

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**.
- 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.



School Name: Quannah McCall 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>			
School Goal: Increase the percent of all students projected to be above the 41st percentile in mathematics from 29.6% (Spring 2023) to 50% by Spring 2024, as measured by MAP growth assessments.		No	Continue (and update)			
Increase the percent of all students projected to be above the 41st percentile in ELA from 34.3% (Spring 2023) to 50% by 2024 as measured by MAP Growth assessments.						
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>
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 2023-2024 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.	Yes	Continue	Math increased 12 percent from Spring 2023 to Spring 2024. ELA decreased by 6% during the same time period. Continuing this goal with revisions is optimal at this time. Changes in instructional materials and expectations with ELA most likely contributed to the decline in overall growth in ELA. In Math however, instructional staff utilized materials that were familiar with minimal changes in expectations resulting in a significant increase in overall growth.	Continue to refine and streamline PLC systems and structures for successful implementation of Tier I instruction.	Additional time and opportunities for professional learning. Budget for Prep Periods.
Provide evidence-based Tier II instruction to reduce the academic deficiencies and learning gaps for identified students based on data.	Through consistent, evidence-based instruction and intervention, students will acquire the skills necessary to access grade-level, Tier I instruction in the area of English Language Arts.	Yes	Continue	All students benefited from additional learning opportunities through learning strategists and instructional assistants.	Continue to offer additional learning opportunities.	Budget and staffing
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 2023-2024 school year, 100% of lesson plans will show evidence of differentiation as measured by lesson plan reviews. Differentiation will be based on data to create flexible small groups and will be reviewed during weekly PLCs.		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. Professional development will concentrate on incorporating ExactPath and the new reading curriculum to target standards strategically.	Yes	Continue	All instructional staff participated in professional development but there was some discrepancy in the consistency in and among grade levels	Site-Wide lesson plan template with reflection	N/A
Analyze student performance data to plan to respond to all students' learning needs and inform Tier II instructional decisions.	Teachers will provide strong Tier II instruction and intervention to identified students and increase student achievement in English Language Arts.	Yes	Continue	Student performance data was monitored and reviewed regularly. This led to the creation of successful flexible groupings	Continue this process.	N/A
Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
McCall ES will increase the percentage of students in grades 3-5 who report they believe that they are cared about and understood by the people in their school and feel a sense of belonging from 89% to 95% as reported by the 2024 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

<p>Students will be given leadership opportunities based on personal interests and talents within the framework of Leader In Me</p>	<p>95% of students in grades 3-5 will engage in leadership opportunities throughout the school community to increase positive self-image and overall school engagement.</p>	<p>Yes</p>	<p>Continue</p>	<p>85% of students report they believe that they are cared about and understood by the people in their school and feel a sense of belonging which is a decrease of 4% from fall. One consideration for the decrease is whether or not all students understood the question. Since the fall survey we have had several non-English speaking newcomers in grades 3-5 which could explain some of the decline.</p>	<p>Continue to provide opportunities for leadership roles among students. Ensure that students understand the questions when taking the survey.</p>	<p>N/A</p>
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