

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: Richard J. Rundle 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>			
End of year MAP scores for mathematics will show the percent of students who met 61st percentile or above will increase from 23% in spring 2023 to 43% in spring 2024.		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>
Provide professional development to licensed staff on tier 1 instruction (enVision math) and DMR.	Provide professional development (PD) to licensed staff on tier 1 instruction and DMR.	Yes	Continue	We had individualized/ differentiated PLs. More time spent in PLC unwrapping standards and collaborating on instructional practices. Spent a lot of time in PLCs analyzing data to meet the needs of students.	Grade level PLCs during summer for extra duty pay. Include PLCs in our schedule for next year.	Extra duty pay (funding), schedules, PLC templates
Provide professional development to licensed staff on differentiated instruction.	Strengthen tier 1 instruction to meet all students' needs.	Yes	Continue	We had representation from all grade levels in our book studies and there was an increase in participation.	Continue to schedule book studies and PLs.	Extra duty pay, books
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 2023-2024 school year, academic discourse will take place during 85% of school-wide walk thru.		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
Provide differentiated assistance to struggling teachers (PLC).	Components from all professional development will be implemented into all classrooms.	Yes	Continue	We learned that we are not as consistent as we would like. We feel like communication may be missing.	We will differentiate PL to a greater extent (focus 5). We will communicate our results more frequently (send email of walk-thru data after each walk-thru cycle).	Admin will create focus groups for PLs. Data coordinator will share data with staff after each walk-thru cycle.
Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
Spring 2024 Panorama data will increase to 76% of students responding favorably to survey questions regarding sense of belonging.		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
Implement social-emotional lessons in classrooms	A greater percentage of students feeling connected.	Yes	Continue	Respect among students is impacting our results.	Include 5th grade / kinder buddies (lunch and	Revised lunch schedule, expectations for buddies,