

School Name: Alamo Elementary					
Inquiry Area 1 - Student Success					
Decrease the percent of students scoring below the 41st percentile in math from 38.3% (spring, 2023) to 33% by spring of 2024 as measured by MAP® Growth™ Assessments.					
Improvement Strategies	Intended Outcomes/Formative Measures	Status <i>Are we implementing the improvement strategy as planned?</i>	Now (Lessons Learned) <i>What does our progress monitoring data reveal about progress toward our goal? What are we learning as we implement our improvement strategies? What challenges with implementation and gaps in performance are we noticing?</i>	Next (Next Steps) <i>What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?</i>	Need <i>What do we need to be successful in taking action?</i>
Provide high quality rigorous differentiated Tier 1 math instruction including small groups to address unfinished math learning and provide opportunities for reteaching and acceleration.	If teachers provide high quality rigorous differentiated Tier 1 math instruction including small groups to address unfinished math learning and provide opportunities for reteaching and acceleration, then students will learn to make sense of mathematical problems and persevere in solving them, which will support an decrease in the percent of students scoring below the 40th percentile in math by Spring 2024.	At Risk	Fall 2023 MAP Math data shows an increase in the number of students scoring below the 40th percentile from 38.3% to 44%. Since Fall data was taken before we implemented our improvement strategies, we cannot measure progress toward our goals. However, our teams are using that data in discussions about ways to take action and address unfinished math learning in both Tier 1 and Tier 2 instruction.	Math Interventionist continues to provide support and coaching on: implementing problem-based learning through implementation of enVisions Solve & Share, increasing student discourse and "productive struggle", and connecting questioning and discourse to Standards of Mathematical Practice. PLC conversations move from emphasizing unwrapping of standards and assessment to an emphasis on data analysis and strategies for moving student learning forward.	PLC meeting and coaching require a significant time commitment from teachers and Instructional Coaches. Funding to compensate teachers for preparation periods is essential. Funding also needed to secure planning days for primary grades who teach all subjects, to ensure math planning gets adequate support despite the planning demands of implementing the new literacy program (Into Reading).
Inquiry Area 2 - Adult Learning Culture					
By the end of the school year, 90% of PLC meetings will follow the common meeting structure for PLCs aligned with the Teaching and Learning Cycle, and walkthrough observation data will show that in 80% of observations, tasks and instruction will be fully aligned with the standards.					
Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Provide professional learning and consistent PLC forms for data analysis for teachers to actively engage in consistent PLC practices to purposefully plan for instruction.	PLC meetings will address all steps of the PLC Process with an emphasis on data analysis and moving students forward, as measured by the PLC Observation Tool.	Strong	Dedicated PLC Meeting Room and implementation of school-wide PLC Calendar with linked agendas has resulted in a dramatic increase in frequency of meetings and teams using and submitting PLC forms (58% completion from August-October, an increase from 27% completion during 2022-2023 school year). Site based professional learning has also improved teacher understanding of the structure and function of PLCs. Regular attendance by leadership to support PLC meeting structure has also served to scaffold teacher understanding of structure and purpose of meetings, as well as increase PLC usage of district resources (e.g. pacing guides, teacher clarity documents, ELA and Mathematics Frameworks, etc.). Gap in performance noted between departmentalized ELA and Math PLCs. Math PLC agenda completion rate 67%, ELA completion rate 50%. We believe the gap in performance can be attributed to the availability of teacher clarity guides exclusively for math, as well as need to build capacity in teams to run their own PLCs, rather than leadership teams.	Leadership team will receive additional formal training on PLC+ and CCSD PLC Framework/Teaching & Learning Cycle. Leadership team will develop tools that further clarify the PLC process (Alamo PLC Process document) and how to document it in an agenda (PLC 23-24 Template). Leadership team will also provide training and support in using Team Roles and protocols (team norms) to increase the collective efficacy of teams. Leadership team will share the PLC Observation Tool and use the collected data to coach PLC teams.	PLC teams need to continue to calendar meetings ahead of time to ensure meetings take place, even with interruptions such as testing, field trips, etc. PLCs and coaching require a significant time commitment from teachers and Instructional Coaches. Funding to compensate teachers for preparation periods is essential. Regular times calendared for leadership team to conduct PLC observations.
Inquiry Area 3 - Connectedness					
Increase the percent of students who find it easy or very easy to get through something when they feel frustrated from 42% in 2023 to 50% by 2024, as measured by the District-wide survey.					
Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need

Integrate social emotional learning into Tier 1 core instruction; counselor pulls small groups and provides class lessons; behavior strategist mentors students and supports teachers.	If we Integrate social emotional learning into Tier 1 core instruction and provide Tier 2/3 behavioral supports, then students will be able to monitor, self-evaluate, and change course if necessary as the cognitive demands of the grade level content increase which will increase the percentage of students who answer that they find it easy or very easy to get through something when they feel frustrated.	At Risk	Significant increase in unique teacher logins to ReThink (average of 24/month in 2022-2023 school year to average of 47/month in Aug-Oct 2023-2024) indicates increase in frequency and consistency of Social Emotional Learning (SEL) Tier 1 lessons in Alamo classrooms. School counselor has also increased the frequency of Tier 1 classroom lessons compared to Fall of 2022-2023.	Continue to provide supports to teachers in delivering SEL Tier 1 instruction. Continue counselor classroom lessons.	Behavior Strategist to support teachers and students. Dedicated time for counselor to deliver Tier 1 lessons.
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