

Act 3 - Reviewing Our Journey

Directions:

• Fill in the appropriate cells in the table below.

- Did we achieve our Goals - **Yes, No.**

- Do we continue, correct, or cancel our goals/strategies - **Continue, Correct, Cancel.**

• Identify specific **Lessons Learned, Next Steps and Needs.**

Note:

The selections you enter will automatically update the accompanying cell on the Master Tracker tab.

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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? Why?</i>			
By the end of the 22-23 school year, we will improve math proficiency from 46.7% to 57% on the Smarter Balanced Assessment Consortium. This goal will be progress monitored through MAP scores given three times throughout the 22-23 school year.		No	Continue (and update)			
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? Why?</i>	Now (Lessons Learned) <i>How have our improvement efforts impacted achievement across demographic groups?</i>	Next (Next Steps) <i>What have we learned about ourselves and our school through this goal and these improvement strategies? What can we do right away to put these lessons into practice?</i>	Need <i>What do we need from others in this room and others outside of this room to be successful in taking action?</i>
Implement a consistent common curriculum in math.	Implement a consistent spiraling, connected curriculum across grade levels.	No	Correct	The team analyzed the Spring 2022-2023 MAP data to determine the overall school trend and the comparison to SBAC. Our MAP data showed that we are projected to improve in ELA and Science on the SBAC, but stay the same as last year in Math. We showed 50.3% proficiency (students over the 41st percentile) in the Spring Math MAP assessment. We are still learning the enVision curriculum including how parts of the lesson, pacing, and questioning should best be implemented.	We will continue to utilize the enVision curriculum and a Math Strategist for the 2023-2024 school year. We will implement pacing guides and purposefully planned questions in lesson planning. Additionally, we will incorporate more math groups into our WIN (what I need) time to help support deficits for students.	We will need support from the Math Strategist on pacing guides. Likewise, we need Professional Learning on questioning strategies.
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 22-23 school year, all grade levels (Pre-k-5) will attend weekly PLCs with a focus on utilizing data to drive instruction as measured by preplanned PLC agendas, teacher data sheets, and data chats with administration.		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 PLCs with a focus on utilizing data to drive instruction.	PLCs follow the preplanned PLC agendas	No	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 align PLC topics to long range planning. We will also create and review meeting and PLC norms.	We determined a need to focus on time management with more preplanning. Additionally, we will create stronger and more uniformed norms.
Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
By the end of the 22-23 school year, measured by Infinite Campus attendance data, we will improve the number of students chronically absent from 39% (21-22) to 18.5% (22-23).		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 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 will meet this goal! As of day 174, focusedED shows us at a daily chronic absenteeism rate (removing MDP) of 15.9%. 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.