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.
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School Name: Jim Thorpe Elementary School

Inquiry Area 1 - Student Success		Did we achieve our Student Success goal? *What does our data reveal about our progress toward our goal?*	Continue, Correct, or Cancel the Goal? *Should we continue, correct, or cancel this goal in our next SPP?*			
Increase the percent of all students meeting Adequate Growth Percentile (AGP) in ELA from 51% (2023-2024) to 55% by 2025, as measured by state summative assessments, and reported on the NSPF.		No	Continue (and update)			
Improvement Strategies	**Intended Outcomes/Formative Measures**	**Were our improvement strategies successful?** *How successful were at implementing our improvement strategies?*	**Continue, Correct, or Cancel the Strategy?** *Should we continue, correct, or cancel the associated improvement strategies in our next SPP?*	**Now (Lessons Learned)** *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?*	**Next (Next Steps)** *What can we do right away to put our Lessons Learned into practice?*	**Need** *What do we need to be successful in taking action?*
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 in ELA will be 50% (winter) and 55% (spring) by 2025 as measured by the MAP Growth Assessment.	Yes	Correct	Our improvement strategies were successful because we prioritized collaboration, consistency, and a shared vision across the school. By implementing a consistent Tier 1 school-wide ELA curriculum and establishing a Reading Skills Center, we created a unified approach to literacy instruction that allowed all students to access high-quality learning experiences regardless of their classroom or teacher.

Through this process, we learned that when we work as a cohesive team, aligned in purpose and practice, we can significantly enhance the quality of instruction and support student learning more effectively. The process deepened our professional collaboration and helped build trust among staff. We also learned that having a clear, common curriculum gave us a stronger foundation for professional development, planning, and data-driven instruction. | To continue building on our success and deepen our instructional impact, our next step is to implement differentiated instructional walkthroughs. These walkthroughs will allow us to observe, support, and refine instruction in a more targeted way that aligns with teacher and student needs.

Our goals for differentiated walkthroughs include:

Providing Tailored Feedback: By focusing walkthroughs on specific instructional goals, grade levels, or student needs, we can give teachers actionable, individualized feedback that supports their growth while reinforcing consistent use of our ELA curriculum.

Promoting Reflective Practice: Walkthroughs will be designed to encourage teacher reflection and collaboration. Teachers will have opportunities to engage in follow-up conversations that help them analyze instructional strategies and student engagement through an equity lens.

Identifying Trends and Needs: Differentiated walkthroughs will help us identify trends across classrooms, including strengths and areas for growth. This data will inform ongoing professional learning and resource allocation.

Equity and Inclusion: We will use walkthroughs to ensure that high-quality instruction is reaching all students, particularly across demographic groups. This includes monitoring for culturally responsive teaching practices and equitable access to the curriculum.

Celebrating Success: Walkthroughs will also serve to recognize effective practices and highlight examples of instructional excellence that can be shared school-wide. | To be successful in taking action with differentiated instructional walkthroughs, we need several key supports and structures in place:

Clear Walkthrough Framework: A shared understanding of the purpose, process, and expectations for walkthroughs—including what we are looking for, how feedback will be shared, and how the data will be used.

Professional Development: Targeted training for instructional leaders and staff on conducting and receiving feedback from walkthroughs, including calibration on look-fors aligned with our ELA curriculum and equitable instructional practices.

Time and Scheduling Support: Protected time for walkthroughs to occur consistently, along with time for reflective conversations and collaboration afterward.

Teacher Collaboration and Buy-In: A strong culture of trust and transparency so teachers view walkthroughs as a supportive growth tool, not an evaluative one. Involving teachers in the development of the walkthrough process will be critical.

Data Collection Tools: User-friendly tools to capture observations, trends, and reflections in real-time, allowing us to analyze data and respond to instructional needs effectively.

Leadership Alignment: Consistent messaging and support from school leadership to ensure walkthroughs are integrated into our overall instructional improvement plan and not seen as a separate initiative.

With these supports in place, we can ensure that differentiated instructional walkthroughs strengthen teaching practices, promote equity, and sustain the momentum of our ELA improvement efforts. |

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 year, 100% of PLCs will be refined to use materials to plan instruction and analyze data while consistently following the developed PLC structure. PLC structures will include vertical alignment, leveraging instructional and engagement strategies, and data analysis.
Coaches and administrators will use Tier I materials as measured by PLC forms, agendas, and observations.		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.	Yes	Continue	Our improvement strategy was successful because it combined a consistent PLC structure with the strategic use of multiple data sources—FastBridge, Envision, and HMH Into Reading. This allowed teams to ground their instruction in both formative and summative data while aligning their planning to the standards.

