

Act 3 - Reviewing Our Journey

Directions and Resources for Act 3

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: 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?</i>				
<div>Increase the percent of all students scoring above the 61st percentile in Math from 22% (spring 2024) to 28% (spring 2025). (AB 219 Attainable quantitative goal) EL students from 12% (spring 2024) to 18% (spring 2025) as measured by MAP Growth Assessment. Therefore increasing all students' SBAC proficiency in Math from 15.4% in 2024 to 20.4% in 2025 and (AB 219 Attainable quantitative goal) EL students' SBAC proficiency in Math from 4.8% in 2024 to 9.8% in 2025.</div> <div>Increase the percent of all students scoring above the 61st percentile in ELA from 20% (spring 2024) to 26% (spring 2025). (AB 219 Attainable quantitative goal) EL students from 9% (spring 2024) to 15% (spring 2025) as measured by MAP Growth Assessment. Therefore increasing all students' SBAC proficiency in ELA from 29.2% in 2024 to 34.2% in 2025 and (AB 219 Attainable quantitative goal) EL students' SBAC proficiency in Math from 10.5% in 2024 to 15.5% in 2025.</div>	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?</i> <i>What have we learned about ourselves and our school through this goal and these improvement strategies?</i> <i>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>
All students will be engaged in rigorous, standards based Tier 1 and Tier 2 instruction aligned to NVAC standards	Student SBAC score will increase.	No	Continue	<div>Our progress monitoring data shows that the percentage of students performing above the 61st percentile in MAP Math remained unchanged at 25% from Winter 2024 to Spring 2025. In ELA, we saw a decrease in students above the 61st percentile, dropping from 24% to 19%. These results indicate that while some instructional practices are in place, they have not yet translated into continued academic growth, particularly in ELA. One key learning from this data is that teacher familiarity with the new ELA curriculum remains a significant factor. As teachers continue to adjust to the structure and expectations of the program, we're noticing they are providing fewer opportunities for in-depth questioning, student discussion, and comprehension-based tasks that push students to think critically. This may be contributing to the decline in ELA performance. In Math, the lack of growth suggests that while the curriculum is being used, we need to better support teachers in differentiating instruction, especially for students in the mid-performing range, so they can advance beyond their current level.</div> <div>We were able to secure additional tutors this fall, which helped reduce the number of students in each intervention group and allowed for more focused support. However, we are learning that while group size has improved, the instructional impact is still limited due to the tutors' varying levels of experience and instructional background.</div>	<div>To address the challenges identified in our progress monitoring data, we will continue to prioritize high-quality instruction through sustained professional learning. Teachers will deepen their use of the CCSD Teacher Clarity Guides, Teaching and Learning frameworks, and "Look For" tools to enhance lesson design and classroom delivery.</div> <div>A key area of focus will be strengthening the quality of planning during PLCs by embedding best instructional practices directly into lesson design. Grade-level teams will use their common planning time to collaboratively plan for how to deliver the curriculum in a way that maximizes student engagement and learning. This includes intentionally incorporating strategies such as academic discourse, higher-level questioning, checks for understanding, and scaffolds for comprehension. Planning will continue to be informed by MAP data and formative assessments to ensure instruction is responsive to student needs to accelerate growth.</div> <div>Administrators, learning strategists, and instructional coaches will develop and implement a consistent, cyclical schedule for classroom observations and coaching. Increasing our presence in classrooms will allow for more timely, actionable feedback and stronger support for teachers, especially as they continue to adjust to the instructional shifts required by the new ELA curriculum.</div> <div>Instructional walks with a specific focus will remain part of our monitoring system to assess alignment with Tier 1 and Tier 2 expectations and guide ongoing professional learning.</div>	<div>To successfully take action on our next steps, we need to provide more targeted professional learning that is responsive to what we are observing in classrooms. This includes focused training on specific components of the district-adopted ELA Tier 1 and Tier 2 curriculum, particularly in areas where instructional depth, questioning, and comprehension strategies need to be strengthened.</div> <div>We also need to support teachers in how they are using PLC time, not just to plan lessons, but to collaboratively embed high-leverage instructional practices into the curriculum and anticipate student misconceptions. Strategists and administrators will play a critical role in guiding this work to ensure planning time translates into meaningful instructional impact.</div> <div>While we are fully staffed for the upcoming year, the level of teaching experience across the team varies. We will need to provide differentiated support to ensure all teachers, especially those newer to the profession or curriculum, are confident and capable in delivering high-quality instruction.</div> <div>In terms of behavior supports, while we have strong schoolwide PBIS structures in place, we recognize the need to implement consistent classroom-level PBIS systems to further reduce disruptions and increase instructional time.</div> <div>Finally, although we were fully staffed with tutors this year, we anticipate a reduction of at least two positions next year. This will require us to adjust how we prioritize and structure intervention and enrichment supports to ensure all students continue receiving the targeted instruction they need to grow.</div>
Inquiry Area 2 - Adult Learning Culture	Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?				
