

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.**

Note:
The selections you enter will automatically update the accompanying cell on the Master Tracker tab.

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

School Name: **Quannah McCall ES**

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>			
50% of students (K-5) will meet/exceed growth projections in ELA and Math on the winter 2022-23 MAP Growth Assessment over fall baseline. 80% of students (K-5) will meet/exceed growth projections in ELA and Math on the spring 2022-23 MAP Growth Assessment over fall baseline.		No	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? 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>
Provide professional learning opportunities in purposeful planning within the NVACS. PLC's will include regular data review to guide instructional decision-making with administration guidance	By the end of the 2022-2023 school year, all observed Tier 1 instruction will include clearly defined daily outcomes for performance aligned with NVACS and opportunities for student discourse to ensure all students are able to explain their learning as measured by monthly progress monitoring, observations, and MAP Growth Assessment benchmarks.	No	Continue	Currently, 20 (80%) of the students who scored on or above the 61st percentile in Math in the fall remained on or above the 61st percentile, and 18 (72%) scored on or above the 61st percentile in ELA. Of the remaining students, 42 (28%) students who scored below the 61st percentile in Math improved at least one percentile rank. Of the remaining students, 54 (36%) students who scored below the 61st percentile in ELA improved at least one percentile rank.	For the 23-24 school year, we will continue to provide professional development opportunities in purposeful planning within the NVACS. Student data will be analyzed to determine areas of need.	We will be implementing a new literacy program and 95 Core Phonics will have full implementation for all grade levels. We will be adding additional adult support during Tier 1 academics through push-ins. We will be implementing site-wide PLCs systems and structures using data-based decision making. Teachers will utilize Exact path and Edulastic.
Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?			
By the end of the 2022-2023 school year, 100% of lesson plans will show evidence of differentiation as measured by lesson plan reviews.		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
Develop and implement a plan to provide professional development for all teachers in aligning Standards to Tier I ELA and Math planning and instruction.	By mid-year, 100% of teachers will participate in at least one professional development opportunity to improve Standards-based planning for Tier I instruction. By the end of the year, 100 % of teachers will participate in at least two professional development opportunities to improve Standards-based planning for Tier I instruction.	Yes	Continue	Teachers participated in at least two professional development opportunities this year to improve Standards-Based Tier I instruction. More is probably needed for the implementation of a new ELA curriculum.	Ensure professional development aligns with what the teachers need, since there will be varying levels of understanding. Consider new curriculum.	The District and school will provide professional development for the new ELA curriculum to align to standards. We will continue the Engage to Learn coaching we began this year. Teachers will participate in LETRS training.
Improvement Strategies		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
90% of students in grades 3-5 will report they believe that they are cared about and understood by the people in their school and feel a sense of belonging as reported by the Panorama Spring 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
Students will be given leadership opportunities based on personal interests and talents within the framework of Leader In Me.	90% of students in grades 3-5 will engage in leadership opportunities throughout the school community to increase positive self image and overall school engagement.	Yes	Continue	Currently, 89% of students supported feel supported through their relationships with friends, family, and adults at school.	Continue to use the Panorama survey to achieve our 90% goal.	We will be forming a Jr Lighthouse team for student leaders. More student leaders will be incorporated for parent nights. We will continue with student store, clubs and the musical.