

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: **Glen Taylor Elementary**

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>			
The goal is to grow students at their level. The growth goal on the MAPs assessment by grade level will increase by 5% from Fall to Spring on the Math MAPs assessment. The growth goal on the MAPs assessment by grade level will increase by 3% from Fall to Spring on the Reading MAPs assessment to emulate an increase in proficiency on the state summative assessment (SBAC) in Math from 59% to 64% and English Language Arts 62% to 65%.		Yes	Correct			
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>
Solid Tier 1 instruction in core subject areas with scaffolding and differentiation that will support students with the skills and strategies to increase proficiency in all core subject areas. Differentiation to support achievement/instructional gaps and support reteach strategies with modeling and guided discourse to support mastery of grade level content understanding. (NVACs) Differentiated instruction that supports all students in subgroups whose data indicates an achievement gap in proficiency in core subject area which is also supported with strong positive teacher relationships and Social Emotional Learning supports.	Student proficiency in the area of Math will increase based on the SBAC from 59% proficient to 64% and using the MAPs assessment data will see MAPs growth goals increase in all grade levels from Fall to Winter and Winter to Spring in 2022-23 of 5%. Student proficiency in the area of English Language Arts will increase based on state summative assessment (SBAC) to from 63% to 67% for 3rd-5th grade and using the MAPs assessment data will see MAPs growth goals increase in all grade levels from Fall to Winter and Winter to Spring in 2022-23 of 3%. Increase student achievement while decreasing the achievement gap SBAC assessment in our lowest performing subgroup, the Black students, who need interventions and reteach opportunities in math from 59% to 45%. In English Language Arts the Black subgroup, on the state summative state assessment (SBAC), shows a proficiency gap from Black subgroup to hughes proficient group to be 44% and will decrease this to 34% and the Black subgroup growth percentage should increase on the MAPs assessment from Fall to Spring in both Math and Reading.	Yes	Correct	When reviewing the math scores and the amount of minimal and partial understanding in math it would indicate that 5% growth would not be attainable at this time. We will anticipate growth no more than 3% in math but will refer back to fall math scores. It appears our largest number of student with minimal understanding who remain in the building will 3rd graders moving to 4th grade. In referring to ELA scores we can the largest group of students with minimal understanding in will be moving to 3rd grade.	We need to use our data to support our next steps in grade levels to see how students are leaving a grade and entering the next so teachers can reflect, prepare and support upcoming groups. When looking at math continue focus on visual and relevant strategies with critical thinking being a focus. We have learned that pacing our lessons appropriately will give students the time to see a concept and be responsible for the learning and use learning intentions to keep students focal in their learning.	Read by 3 Strategist, Strategist, Behavior Mentor, Certified Temporary Tutor, Counselor, pacing guidelines with pedagogy professional development.
Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?			
