

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 .						
School Name: C. T. Sewell 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?</i>			
School Goal: Increase the percent of students scoring above the 40th percentile in Reading Achievement from 37% (spring 2023) to 42% (winter 2023) to 42% (spring 2024) as measured by MAP® Growth™ Assessments, by implementing more effective Tier 1 instruction.		No	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?</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>
Improvement Strategy: Provide professional development on and implementation of Teacher Clarity and creating success criteria, including unwrapping standards, planning for instruction, developing the learning progression and learning intentions.	Intended Outcomes: Teachers will create effective lesson plans and common assessments, starting with the intent of the standard. Common assessments will be based on the learning intentions and levels, resulting in high-quality, standards-based instruction through the implementation of the Teaching and Learning Cycle.	No	Cancel	<ul style="list-style-type: none"> We did not meet our school goal of increasing the percent of students scoring above the 40th percentile in Reading Achievement from 39% in winter to 42% in spring as measured by MAP® Growth™ Assessments. We learned that our teachers needed more time to deepen their understanding of the new ELA curriculum in order to impact our achievement in reading proficiency. 	<ul style="list-style-type: none"> Cancel the Improvement strategy of Professional Development on Teacher Clarity and success criteria. Revise Student Success Goal in our Status Tracker to reflect only one Improvement strategy in our School Performance Plan, which focuses on teacher development and practice with HMH materials, resources, and online platform. Teachers will collaborate and plan with their HMH resources to increase effective Tier 1 instructional strategies and increase student achievement. Provide more opportunities for teacher observations, coaching, and feedback to provide authentic practice and development with the curriculum. Finalize the calendar for continued support from RPDP to increase the rigor of our literacy instruction, with a focus on the HMH writing component. Plan and implement school-wide positive behavior supports to address possible challenges 	<ul style="list-style-type: none"> We need to cancel the Improvement strategy of Professional Development on Teacher Clarity and success criteria, as it did not help us meet our Student Success Goal. We need our Student Success Goal in our Status Tracker to reflect only one Improvement strategy in our School Performance Plan, which focuses on teacher development and practice with HMH materials, resources, and online platform
Improvement Strategy: Ensure that all students receive high quality Tier 1 instruction with evidence-based instructional materials and classroom reading material aligned to the standards that are culturally appropriate, relevant, inclusive, engaging and meet students' needs.	Intended Outcomes: ELA instruction in all classrooms will scaffold student learning, use complex text, and focus on text-dependent questioning to increase and develop students' abilities to analyze, interpret, and infer using a variety of literacy skills.	No	Correct	<ul style="list-style-type: none"> We learned that we did not provide enough time, training, and support for teachers to have the skills and practice necessary for rigor in literacy instruction with the new materials, resources, and platforms. Teachers are still learning how to utilize everything provided with fidelity in accordance to the new literacy framework, and while they are making progress, they are still requiring more training to be able to utilize all the materials effectively and with fidelity. 	<ul style="list-style-type: none"> Further develop teacher instruction with HMH practices and materials, enable school-wide collaboration and support as teachers become confident in different areas of the curricular resources. Modeling/training for HMH literacy instruction, materials, assessments, teacher and student online learning platforms. Increase the amount of coaching, teacher and peer observations with debriefs and feedback to increase the effective use of high-quality evidence-based instructional materials, complex text, and text-dependent questioning. Coaching feedback and follow-through assignments will be made following data collection. 	<ul style="list-style-type: none"> We need time and budget for professional development, teacher/peer observations, and practice with the HMH materials, resources, and platform so teachers feel confident and can fulfill expectations. We need a reflective practice structure to ensure all staff have opportunities to observe their peers and collaborate. We need to ensure some of our budget is allotted to pay teachers for trainings and/or reflective practice during preps. We need time for school-wide collaboration to implement common Tier 1 instruction We need a behavior team to help plan and implement school-wide positive behavior supports
Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?			
School Goal: Sewell will increase the percentage of effective Professional Learning Communities (PLC) that are focused on using common formative and summative assessment data to inform instruction and monitor students' learning that are held from 2 per month (fall 2023) to 3 per month (winter 2023) to 4 per month (spring 2023) as measured by administrative data collection from grade level and teacher PLC notes.		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

Improvement Strategy: Implementation of consistent PLCs to ensure grade level collaboration to increase knowledge and understanding of standards-based instruction and aligning assessments	Intended Outcomes: Sewell's teachers will create a culture of alignment, shared goals and responsibility, and evidence-based approaches to implement grade level standards, learning targets, and learning trajectories into classroom instruction with common assessments.	Yes	Continue	<ul style="list-style-type: none"> •Using Title 1 funding in the 23/24 school year to have weekly paid preps for grade level PLCs significantly and positively impacted our Adult Learning Culture. •While the funding for paid preps is no longer available, we have learned to create a culture of shared responsibility, increase the use of evidence-based practices, and ensure grade levels have common assessments aligned to the rigor and trajectory of grade level standards, and will continue and update this strategy to maintain weekly PLCs for all grade levels. 	<ul style="list-style-type: none"> • Finalize schedules and calendar to reflect weekly PLCs, both before school on Wednesdays, and during one prep period for all grade levels. • Communicate the expectation that all teachers access Curriculum Hub to locate and implement planning, instructional, and assessment resources. • Create the school-wide drive folder to house lesson plans for all grade levels and teachers. •Communicate the process and expectation for teachers and grade levels to collaborate, create, and upload their lesson plans onto the shared drive. 	<ul style="list-style-type: none"> •We need to continue increasing accountability for attendance, participation, collaboration, and recording data to the shared drive. •We need accountability checks to support recording plans and data in consistent places in the shared drive. •We need time to encourage school-wide collaboration and vertical alignment, communicated through shared PLC times.
Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
School Goal: Increase the opportunities for family and community participation in academic events at the school from 3 events per year (22/23 SY) to 4 events per year (23-24SY) as measured by master calendar.		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
Improvement Strategy: Provide multiple family engagement opportunities	Parents and families will be more involved in the academic process and engage more frequently with school and staff, resulting in better student behavior, higher academic achievement, and enhanced social skills.	Yes	Continue	<ul style="list-style-type: none"> •We have learned that communicating with our community of engagement opportunities with our school website, informational flyers, Class DoJo and Parent Link has positively impacted our school culture as reflected in the parent surveys. •Increasing the amount of academic events has improved our connectedness, and should eventually create a higher focus on academic growth and achievement. •We were unable to implement Academic Parent-Teacher Teams (APTT) this school year, and have learned that more teacher preparedness is necessary. 	<ul style="list-style-type: none"> •Teacher training on Academic Parent-Teacher Teams APTT. •Continue communication to parents regarding all events, activities, and opportunities for parent involvement with the website, Facebook, Parentlink, Dojo, and flyers sent home. •Ensure events are scheduled and planned well in advance of the events. 	<ul style="list-style-type: none"> •We need to find time that is not focused on LETRS training to properly implement APTT. •We need to ensure some of our budget is allocated for food, materials, and activities provided during many of our parent involvement events. •We need to increase teacher participation and support of after-school academic events. •We need to plan and implement a school-wide positive behavior support system to encourage student attendance and participation in the academic events.