

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: **Jim Thorpe 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 meeting Adequate Growth Percentile (AGP) in ELA from 31.8% (2021-2022) to 45% by 2024, as measured by state summative assessments, and reported on the NSPF. AB 219: Quantitative Attainable Goal Increase the percent of EL students meeting Adequate Growth Percentile (AGP) in WIDA from 30% (2021-2022) to 40% by 2024, as measured by the WIDAACCESS and reported on the NSPF. | | 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? 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> |
| Implementing a consistent Tier 1 school-wide curriculum for ELA as well as a Reading Skills Center. | The percent of students meeting or exceeding the established growth target will be 42% (winter) and 45% (spring) by 2024 as measured by the MAP Growth Assessment. | Yes | Continue | "Administrators set up differentiated coaching cycles based on walkthrough evidence collected CTTs provided interventions for small groups. Some teachers are struggling with HMH as a new program and filling in the gaps for assessments." | "Leadership Team will debrief the data from HMH walks to determine areas of need and plan for upcoming HMH Grade Level Collaboration HMH Implementation Manager will provide professional learning and tips for the Writing portion of HMH during preps Leadership Team will lead a full-day collaboration to unpack multiple HMH into Reading modules using the PLC document. (As modeled in Quarter 2 by HMH Implementation Manager Leadership Team will complete follow-up HMH instructional walks using the appropriate Look-For Tool for Vocabulary and 3-Step Reading Process." | "Purchase prep periods in order to provide time for learning walks (Strategic budget) Certified Temporary Tutors to provide Tier II interventions to students identified as at-risk (Weighted at-risk Funding)" |
| Inquiry Area 2 - Adult Learning Culture | | Did we achieve our Adult Learning Culture goal? | Continue, Correct, or Cancel the Goal? | | | |
| By the midyear, the leadership team will develop a structure for PLC meetings. By the end of the year, teachers will consistently follow the developed PLC structure. PLC structures will focus on vertical alignment and data analysis. | | 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 |
| Use of FastBridge data, envision data, HMH Into Reading data and a consistent PLC structure. Teachers will focus on standards and unwrap those standards, focus on vertical alignment, Tier I materials, and reassessments. | All students experience continued academic growth. | No | Continue | Strategists guided teams in creating success criteria for Module 2, Week 1. Administration and leadership team observed PLCs weekly to collect data and determine next steps. | Leadership team will meet to review and revise the PLC template to include initial planning Provide training to activators to review the new template and expectations PLC Activators (supported by strategists) will facilitate the use of the class breakdown report to plan for instruction. Administration uses PLC Monitoring Tool to administer support as needed. Administrators need to differentiate support for teachers with less than 30% growth | Purchase prep periods in order to provide time for learning walks (Strategic budget) Certified Temporary Tutors to provide Tier II interventions to students identified as at-risk (Weighted at-risk Funding) |
| Inquiry Area 3 - Connectedness | | Did we achieve our Connectedness goal? | Continue, Correct, or Cancel the Goal? | | | |
| Decrease the percentage of chronic absenteeism from 45% to 30% by 2024 as measured by Attendance Reports on Focus Ed or Datalab. | | 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 |
| | | No | Continue | | | |

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| <p><i>Provide Multi-Tiered Systems of Support to improve attendance</i></p> | <p><i>We will decrease the amount of chronic absenteeism by 15%.</i></p> | | <p>Behavior strategist/counselor/CIS will work to identify students and families that need additional support. Teachers will provide in class incentives. Admin will meet with families on COSA to advise them of probationary status. Around winter break, our percentage of students considered chronically absent increased from 35% to 45%. Some students attending Truancy Diversion Program and Community in Schools continue to have chronically absent percentages.</p> | <p>Administration will gather a list of students considered chronically absent/at risk for being chronically absent. Admin will create a spreadsheet for Community in Schools to contact families and log notes to see how we can best support the families. Administration will create a letter to be sent home to parents/guardians to students who are considered chronically absent each month Administration will provide training to Communities in Schools to show how to pull list of students chronically absent and create a spreadsheet to make calls and check on families. CIS will then share list and communicate with admin daily. Leadership team will meet with Truancy Diversion Program on a monthly basis to get updates and discuss further action steps as needed. Building Leadership Team will meet to discuss what attendance incentives (trophies, attenDANCE, raffles) have been most successful and what needs to be revised Administration will continue to gather a list of students considered chronically absent/at risk for being chronically absent. Admin will share the spreadsheet for Community in Schools to contact families and log notes to see how we can best support the families. Administration will continue to send monthly letters to parents/guardians to students who are considered chronically absent each month Administration will continue to monitor phonecalls/messaging CIS is making to families and support being offered. Leadership Team will meet weekly with Truancy Diversion to gather updates on students with chronic absenteeism. Building Leadership Team will meet to discuss additional attendance incentives for students (video game truck, game day, premium snack shack, wheel spinner) so every month the incentive is shared, promoted, and looked forward to Social worker, CIS, SSA will take Changemakers professional learning to determine possible factors contributing to chronic absenteeism in CCSD. Understand the role of the changemaker and the impact on reducing chronic absenteeism. Examine how to enhance customer service by cultivating cultural responsiveness</p> | <p>Additional parent notification, additional incentives for improved attendance</p> |
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