In Math currently 44% of teachers met the 50th percentile for median growth and will anticipate 55 % of teachers will meet the median 50 percentile conditional student growth by the end of year. In Reading, currently 59% of teachers met the 50th percentile for median growth and will anticipate 65% of teachers will meet the median 50 percentile conditional student growth by the end of year.		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>Creating professional development calendar and PLC's that supports teachers, grade levels, and individuals with strategies and calibration to support student growth.</p>	<p>Elevate pedagogy and instructional practices, evaluate rigor for student practice and assessments tools in which students results support reteach, and intervention strategies. Professional Learning Communities (PLC) meetings will support teacher efficacy with teacher surveys and feedback to drive student outcomes with 80% or higher understanding.</p> <p>In Math, currently 44% of teachers met the 50th percentile for median growth on the MAPS assessment and will anticipate that 55% of teachers will meet the median 50 percentile conditional student growth by Spring MAPs assessment.</p> <p>In Reading, currently 59% of teachers met the 50th percentile for median growth on the MAPs assessment and will anticipate that 65% of teachers will meet the median 50 percentile conditional student growth by the Spring MAPs assessment.</p>	<p>Yes</p>	<p>Correct</p>	<p>Most teachers were able to meet the criteria for growth in most grade levels but in grade levels where of the majority of the students were not meeting growth achievements additional supports will be provided. Coaching follow up was not as consistent with limited staffing and therefore more designated data to confirm or indicate support needed will be needed for teachers and mid course if students collectively are not successful with student group. Reflection was available but follow through to see how mid course corrections were done and supported were limited.</p>	<p>Continue Professional learning communities with a focus on the teaching and learning cycle. Next year our professional learning for teachers will focus on MAPs strands to support instruction planning and instructional learning intentions with visual representations to start concept areas specifically in math. With a focus in in ELA focus on analyzing and craft and structure to support deeper meaning in all areas with a deliberate focus on vocabulary. Use the focus of instructional planning to support student engagement and metacognition.</p>	<p>Read by 3 person, Strategist to support coaching with administration. Use of book studies of new material and support the pedagogy around the teacher clarity playbook materials. Instructional Rounds support and modeling for implementation needed to have teachers see the process and procedures.</p>
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<p>Inquiry Area 3 - Connectedness</p>		<p>Did we achieve our Connectedness goal?</p>	<p>Continue, Correct, or Cancel the Goal?</p>			
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<p>Reduce the percent of chronically absent students from 24.7% to 20% by 2023 as measured by Infinite Campus and reported by the Nevada School Performance Framework and Focus ED.</p>	<p>Yes</p>	<p>Correct</p>				
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<p>Improvement Strategies</p>	<p>Intended Outcomes/Formative Measures</p>	<p>Were our improvement strategies successful?</p>	<p>Continue, Correct, or Cancel the Strategy?</p>	<p>Now (Lessons Learned)</p>	<p>Next (Next Steps)</p>	<p>Need</p>
<p>Create classroom and school climate that supports individual students' social emotional learning and engagement to school environment and academics using social emotional learning strategies.</p>	<p>Re-engage and strengthen trust and engage students of all groups but specifically the Black subgroup. This subgroup has the highest discipline incidents, has the highest amount of absenteeism in Focus Ed for a large group and is noted as being less engaged in observations. This year we have dedicated time in the day to support the social-emotional competence and relationship building in class and encourage students to participate and reengage in class even after absences. The goal for the Black subgroup is for the chronic absenteeism rate of 29.6% absenteeism to decrease to 24% for the 2022-23 school year. Black subgroup's achievement gap continues to grow indicated both by state summative exam (SBAC) proficiency gap of 59% on the state math summative assessment and is emulated in the MAPs formative assessment and will anticipate a decrease of the gap from 59% to 45%. In English Language Arts the Black subgroup on the state summative state assessment (SBAC) shows a proficiency gap of 44% and will decrease to 36%.</p>	<p>No</p>	<p>Correct</p>	<p>The goal was met for reducing overall chronic absenteeism. We were able to meet with students and families to strengthen our bond with students and support student achievement. We can see our sub groups may need a different lense to get the same collective result and therefore may need a different kind of support. Our teachers have kept the trust and focus on making collective classrooms that hear students and their voices so they can further engage in learning with treatment agreements and circles. Using connected planning was helpful to start the year and keep a focus on climate building but it did not keep the same dedication at mid and end year points consistently in every room. SBAC score have not been able to confirm the intended outcomes.</p>	<p>When looking at subgroups using a Behavior Mentor and Counselor to give small groups, classroom lessons and mentorship a focus for individuals who need more opportunities to be successful. Use panarama data and other data sources to gauge student SEL throughout the year with students who are in Tier 2 interventions for behavior. Hone the guidelines for attendance and keep parents informed and brought to school to see the importance of attendance.</p>	<p>Dedicated Behavior Mentor, Counselor, SEL guidelines, and support with curriculum, identified groups, data collection</p>