Teachers will increase the number of PLC meetings analyzing data from 25% (2023-2024) to 50% by May 2025 as measured by the master calendar and PLC meeting notes and observations.	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
The leadership team will implement structures and provide clear expectations for collaborative PLC meetings. B) The staff will engage in high-quality PLC meetings following the teaching and learning cycle.	Teachers will provide purposeful, differentiated, Tier 1 and Tier 2 whole and small group instruction	No	Continue	<p>Our progress monitoring data confirms that teachers increased the frequency of data analysis during PLC meetings, reaching the target of 50% of meetings dedicated to this work by May 2025. However, despite this increased focus on data, we observed that the analysis has not consistently translated into actionable next steps that drive student growth.</p> <p>Through implementation, we have learned that while teachers are engaging with the data, there is a gap in intentionally connecting data insights to planning and instructional adjustments. This aligns with our earlier findings regarding the need for deeper, more purposeful planning within PLCs. Without deliberate focus on how data informs specific instructional strategies and interventions, the potential impact on student outcomes is limited.</p> <p>This challenge highlights the necessity of further supporting PLC teams to move beyond data discussion toward embedding data-driven decision-making into their collaborative planning routines. Strengthening this connection will be essential for improving instructional practices and ultimately accelerating student learning.</p>	<p>To address the disconnect between data analysis and instructional outcomes, we will shift the focus of PLCs from simply reviewing data to strategically using that data to intentionally plan for high-quality, engaging instruction. Grade-level teams will be supported in identifying specific engagement strategies.</p> <p>The existing Tom Williams PLC agenda will continue to serve as the foundation for meetings; however, the structure will be refined to ensure that time is purposefully used to plan instruction that is responsive to data and designed to increase student participation and academic ownership. Instructional strategists and administrators will continue to attend PLCs, with a refined focus on guiding teams in embedding student engagement strategies, such as academic discourse, checks for understanding, and rigorous questioning, into upcoming lessons. This work will directly support the goal of making data analysis meaningful and actionable.</p> <p>Leadership team instructional walks will be aligned to this focus, providing feedback on the implementation of data-informed engagement strategies. Insights from these observations will inform professional learning priorities and coaching cycles.</p>	<p>We need to maximize the use of existing PLC structures and limited professional learning time. Professional learning will need to be targeted, job-embedded, that promotes student discourse, critical thinking, and academic engagement. While access to substitutes for extended PL remains limited, we must creatively leverage existing structures, such as strategist-led support during prep periods, coaching during PLCs, and asynchronous tools, to provide meaningful support.</p> <p>A continued focus on cultivating a shared belief among staff that data analysis is not a compliance task, but a powerful tool to inform teaching decisions, is essential. Reinforcing that the Teaching and Learning Cycle is a core driver of instructional planning.</p> <p>The leadership team will remain committed to being present in weekly PLCs and classrooms, using observations and data to identify needs and deliver targeted support that aligns with our instructional priorities.</p>
Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
Decrease chronic absenteeism from 21.7% in 2023-2024 to 17% in 2024-2025 as measured on FocusEd.		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
