

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.

School Name: Keller Elementary School - 1/3/23

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>	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>
Increase the percent of students meeting their adequate growth percentile (AGP) in ELA from 46.1% in 2022 to 50% by 2023 and the AGP in Math from 50.4% in 2022 to 55% by 2023 as measured by the 2023 SBAC.		No	Correct	We learned that using SBAC data didn't meet our needs in closely monitoring student growth. We would like to change the language of the goal to say, Increase the percent of students meeting their median growth percentile (MGP) 44% in 2023 to 50% by Spring 2024 as measured by the Spring 2024 MAP Growth Assessment. We also learned that by the time the students took the spring MAP assessment they were tired from having taken the SBAC assessment. Additional time or different scheduling will need to be done for next year to allow a break for students inbetween assessments. Also, the team feels that students need additional incentives for doing their best on the MAP Growth Assessments during each benchmark period.	Teachers will use the MAP Growth assessment data to plan for instruction. Teachers will meet for an extended time after each benchmark period to analyze MAP Growth Assessment data to plan for instruction to better meet the needs of students. Schedules will be developed to allow teachers additional time analyzing data and planning for instruction.	Teachers need additional time after each benchmark period to analyze student data and plan for instruction.
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>
Teachers will use research based instructional materials when providing Tier I and Tier II instruction in ELA and Math.	Students will meet and/or exceed projected growth in Reading and Math from Fall to Spring as measured by the Spring 23' MAP Growth Assessment.	Yes	Continue	Teachers used supplemental material to teach Tier I and Tier II instruction. They implemented a structure for Tier II instruction but not all grade levels were consistent and need additional support. Teachers used enVisions for Math Tier I instruction and began implementing Tier II small group instruction. Teachers need additional time to plan for Tier II instruction.	Teachers will be provided with time and training on how to provide effective Tier I and Tier II ELA instruction. Teachers are provided with planning to plan learning progressions, intentions, and success criteria for ELA instruction.	Teachers need ELA curriculum materials for all grade levels. Teachers need 95 Phonics Program for all grade levels. Teachers need training for implementation of ELA curriculum materials. Teachers need time to plan learning progressions, intentions, and success criteria.
The Title 1 Math Learning Strategist will provide extra support to students in grades 2-5 who scored between the 21st and 40th 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 attended daily instruction with the math strategist met or exceeded their projected growth. All subgroups were positively impacted from working with the math strategist.	Students in grades 2-5 will continue working with the math strategist in the upcoming school year.	Teachers need to ensure that students attend their assigned group with the math strategist on time.
Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?			
Increase the percentage of staff that feel they have an opportunity to participate in decision-making that affects school practices from 76% to 90% as measured by the December 2022 Districtwide climate survey.		Yes	Continue (and update)	2023 Survey results showed that 93.75% of staff feel that the school promotes staff and teacher participation in decision-making that affects the school practices and policies.	Teacher will continue to participate in PLC structures and school leadership meetings that provide an opportunity for staff to participate in decision-making processes at the school. Teachers will participate in teambuilding activities during planned times as appropriate.	Teachers would like to participate in more teambuilding activities.
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 structures.	Teachers will have opportunities to participate in decision-making that affects school practices	Yes	Continue	PLC+ meetings were held two times a week with one meeting for planning and one meeting for data analysis. We found that meeting more than one time a week allowed staff more time to plan for instruction and analyze assessment data.	Staff and teachers will receive additional training in effective PLC structures.	Staff and teachers need additional time to plan and analyze data and to be compensated for their time. They also need additional training in PLC structures.
Staff will have an opportunity to attend professional learning at the Kagan Winter Academy and Get Your Teach On conferences.	Teachers will implement instructional strategies and knowledge gained from attending professional learning conferences	Yes	Correct	This year, there were very few staff members that took advantage of the opportunity to attend formal training. Less than 10 teachers attended the Get Your Teach On and Kagan Winter Academy. We would like to change the improvement strategy to "Teachers will have the opportunity to attend professional learning on effective instructional planning and student outcomes and participate in a book study on Teacher Clarity.	Teachers will participate in a year long book study using the book, "Teacher Clarity" during the 23-24 school year.	Each teacher needs the book titled, "Teacher Clarity." This book was purchased for each teacher for the upcoming 23-24 school year.

		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
Increase the percentage of students feeling connected to the school from 63% in fall 2022 to 70% as measured by the spring 2023 Panorama Survey.		No	Continue (and update)	We didn't meet the 70% goal; however, results show an increase in the percentage of students who feel connected to the school from 63% to 65% as measured by the Spring 23' Panorama Survey Results.	Update the language of the goal to say, "Increase the percentage of students having a sense of belonging to the school from 65% to 70% as measured by the Panorama Student Survey. This will align to the actual survey results in a more clear way.	More time for implementation.
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 a Student Council program to promote student voice and school involvement.	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.	Yes	Continue	We learned that the program was started to late in the year and as a result it was difficult execute all of the school wide activities that were planned. We also learned that attendance became an issue for students. As the year progressed, less students participated in student council and attended biweekly meetings as originally planned. We also learned that the biweekly meetings need to be planned in advance and activities during those meetings need to be more engaging for students.	Next year's Student Council program will begin earlier. New Student Council advisors will be selected. Activities will be planned in advance. Advisors will ensure that biweekly student council meetings are planned in advance and that those meetings are productive and engaging.	Advisors that are willing to plan ahead of time engaging activities for student council students.
Implement After School All Stars program which includes one hour of academic support and one hour of various extracurricular activities.	Students in grades 1-5, who participate in the After School All Stars program will receive one hour (4) days a week of extra instruction and support in ELA and Math. Students will also participate in one hour (4) days a week of a desired club and/or activity pertaining to students' interests. In addition, 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.	Yes	Continue	We learned that having students go to their homework study hour with other students within their grade level was more effective and provided an opportunity for the staff member to provide additional support to students in reading and math.	In the fall, additional staff members will be added to the program and additional clubs will be offered which will increase student participation. Homework study hour will continue where students attend with others that are in their same grade level.	Additional staff members to participate in the After Schol All Stars Program.