

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: Dennis Ortwein Elementary School

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 percent of students projected to be proficient in math from 37% in Spring 2023 to 47% in Spring 2024, as measured by MAP Growth.		Yes	Correct			
Increase the percent of students projected to be proficient in ELA from 42% in Spring 2023 to 52% in Spring 2024, as measured by MAP Growth.						
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>
Teachers develop and implement common formative and summative assessments and learning tasks aligned to the standards at the appropriate level of rigor to inform instruction and monitor students' learning.	Ensure that teachers are delivering high quality instruction with a common understanding of end of the year mastery for each standard.	Yes	Continue	Teachers were able to use the results of common formative assessments to make mid-course adjustments to instruction in order to ensure student mastery of standards.	We will continue with the process of selecting and/or developing common assessments during PLCs to gain accurate and current information about the teaching and learning cycle.	We will make slight adjustments to our PLC (Impact Teams) process to ensure selecting and/or developing common assessments occurs more often during collaboration.
Ensure that all students receive instruction with evidence based, scientifically researched Tier I instructional materials aligned to the standards that are culturally appropriate, relevant, and inclusive by having educators engage with the Teaching and Learning Cycle during PLCs (Impact Teams).	Teachers will use high-quality instructional materials to ensure consistency across and within grade levels.	Yes	Correct	Most educators have implemented instruction using Tier I Math materials, supplementing and adjusting the pacing as needed. A majority of educators implemented Tier I phonics instructional materials. Some educators implemented Tier I Reading materials this year. The educators that implemented the Tier I Reading materials showed high growth and high achievement on the MAPs assessment.	We will adjust this strategy so that it says "effective use of instructional materials aligned to the standards" and monitor by using the Tier I Monitoring Tool questions about instructional materials.	We will need training from the HMH Implementation Manager regarding pacing for Into Reading. We will form a 95 Phonics implementation Team led by our Read By Grade 3 Strategist. We will use the Look-For Tools to gather information and support plans for grade levels and individual teacher implementation of Into Reading.
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 2024 school year, 90% of evidence walks will show that teachers are posting and/or verbally stating learning intentions and success criteria and checking for student understanding.		No	Correct	We reached implementation levels of 71% and 46% related to Learning Intentions and 69% and 44% related to Success Criteria. Our percentages increased each quarter. Administrators were building capacity throughout the school year about what "alignment" and "interaction" looks like in the classroom related to Learning Intentions and Success Criteria.	We will adjust our Adult Learning Culture focus to the Teaching and Learning Cycle. During PLC (Impact Team) meetings, grade level teams will select one of four focus areas: Plan, Assess, Analyze, or Respond.	We will need to provide training for teachers on the revised focus areas for PLC (Impact Team) meetings, to include more detailed information about the timeline of the cycle.
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	Now (Lessons Learned)	Next (Next Steps)	Need
Professional Learning about effective use and impact of Learning Intentions and Success Criteria.	Educators will learn how to write and effectively use learning intentions and success criteria to increase student understanding of and responsibility for their own learning.	Yes	Cancel	Educators received whole group training at the start of the school year. They received the resource "The Teacher Clarity Workbook" to use independently and during PLC (Impact Team) meetings. Data was shared quarterly on progress towards the goals.	We will adjust our Adult Learning Culture focus to the Teaching and Learning Cycle. During PLC (Impact Team) meetings, grade level teams will select one of four focus areas: Plan, Assess, Analyze, or Respond.	We will provide whole group training at the start of the school year. We will meet with individual grade levels during initial PLC (Impact Team) meetings to check for understanding and provide differentiated support.
Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
Increase the favorable responses to questions about "emotional regulation" from 37% in Spring 2023 to 47% by Spring 2024.		No	Correct	Our data showed that our students responded in the same way to these questions with slight adjustments during the three administrations of Panorama. We think that this may have to do with the questions asked. We would also like to include data from K-2 students using a school-based survey. We also noticed that students were able to show growth through observations and interactions with other students that did not translate into growth on the survey.	We would like to shift our focus to Sense of Belonging. The data for this set of questions is on a downward trend. Additionally, this data set is more closely aligned to the House System initiative.	We will need to rollout the House System initiative for educators and students at the start of the school year. We will continue to monitor Emotional Regulation data, but our focus will shift to Sense of Belonging.
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 a Shared Space (reward area and calming area) and school based rewards program	Development of a safe space for students in crisis paired with a highly desirable space to receive rewards for regulating emotions and positive behavior.	No	Continue	We did not experience a full rollout of this initiative. We focused on the Behavior Matrix, Common Corrective Language, and common expectations for spaces in the school. We had 83 behavior referrals since January.	We will have a full rollout of the House System in the Fall.	We will need training for educators, a timeline for teaching the expectations to students, common lessons for teaching expectations to students, and an established reward system.
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