

Act 3 - Reviewing Our Journey

Directions and Resources for Act 3

****Only type in the yellow cells.****

Status Tracker Directions:

- 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**.

Note:

The status you enter from the drop-down lists will automatically update the accompanying cell on the Master Tracker tab.



School Name: Keller 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>			
Increase the percent of K-5 students meeting their projected growth in Math from 47.1% to 55% and the percent of K-5 students meeting their projected growth in Reading from 48.7% to 55% as measured by the 2024 Spring MAP Growth Assessment.		Yes	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?</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>
Teachers will use research based instructional materials when providing Tier I and Tier II instruction in ELA and Math.	51% or more of K-5th students will meet and/or exceed projected growth in Reading and Math from Fall to Spring as measured by the Spring 24' MAP Growth Assessment.	Yes	Continue	Teachers successfully implemented the school's "Assess and Differentiate" strategy in K-5th Tier I Math instruction. This provided the necessary supports for students to learn key concepts and meet their projected growth targets. Teachers provided effective Tier I instruction in Math. Teachers made midcourse corrections for ELA instruction to provide improved effective Tier I instruction to students using ELA curriculum.	Continue to provide teachers with planning time, professional learning, support, and feedback on effective Tier I instruction in ELA and Math.	Scheduled planning time. Scheduled time for monitoring Tier I instruction in ELA and Math using Focal Point and Look For Tools.
The Title 1 Math Learning Strategist will provide extra support to students in grades 2-5 who scored between the 41st and 60th percentiles in Math on the MAP Growth Assessment. In addition, K-5 classroom teachers will work with students who scored below the 21st percentile in Math on the MAP Growth Assessment during daily Math intervention time.	Students working with the math strategist will receive an extra 30 minutes a day of math instruction. These students will show larger than average growth as measured by the Spring MAP Growth assessment. In addition, students working with classroom teachers during daily intervention time will meet and/or exceed projected growth as measured by the Spring MAP Growth Assessment.	Yes	Continue	Students who were provided 30 minutes of daily instruction from the Math Strategist had a conditional growth percentile greater than 51%. Spring Math MAP Growth growth percentiles improved and were greater than 51 in all grade levels.	The Math Strategist will continue to provide students with additional Math instruction and support. The Math Strategist will be moving to a larger classroom to provide more students with support. Administration will provide opportunities for teachers to engage in instructional rounds for Tier I Math instruction.	Scheduled time for teachers to engage in instructional rounds.
Inquiry Area 2 - Staff Communication		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?			
Increase the percentage of staff that feel there is good communication amongst teachers, staff, and administrators at the school from 87.5% to 93% as measured by the December 2024 Districtwide climate survey.		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
School leadership (Admin) will provide staff with professional learning on effective PLC+ processes and structures and will implement new strategies for effective communication.	Teachers will have opportunities to participate in PLC+ and communication processes and structures	Yes	Continue	Based on the district wide staff survey in the fall of 2023, only 12 staff members took the survey. Based on those 12 staff members, the survey results showed that communication needs to improve amongst all staff.	Provide opportunities for all staff to complete the survey during school designated meetings. Ensure staff understand the purpose of the survey and how it relates to the school's CIP. Provide PLC professional learning and support at the beginning and throughout the year. Survey staff on best ways for communication between staff and staff and administration.	Meetings and trainings on the master calendar. Professional learning for staff on PLC and communication structures. Staff survey.
Staff will have an opportunity to attend professional learning on effective PLC+ processes and structures and attend conferences and/or trainings.	Teachers will implement instructional strategies and knowledge gained from attending professional learning.	Yes	Continue	Teachers felt that planning for instruction during the PLC process was impactful. New teachers would like further support from veteran teachers in planning with ELA curriculum.	Provide staff with opportunities and time for planning ELA Tier I and Tier II instruction. Provide continuous support for staff with ELA instruction and best practices. Continue with current PLC structures.	Planning time for staff.
Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
Decrease the school's chronic absenteeism rate from 37% to 30% as measured by the 2024 end of the year attendance and absence report.		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

<p>School Counselor and Safe School Professional will work closely with staff and admin team to provide support to identified students and their families. Specifically, meetings with families will be scheduled, attendance plans will be developed and closely monitored, and incentives provided.</p>	<p>Students will attend school more consistently and parents will share a responsibility in student attendance which will decrease the school's absenteeism rate.</p>	<p>Yes</p>	<p>Continue</p>	<p>This strategy worked for some students but not all. The counselor and school liaison closely monitored daily attendance and met with parents to develop attendance plans. It was helpful to have admin also meet with parents of chronically absent students via office referrals. The school will publish monthly school newsletters that highlight students that attended school and also put this on the website. Student store coupons for rewards and spent on a certain day will be provided to those students who are present via a random attendance check day called RAD (Random Attendance Day).</p>	<p>Schedule Random Attendance Days (RAD) for each week. Monthly rewards for students who are present on RAD days. Teachers take turns talking to those that don't receive the reward for attendance. School Counselor and Liaison will continue to monitor attendance, meet with parents, and refer students and parents to meet with administration.</p>	<p>Rewards for students for Random Attendance Days. Professional learning for staff on school wide attendance incentives.</p>
<p>Implement an After School All Stars program and Student Council program.</p>	<p>Students who participate in the after school program will have a greater feeling of being connected to the school community as measured by the Panorama survey. Students who participate in student council will develop leadership skills and feel more connected to the school and promote student participation in school wide activities to increase overall student sense of belonging at the school.</p>	<p>Yes</p>	<p>Continue</p>	<p>Calendar and follow through with Student of the Month. Put together a yearbook team such as Student Council Club which will be held after school during After School All Stars, designated time for Student Council. Student council club forms need to be revised so that dates for elections and meetings begin sooner in the year.</p>	<p>Implement an After School Allstars Club for Student Council. Revise Student Council packet forms and dates.</p>	<p>Master Calendar. Student Council packet of forms. Staff to facilitate Student Council Club during After School All Stars program.</p>