

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: Keith and Karen Hayes Elementary School

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 percent of students scoring above the 60th percentile in reading from 39% (spring 24) to 45% (winter 24) to 50% (spring 25) by the end of the 2025 school year 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 a consistent common curriculum in reading 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.

No

Continue

The team analyzed the Spring 2024-2025 Map data to determine the overall school trend data. Our ELA MAP data showed a slight decline in ELA achievement at or above the 61st percentile from 47% to 43%. We see consistent implementation of HMH Tier I instruction in the classroom; however, we continue to see the need to ensure small group instruction occurs daily with appropriate differentiation and scaffolds to provide access for all students.

We will continue to provide daily reading intervention for all students at or below the 40th percentile in Reading "at-risk" to support emergent readers and EL learners. We will continue to work with our HMH implementation manager to develop effective differentiated small group instruction with appropriate scaffolds and supports. We will continue our PL of LETRS on staff development to increase staff understanding of the science of reading. Additionally, we will work in PLCs to focus on writing and reading instruction on a weekly basis.

We feel the need to focus our Professional Learning on ELA instruction to best support the needs of our students. Additionally, we determined a need to analyze ELA summative assessment data and develop supports and specific times to help with reteaching of standards for our struggling students.

Inquiry Area 2 - Adult Learning Culture

Did we achieve our Adult Learning Culture goal?

Continue, Correct, or Cancel the Goal?

The percentage of Professional Learning Community (PLC) observations where learning tasks aligned to standards are discussed will increase from 68.4% in quarter 1 to to 75% in quarter 2 to 85% in quarter 3 and to 95% in quarter 4 as measured by the PLC Observation Tool.

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

We continue to recognize a need to focus on digging deeper into summative data and having it readily prepared before PLC time. Additionally, we need to schedule opportunities for teachers to provide reteaching opportunities in ELA specifically and retake dates to help support our struggling students.

In addition to scheduling specific dates (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 specifically planning for small group differentiate groups.

We determined a need to focus on time management with more preplanning. Additionally, we will create stronger and more uniformed norms to help keep conversations focused on instruction and ways to support student success.

Inquiry Area 3 - Connectedness

Did we achieve our Connectedness goal?

Continue, Correct, or Cancel the Goal?

Reduce the percentage of students chronically absent from 13.9% in 2024 to 8% by 2025, as measured by Infinite Campus Daily Attendance Data.

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.

No

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 12.6%. 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. Our student success strategist will make contact with families as soon as the student shows up as trending rather than waiting until they show under chronic to be proactive rather than reactive.

We need to make sure that everyone (staff, students, parents) are aware of the importance of attendance and our school goals. We will continue to set school goals and increase opportunities for students to be recognized for having good attendance. We will increase parent communication on the connection of good attendance and student success.