

Act 3 - Reviewing Our Journey

Directions and Resources for Act 3

****Only type in the yellow cells.****

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. ↓	
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>					
Increase the percentage of all students projected to be above the 41st percentile in mathematics from 42% (Spring 2024) to 60% by Spring 2025, as measured by MAP growth assessments. Increase the percent of all students projected to be above the 41st percentile in ELA from 32% (Spring 2024) to 60% by 2024 as measured by MAP Growth assessments. 60% of all students (K-5) will meet/exceed growth projections in ELA and Math on the winter 2024-25 MAP Growth Assessment over the fall baseline. 80% of students (K-5) will meet/exceed growth projections in ELA and Math on the spring 2024-25 MAP Growth Assessment over the 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?</i>	Now (Lessons Learned) <i>Why were our improvement strategies successful or unsuccessful?</i> <i>What have we learned about ourselves and our school through this goal and these improvement strategies?</i> <i>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. To increase the performance of English language learners (ELL) in language proficiency and content achievement, staff will Analyze WIDA Data and implement best practices. Newcomers will be supported through additional strategies provided through Understanding Language Development (ULD) professional development.	By the end of the 2024-2025 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	Correct	Site-Based grade-level PLC meetings continue to take place weekly. In addition, grade-level collaboration is taking place once per week at minimum.	This goal will be updated to reflect current needs of the school following beginning of the year assessments of need.	Additional time.		
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 2024-2025 school year, 100% of lesson plans will show evidence of differentiation as measured by lesson plan reviews. Differentiation will be based on data, small groups will be flexible and will be reviewed during weekly PLCs.		Yes	Cancel					
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 based on observation and feedback.	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	Cancel	All instructional staff have completed LETRS training and or professional development opportunity in th Social Studies curriculum. All instructional staff have a common lesson planning tool with explicit instructions for content. Lesson plans are reviewed regularly and feedback is provided.	Create a new goal for improvement of Tier 1 instruction.	New goal		
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 84% to 95% as reported by the Panorama Spring Survey.		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		

Students will be given leadership opportunities based on personal interests and talents within the framework of Leader In Me.	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.	Yes	Continue	All students have classroom jobs and are able to apply for leadership positions throughout the campus. Student ambassadors work to orient new student to campus and welcome guests including but not limited to special dignitaries and parents at Title 1 meetings.	Continue to develop and implement additional student leadership opportunities	Additional time and opportunities to engage students in leadership activities.