our WIN (what I need) time to support deficits for students. We also felt a need to add an additional reading interventionist to support our emergent readers and our EL learners. As well as focus our PL on reading with the implementation of LETRS and our new Tier I instructional Materials for ELA.	We feel the need to switch our focus to ELA Tier I instruction, therefore we added an additional Interventionist to support with small groups.		
#REF!	#REF!							
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 23-24 school year, we will improve our standard-aligned Tier 1 tasks and assessments from 60% to 75% as measured by classroom walkthrough data collected on the Tier I monitoring tool. This goal will be progress monitored through monthly walk through data analysis throughout the 23-24 school year.		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		
Implement PLCs with an emphasis on lesson structure (TIER I tasks), specifically related to differentiation strategies, while improving teacher questioning and student discourse opportunities. As well as ensuring learning intentions and success criteria are clear and utilized consistently.	PLCs follow the preplanned PLC agendas	Yes	Continue	Through leadership discussions, it was determined that there still needs to be improvement with pre-planned PLC agendas. Additionally, there will be a stronger focus on digging deeper into summative data and having it readily prepared before PLC time.	In addition to scheduling specific date (based on summative testing dates) to review assessment data for all major standards during PLCs, we will focus PLC planning on the implementation on the Tier I Reading program to enhance our understanding.	We determined a need to focus on time management with more preplanning. Additionally, we will create stronger and more uniformed norms.		
#REF!	#REF!							
Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?					
By the end of the 23-24 school year, as measured by Infinite Campus attendance data, we will improve the number of students chronically absent from 17.9% (22-23) to 10% (23-24).		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		
Implement strategies to support student attendance and family awareness of chronic absenteeism.	Students will attend school regularly, over 90% of enrolled school days.	Yes	Continue	After looking at end of year data, we determined that we continue to decrease our chronically absent students! As of day 180, focusED shows us at a daily chronic absenteeism rate (removing MDP) of 13.6%. We would like to continue to lower this percentage for next school year.	We will develop incentives beginning on the first day of school with consistency. We know that early intervention and incentives are needed to improve attendance. We will have the Wellness Committee in charge of checking and reporting monthly attendance.	We need to make sure that everyone (staff, students, parents) is aware of the importance of attendance and our school goals. We will continue to set school goals that the Wellness Committee will monitor.		
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