Act 3 - Reviewing Our Journey

Only type in the yellow cells.

[Directions and Resources for Act 3](#)

Status Tracker Directions:
1. 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**.

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

Note:
The status you enter from the drop-down lists will automatically update the accompanying cell on the Master Tracker tab.
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School Name: Bailey Elementary School

Inquiry Area 1 - Student Success		Did we achieve our Student Success goal? *What does our data reveal about our progress toward our goal?*	Continue, Correct, or Cancel the Goal? *Should we continue, correct, or cancel this goal in our next SPP?*			
Students will increase proficiency in math from 24.2% to 30% by 2024 as measured by state summative assessments. Students will increase proficiency in reading from 39.6% to 42.3% by 2024, as measured by state summative assessments.		No	Continue (and update)	We currently do not have Summative Assessment data, however, based on the information we reviewed from our MAP projected proficiency report, we are on track to meet our goal for Math. Based on the number of students who met their growth percentiles and the number of students who were proficient in Reading we anticipate that we will not meet our goal for reading.		
Improvement Strategies	**Intended Outcomes/Formative Measures**	**Were our improvement strategies successful?** *How successful were we at implementing our improvement strategies?*	**Continue, Correct, or Cancel the Strategy?** *Should we continue, correct, or cancel the associated improvement strategies in our next SPP?*	**Now (Lessons Learned)** *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?*	**Next (Next Steps)** *What can we do right away to put our Lessons Learned into practice?*	**Need** *What do we need to be successful in taking action?*
Grade levels will engage in weekly PLCs in Reading, Writing, and Math. The PLC meetings will be centered around the PLC model and will use the BAM to align the daily practice tasks with the intended rigor of the culminating unit assessment. Furthermore, teachers will also meet weekly for Data-Driven Instruction meetings to analyze formative and summative assessment data and form a detailed re-teaching plan. Teachers will identify re-assessment opportunities for students and explicitly teach tools for students to re engage in the content before reassessment opportunities; these will occur outside the teacher-led reteaching opportunities. Teachers will also engage in professional learning about writing, discourse strategies, RTI, and small group instruction.	Grade levels will develop collaboratively planned units of instruction with common formative and summative assessments. Assessments and instruction will align with NVACS. Instructional strategies will embed discourse strategies to support all learners. Grade levels will have time built into their unit plans for reteaching and reassessing students. Students will learn tools to re engage in the content of the lesson and take self-directed steps to change their learning.	Yes	Continue	Our systems and structures for PLCs are highly effective, the practices are solid and allow for teams to plan thoroughly. Based on observation data what we know see is a disconnect between the PLC and the instruction being delivered. Strong PLC continue to build individual and collective efficacy within our campus. Now we need to consistently carry that work on instructional delivery.	As an ILT we know and recognize that there is a need for more frequent mini-cycles and feedback conversations to ensure consistent and effective implementation of our Tier 1 materials.	The leadership team will kick off classroom walks using the Look for tools for both Math, HMH and Phonics. We will provide immediate feedback and follow up visits to ensure effective implementation.

Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?			
By the end of 2023-2024, 70% of classroom observations will show evidence of teachers examining the skills and concepts students are expected to know and be able to do; utilizing common formative and summative assessments and learning tasks aligned to the standard(s) at the appropriate level of rigor to inform instruction and monitor students' learning; utilize evidence-based, scientifically researched Tier I instructional materials; establish a classroom environment with structured systems, procedures and routines; and purposefully plan instructional design and delivery.		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**
Clear expectations for PLC and DDI meetings with strategists, interventionists, RB3, and administration. Provide licensed staff the opportunity to engage in professional learning so they may refine their planning for instruction.	Teachers will provide purposefully planned and NVACS-aligned Tier 1 whole group instruction. Small-group differentiated instruction will use high-yield resources and materials to address gaps and needs.	Yes	Continue	Consistent classroom visits and immediate feedback and follow through yield the best results impact instruction.	The leadership team will kick off classroom walks using the Look for tools for both Math, HMH and Phonics. We will provide immediate feedback and follow up visits to ensure effective implementation.	Need to provide some high quality coaching PL for the strategists team. We all need to move in a way that will directly impact instruction to improve student outcomes.

Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
By May 2024, provide parents resources to reduce chronic absenteeism from 37% to 30% as measured by the CCSD attendance tracking system. Reduce the number of disruptive and aggressive behavior incidents school-wide from 213 by 15% as measured by Monthly progress monitoring reports on Data Lab and FocusED.		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 CCSD new attendance monitoring protocols as well as current attendance incentives. Implement an MTSS system of support that includes PBIS, SEL support, partner with BT, and use incentives to reward and reinforce expected behaviors. Connect students and families with resources to address SEL needs and overall wellness.	Reduction in chronic absenteeism, increase in average daily attendance. Reduction in aggressive and disruptive incidents across the school campus.	No	Continue	It is very difficult to provide supports for the families who are in need when TPOP referrals are three months behind. It is also very difficult to create a change in thinking for families who do not see the value in school. In Spite of having meetings, creating referrals, offering supports and frequently calling families; we have not been able to reduce absenteeism. We find that we do not have accountability measures that have improved our chronically absent students' attendance.	Continue to identify students who are at-risk for being chronically absent, continue to offer services, supports, and follow the steps aligned with CCSD attendance policies. We hired a TFA to assist us with home visits and early identification of students who are at risk for being chronically absent.	Systems that can keep up with the demands of our district. Stronger accountability measures for families who are not taking advantage of the supports being provided.