The school support team will clearly outline attendance expectations to all families. (B.) Letters will be sent out monthly to notify parents of students that are currently chronically absent. Admin will provide professional learning to staff. (C.) Attendance meetings will be held to educate and engage families about the impact of attendance on achievement.	Decrease the number of chronically absent students.	No	Continue	<p>Our progress monitoring data shows that chronic absenteeism increased from 21% in 2023–2024 to 23% in 2024–2025, despite the notable gains made the prior year. This trend highlights that our expanded efforts to improve attendance were not sufficient to reach our goal.</p> <p>At the start of the year, we continued our implementation of Random Attendance Days (RAD), announced during lunch to reward students who were present on surprise days. In both the first and second semesters, we introduced Donuts with Grown-Ups to celebrate students and their families with fewer than two absences, promoting positive reinforcement early and mid-year. We also maintained quarterly attendance luncheons to honor students who had strong attendance within each quarter.</p> <p>In Semester 2, we layered in additional incentives. All students with fewer than two absences during the fourth quarter were entered into monthly drawings for prizes, and to engage caregivers more directly, we entered the parents of qualifying students into drawings for gift cards.</p> <p>Despite this ongoing, tiered approach to attendance recognition and frequent family meetings with parents of chronically absent students, chronic absenteeism increased. Our data revealed that attendance improved for students whose families were responsive to incentives and school communication; however, a core group of chronically absent students remained unchanged. These students were already the focus of multiple attendance interventions, and the lack of improvement suggests that the root cause is not lack of awareness, but rather lack of parental engagement or priority placed on school attendance.</p> <p>We are learning that in an elementary setting, attendance is largely influenced by parent behavior. Without stronger accountability measures or deeper family engagement strategies, the efforts we've implemented—even when consistent and multi-pronged—are not enough to reverse chronic absentee patterns for some families.</p>	<p>(A) The school support team will maintain clear communication with families by sending home letters that reinforce the importance of regular attendance and outline attendance expectations.</p> <p>(B) Attendance meetings will be conducted to inform and engage families on how attendance directly impacts student achievement.</p> <p>(C) Our Communities in Schools Liaison (CIS) will continue offering incentives for students on Random Attendance Days (RAD) to encourage regular attendance. In addition, we will maintain and expand recognition programs including Donuts with Grown-Ups celebrations, quarterly attendance luncheons, and monthly prize drawings for students with fewer than two absences. To further engage families, we will continue entering parents of students with strong attendance records into gift card drawings, reinforcing the importance of their role in supporting consistent attendance. These layered incentives aim to motivate both students and their families to improve attendance rates.</p>	<p>We will continue identifying students at risk of chronic absenteeism and collaborate with their families to set attendance expectations and provide necessary support. It is essential to raise parental awareness about the negative effects of poor attendance on student learning. We seek cooperation from families with high absenteeism rates to ensure students consistently attend school.</p> <p>A consistent process will be established to ensure regular monthly written and verbal communication with parents of students exhibiting chronic absenteeism, highlighting the potential impact on their child's academic progress and urging proactive measures to improve attendance. We will refine our systems for monitoring attendance and continue meeting with parents throughout the year. It is also important to regularly remind staff about attendance policies so they can engage with families on this issue. Additionally, we will work with community partners to secure incentives that support our attendance initiatives. Most importantly, we need stronger support from city and county officials to ensure parents are held accountable for educational neglect when they repeatedly fail to send their children to school. Despite filing appropriate reports, follow-through and enforcement have been limited, leaving schools without the necessary backing to compel consistent attendance. A coordinated effort between schools and local agencies is critical to drive change in chronic absenteeism patterns.</p>

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