

Act 3 - Reviewing Our Journey

Directions:

- Fill in the appropriate cells in the table below.
 - Did we achieve our Goals - **Yes, No**.
 - Do we continue, correct, or cancel our goals/strategies - **Continue, Correct, Cancel**.
- Identify specific **Lessons Learned, Next Steps and Needs**.

Note:
The selections you enter will automatically update the accompanying cell on the Master Tracker tab.

School Name: Tom Williams 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? Why?</i>			
<p>Original Goal: Students will increase proficiency in math from 13% to 23% by 2022 as measured by state summative assessments.</p> <p>Students will increase proficiency in reading from 29.7% to 39.7% by 2022 as measured by state summative assessments</p> <p>Updated Goal: Increase the percent of all students scoring above the 61st percentile in Math from 11% (fall) to 14% (winter) to 20% (spring) and (AB 219 Attainable quantitative goal) EL students from 4% (fall) to 7% (winter) to 12% (spring) as measured by MAP Growth Assessment. Therefore increasing all students' SBAC proficiency in Math from 13% to 18% and (AB 219 Attainable quantitative goal) EL students' SBAC proficiency in Math from 6.0% in 2022 to 11.0% in 2023.</p> <p>Increase the percent of all students scoring above the 61st percentile in ELA from 17% (fall) to 20% (winter) to 25% (spring) and (AB 219 Attainable quantitative goal) EL students from 8% (fall) to 8% (winter) to 13% (spring) by 2023 as measured by MAP Growth Assessment. Therefore increasing all students' SBAC proficiency in ELA from 24.5% to 29.5% and (AB 219 Attainable quantitative goal) EL students from 11.3% in 2022 to 16.3% by May 2023.</p>	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? Why?</i>	Now (Lessons Learned) <i>How have our improvement efforts impacted achievement across demographic groups?</i>	Next (Next Steps) <i>What have we learned about ourselves and our school through this goal and these improvement strategies? What can we do right away to put these lessons into practice?</i>	Need <i>What do we need from others in this room and others outside of this room to be successful in taking action?</i>
Provide all students with rigorous Tier 1 instructions aligned to NVAC standards.	Student SBAC score will increase.	No	Continue	<p>Not all of our strategies were successful. Observational feedback indicated instructional tasks did not align and/or did not meet the depth and rigor of the intended standard. There are varying levels of expertise amongst the grade level teams understanding of the standards and planning for instruction aligned to the standard.</p> <p>There was not enough time to provide extensive, meaningful professional learning due to the lack of subs and morning meeting time.</p> <p>In addition to our goal to improve proficiency for all students, we included a goal specific for our EL learners to be in compliance with the state's AB 219 plan.</p>	<p>PLC- School-wide adoption and implementation of an effective PLC model (PLC +) and practices (Leverage Leadership) throughout 23-24. Continuous professional learning (provided by leadership team and consultants) around the CCSD Teaching and Learning Cycle. We will continue to identify areas in need for differentiation utilizing MAP data, formative, and summative assessments. Implementation of common PLC planning time built into the master schedule to allow for 50 minutes of weekly collaboration.</p>	<p>We need a school-wide ELA curriculum including professional learning to support teachers' implementation of the new program.</p> <p>Additionally, we need additional professional learning to support teachers' implementation of enVision math curriculum. We will reach out to CID schedule support during PLC meetings.</p> <p>Substitutes for instructional rounds and professional learning.</p> <p>Licensed teachers to fill vacancies to keep class sizes low.</p> <p>School-wide PBIS structures to allow teachers more time to focus on instruction and less time on "behaviors."</p>

Inquiry Area 2 - Adult Learning Culture	Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?				
<p>Original Goal: Based on observations, 0 out of 4 PLC meetings are focused on data analysis. Teachers will increase the number of PLC meetings analyzing data from 0% to 25 % by May 2023 as measured by the master calendar and PLC meeting notes and observations.</p> <p>Updated Goal: Teachers will increase the number of PLC meetings analyzing data from 25% to 50% by May 2023 as measured by the master calendar and PLC meeting notes and observations.</p>	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

<p>A) Clear expectations for PLC and collaborative PLC meetings with LLS, RB3, and administrative team. B) Provide licensed staff the opportunity to engage in professional learning so they may refine their planning for and delivery of Tier 1 and Tier 2 instruction.</p>	<p>Teachers will provide purposeful, differentiated, Tier 1 and Tier two whole and small group instruction.</p>	<p>Yes</p>	<p>Continue</p>	<p>Our improvement strategies were successful. Even though there is evidence that we are improving our PLC structures, we still need to refine them. The leadership team created an agenda template that focuses teacher's collaboration around data. The Leadership team has been re-delivering district-wide PL around effective PLCs and the Teaching and Learning Cycle. Observational feedback still indicated instructional tasks did not align and/or did not meet the depth and rigor of the intended standard. There are varying levels of expertise amongst the grade level teams understanding of the standards and planning for instruction aligned to the standard. There was not enough time to provide extensive, meaningful professional learning due to the lack of subs and morning meeting time.</p>	<p>The leadership team will provide PLC + professional learning as it is rolled out from the district. Continuous professional learning (provided by leadership team and consultants) around the Tom Williams "Look Fors," which include lesson planning with unwrapping standards for Tier 1 instruction, Gradual Release Framework, Checking for Understanding, and Engagement strategies monitored through classroom observation and coaching. We will identify areas in need for differentiation utilizing MAP data, formative, and summative assessments. Continue to use a school-wide tool for developing common grade level assessments.</p>	<p>Buy-in from all staff that weekly data analysis is critical to student success and outcomes. Buy-in from staff that PLC and the Teaching and Learning Cycle are not "just one more thing," but things we are already doing to improve student outcomes. The leadership team needs to create a long-range plan outline the expectations for each PLC for the 23-24 school year. Prep waiver allowing admin to use one prep per week where teachers are provided the time to collaborate.</p>
<p>Inquiry Area 3 - Connectedness</p>		<p>Did we achieve our Connectedness goal?</p>	<p>Continue, Correct, or Cancel the Goal?</p>			
<p>Original Goal: Student responses will decrease from 49.96% to 39.96% on the district wide survey indicating they would be willing to answer a question even if they were not sure their answer was correct. New Goal:</p>		<p>No</p>	<p>Cancel</p>			
<p>Improvement Strategies</p>	<p>Intended Outcomes/Formative Measures</p>	<p>Were our improvement strategies successful?</p>	<p>Continue, Correct, or Cancel the Strategy?</p>	<p>Now (Lessons Learned)</p>	<p>Next (Next Steps)</p>	<p>Need</p>
<p>The school counselor and teachers will provide lessons on growth mindset and emphasize the value of learning from our mistakes.</p>	<p>Increase in student discourse to help ensure students will share answers even when uncertain of their correctness. There will be an increase of positive responses on the district wide survey reflecting that students feel safer answering questions even if they are unsure of the correct answer.</p>			<p>To encourage discourse and participation from all, our staff does not call students one on one to answer questions. We encourage accountable talk, partner talk, and a safe environment for students to ask questions. Through teacher feedback and classroom observations, most students participated in class discussions and felt safe and comfortable to ask questions.</p>	<p>Support students when taking the district-wide survey. Read the questions aloud to insure all students understand what is being asked.</p>	