

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: Carl 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>			
Increase the percentage of students scoring above the 40th percentile in math from 55% (2023 Fall) to 57% (winter) to 59% (spring) by 2024 as measured by the MAP Growth Assessment. Increase the percentage of students scoring above the 40th percentile in ELA from 63% (2023 Fall) to 66% (winter) to 68% (spring) by 2024 as measured by the MAP Growth Assessment.		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>
Ensure differentiated grouping, using data to drive instruction, and planning individual student goals and supports	By strengthening Tier 1 instruction, we will be able to increase the percentage of students performing above the 40th percentile.	No	Correct	Grades K-3 made gains in growth. Grades fourth and fifth was our opportunities to improve.	Concentrate on small group instruction for the 24-25 school year. HMH was just implemented for the 23-24 school year.	Early identification of students needing intervention and excelleration and meeting their academic needs.
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 school year, 100% of the staff will be utilizing learning intentions in their classroom as measured by classroom walkthroughs 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
Differentiated Professional Development for the staff and ongoing PL related to district PLC structures and template.	One hundred percent of the staff will implement PLC's with fidelity, which will increase student achievement.	Yes	Continue	Professional Development was offered as needed per grade level and to our entire staff as needed.	We will continue honing our teaching craft. We will use our data to drive our Professional Development decisions.	N/A
Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
Increase the percent of students who can use emotional regulation from 50% (Fall 2023, when available) to 52% (winter) to 53% by May 2024 as measured by the Panorama Education Survey.		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 lessons on Zones of Regulation & Kelsos Choices	By students feeling safe, ready to learn, and using coping and social strategies, students will increase student achievement and attendance.	Yes	Continue	By offering a school-wide system of dealing with emotions and small and large problems. Each student can then use the Zones of Regulation and Kelsos Choices to express and explain their individual problems or concerns productively to get their individual needs or concerns met.	Hire a school-wide Behavior Strategist to assist our school counselor.	We are ready for the 24-25 school year!