We learned that when teachers have a structured process, high-quality materials, and collaborative support, they are empowered to plan more intentionally. Unwrapping standards and focusing on vertical alignment ensured that instruction was not only rigorous but also connected across grade levels. Reassessment cycles supported a culture of continuous improvement for both students and teachers.

Through this process, we also learned the power of data-driven collaboration. Teachers became more confident in using data to make instructional decisions, which led to more targeted teaching and improved student outcomes. This consistent approach positively impacted all students, particularly those in historically underserved groups, by ensuring they received aligned, high-quality Tier I instruction with timely interventions. | To sustain and build on our progress, our next steps include:

Refining Data Conversations: Deepen the focus on how to use data not just to identify needs, but to track the effectiveness of instructional responses over time.

Enhancing Reassessment Practices: Ensure reassessments are aligned to standards and used consistently to inform next steps in instruction and intervention.

Strengthening Vertical Collaboration: Expand opportunities for vertical PLCs to further align expectations, vocabulary, and strategies across grade levels.

Integrating Instructional Walkthroughs: Begin differentiated instructional walkthroughs to support implementation of Tier I practices and provide timely feedback.

Focusing on Student Ownership: Support teachers in helping students understand standards and assessment criteria to promote student goal-setting and reflection. | To be successful in taking these next steps, we need:

Continued Professional Learning: Ongoing training on data analysis, reassessment design, and instructional best practices tied to the standards.

Time for Collaboration: Protected time for both horizontal and vertical PLCs to meet, reflect, and plan effectively.

Coaching and Leadership Support: Active involvement from instructional coaches and administrators to model, guide, and provide feedback.

Data Access and Tools: Easy access to relevant data in user-friendly formats, along with tools that support real-time analysis and reflection.

Culture of Growth and Trust: Maintain a strong collaborative culture where teachers feel safe to take instructional risks, reflect honestly, and continuously grow. |

Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
Enhance students' interest in coming to school and decrease the percentage of chronic absenteeism from 45% in 2023-2024 to 30% by the end of 2024-2025 as measured by Attendance Reports on Focus Ed or Datalab through positive behavior supports, relationship building, and monthly check ins.		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**
Provide Multi-Tiered Systems of Support to improve attendance	We will decrease the amount of chronic absenteeism by 15%	Yes	Continue	Our success in reducing chronic absenteeism stemmed from a multi-tiered approach that prioritized positive behavior supports, intentional relationship-building, and regular check-ins. We learned that connection drives attendance—when students feel seen, supported, and valued, they are more likely to come to school consistently.

Monthly check-ins helped us identify and respond to barriers early, while school-wide positive behavior systems created a more welcoming, predictable environment for students. Relationship-building, especially between students and trusted adults, proved to be one of the most impactful strategies. We also learned the importance of consistency and follow-through; students noticed when adults showed up for them, and that built trust.

This work revealed that absenteeism is often a symptom of deeper issues—academic struggles, social-emotional needs, or home-based challenges—and we made progress because we addressed root causes, not just the symptoms. We also saw improved engagement across different demographic groups, particularly among students who had previously shown high absenteeism, indicating our approach supported equity and inclusion. | To maintain and improve upon this momentum, our next steps include:

Strengthen Tiered Interventions: Move from universal supports to more targeted Tier 2 and Tier 3 strategies for students still struggling with attendance.

Student Voice and Agency: Involve students in co-creating attendance incentives and in giving feedback on what makes school feel meaningful and worth attending.

Expand Family Engagement: Deepen partnerships with families to support attendance at home, including clearer communication about attendance expectations and available supports.

Use Real-Time Data: Implement a system for weekly or biweekly attendance monitoring, so interventions can be more timely and proactive.

Sustain Relationship Practices: Embed relationship-building strategies (e.g., morning circles, advisory groups, mentorship) into school routines to make connection part of the culture. | To be successful in these next steps, we need:

Staff Time and Training: Ongoing professional development on trauma-informed practices, student engagement, and family communication strategies.

Dedicated Attendance Teams: School-based teams focused on analyzing data, coordinating supports, and following up with students and families.

Consistent Data Access: Easy, real-time access to attendance dashboards (via Focus Ed or Datalab) to track trends and take action quickly.

Incentives and Recognition Programs: Resources to sustain meaningful, student-centered recognition systems that celebrate consistent attendance.

Community Partnerships: Continued collaboration with outside agencies to address non-school-related attendance barriers such as transportation, mental health, and housing instability. |