

Act 3 - Reviewing Our Journey

Directions and Resources for Act 3

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

Status Tracker Directions:		Note: The status you enter from the drop-down lists will automatically update the accompanying cell on the Master Tracker tab.									
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 Elementary											
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 students projected to be in the 61st percentile or higher in Reading in Spring 2025 by a minimum of 2% as measured in FocusEd. Current MAP reading scores; Fall 2024-27% scored at or above the 61st percentile.		Yes	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>	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>					
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.	Teachers will create and implement effective lesson plans and common assessments with HMH Into Reading and LETRS, resulting in high-quality, standards-based instruction through the implementation of the Teaching and Learning Cycle. 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	Yes	Continue	Teachers are using their LETRS training and Science of Reading in their ELA instruction, resulting in some high quality instruction. However, student evidence walk-throughs and Tier I Data revealed that 90 percent or more of students were only engaged 68% of the time. In 188 observations, Tier I instructional materials were being used 84% of the time (During Tier I Instructional time.) 63% of the time differentiation was observed--we have learned that in order for students to be successful teachers must be able to scaffold and differentiate so students can access the material at their levels.	PSI and 95 Phonics in place of HMH Foundational Skills school-wide; Master schedule to support best Tier I practices school-wide; Grade-Level WIN for Tier II; Schedule evidence walks for teachers to observe their colleagues and collect data; Provide professional development on scaffolding and differentiation within the Tier I instructional block	Collaboration with HMH implementation manager to create guidance for ELA block in master schedule; Professional learning for 95 Phonics implementation; shared school wide data sheet for PSI data tracking and to create Tier II flexible groupings; Continue and fine-tune student evidence walk-through (embed vertical alignment, school-wide practice)					
Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?								
Sewell will maintain 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 at four 30 minute sessions per month and four 50 minute sessions per month 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					
Implementation of consistent PLCs to ensure grade level collaboration to increase knowledge and understanding of standards-based instruction and aligning assessments	Sewell's teachers will create a culture of alignment, shared goals and responsibility, and evidence-based approaches to implement grade level standards, learning intentions, success criteria, and learning trajectories into classroom instruction with common assessments.	Yes	Correct	Teachers are engaging in PLCs; Learning intentions identified and discussed 47% of the time; Assessment data analyzed and discussed 21.6% of the time; learning trajectories are not transferring consistently to the classrooms	Provide clarity on success criteria for effective PLC meetings; Provide professional development, including exemplars, on what effective PLCs look like to build a shared vision across grade levels and departments; All licensed staff will participate in evidence walks of the grade level below and grade level above in order to provide data to unpack during PLC meetings	Schedule for PLC PD for beginning of year and then periodically revisit throughout year using data to reflect and act					
Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?								
Reduce the percentage of students chronically absent from 34.9% to 30% by Spring 2025, as measured in FocusED.		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					

<p>Implement a consistent attendance checking system schoolwide</p>	<p>Increase daily student attendance to maximize instructional opportunities.</p>	<p>Yes</p>	<p>Cancel</p>	<p>High absenteeism rates for kinder, 3rd, 4th grade, incentive programs were effective, but especially when communicated to the school community; 29.6% chronic absenteeism rate on day 180 of the 24-25 school year (150 students of 506) / 23.1% chronic absenteeism rate when excluding MED/MDP (117 of 506 students)</p>	<p>Continuing attendance initiatives to include family incentives; however, the 25/26 Plan4Learning will switch goal to Sense of Belonging as reflected in the Panarama Data; implement attendance initiatives to ensure students are here to feel like they belong; Shared Space for incentives and SEL, House System more fully implemented to integrate into school structure and incentives and sense of culture; RAD days, Lanyards, Morning Announcements/Sunrise Meets; Continue to communicate with families to submit doctor's notes for absences; Ensure that students who are absent due to medical are coded correctly in IC (MED/MDP) Target kinder w absenteeism</p>	<p>Staff collaboration time to follow through on action steps for Sense of Belonging, consistent plan to track and incentivize students and families for attendance, consistent plan to provide SEL and wrap-around services to meet the emotional support needs of our students. Problem statement may include chronic absenteeism; find reasons/strategies for elopement;</p>