Act 3 - Reviewing Our Journey

Directions and Resources for Act 3

Only type in the yellow cells.

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: C.P. Squires Elementary School

Inquiry Area 1 - Student Success	Did we achieve our Student Success goal? *What does our data reveal about our progress toward our goal?*	Continue, Correct, or Cancel the Goal? *Should we continue, correct, or cancel this goal in our next SPP?*		
Increase the percentage of students In K-5th grade scoring above the 40th percentile in Reading from 37% in Spring of 2023 to 42% by Spring of 2024 as measured by MAP Growth Assessments. Increase the percentage of students in K-5th grade scoring above the 40th percentile in Math from 34% in Spring of 2023 to 39% by Spring of 2024 as measured by MAP Growth Assessments.	No	Continue (and update)		

Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful? *How successful were we at implementing our improvement strategies?*	Continue, Correct, or Cancel the Strategy? *Should we continue, correct, or cancel the associated improvement strategies in our next SPP?*	Now (Lessons Learned) *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?*	Next (Next Steps) *What can we do right away to put our Lessons Learned into practice?*	Need *What do we need to be successful in taking action?*
1. All students will engage in high-quality, rigorous Tier I reading and math instruction utilizing the Nevada Academic Content Standards, CCSD-adopted curricular materials, pacing guides, and Tier I MTSS Teaching Expectations. 2. All K-5 teachers in collaboration with learning strategists and designated support staff members will participate in delivering targeted Tier II instruction in both reading and math. Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): HMH EBI Level 3, enVision Math EBI Level 3; CORE 95 Phonics Level 3	1. Successfully provide students with access to high quality instruction. Increase student proficiency in reading and math while increasing the percentage of students performing above the 40th percentile as measured by the MAP growth assessments. 2. All K-5 teachers in collaboration with learning strategists and designated support staff members will participate in delivering targeted tier II instruction in both reading and math. Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): HMH EBI Level 3, enVision Math EBI Level 3; CORE 95 Phonics Level 3	No	Continue	2023-2024 SBAC data is not available at this time. Slight increase in the percentage of K-5 students performing above the 40th percentile in math from 36% in the fall to 37% in the spring as measured by MAP math assessment. Slight decrease in the percentage of K-5 students performing above the 40th percentile in reading from 39% in the winter to 35% in the spring as measured by MAP reading assessment. In math, grades K, 2, and 4 demonstrated increase, while in ELA, grade 5 demonstrated increase in the number of students scoring above the 40th percentile. Our data demonstrates a need for continuation of the implementation of the outlined improvement strategies. There remains inconsistencies within the delivery of high quality Tier I instructional strategies among grades 3-5. We also recognize the impact chronic absenteeism is having on student outcomes. Additionally, student require increased exposure to content specific vocabulary across all content areas. The need for a foundational math fluency program across grade levels is required to remove cognitive load so students are able to tackle rigorous content.	**Administrative Action Steps:** 1. Administration will monitor expectations communicated for utilizing aligned tasks to support success criteria to grade levels in PLCs. 2. Administration will complete classroom observations to monitor learning task alignment with success criteria and NVACS. Including a focus on pacing. 3. Teachers and students will engage in learning tasks from the Tier I instructional materials aligned to posted success criteria and the NVACS. 4. Administration will conduct Tier I classroom observations to observe look-fors for all classroom teachers. 5. Administration will provide actionable feedback during post-observation conferences and work with strategists to support teachers who need additional assistance. 6. Develop a math facts campaign as a Tier II support where all teachers maintain consistency. Math fact expectations will align with learning progression as appropriate by grade level. 7. Develop a method of tracking student mastery of math facts/campaign. **Staff Action Steps:** 1. Grade level chairs (GLC) will communicate expectations for learning tasks and success criteria to teams. 2. Teachers will deliver lessons with aligned learning tasks with appropriate pacing. 3. Teachers will utilize feedback and look-fors to purposefully plan and execute aligned learnings tasks. 4. Teachers will continue to implement aligned learning tasks with appropriate pacing, using feedback from post-observation conferences. 6. Teachers will improve decision making for differentiated instruction. 7. Teachers will progress monitor Exactpath usage, pass rates, and set goals with students.	1. Adopted Tier I and Tier II Materials 2. Tier I and Tier II Teaching Expectations 3. Math and ELA Look For Tools 4. Tier I Observation Monitoring Tool. 5. Create or adopt a Tier II math fact fluency program. 6. Create a school-wide incentive system for math campaign. 7. Disseminate information to staff.

Inquiry Area 2 - Adult Learning Culture	Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?		
The number of Professional Learning Community (PLC) meetings that follow the Teaching and Learning Cycle will be 80% by the end of semester 1 and 100% by the end of semester 2, 2024 as measured by PLC meeting 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
All teachers will engage in effective Professional Learning Communities (PLCs) in alignment with the Teaching and Learning Cycle: Plan component. Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Professional Learning Communities (PLC) EBI Level 2, Data Analysis EBI Level 2	All licensed staff members will participate in weekly PLC meetings following the common data meeting structure.	Yes	Continue	Department teams continue to consistently following a common data meeting structure to conduct weekly PLC meetings. PLC improvements listed as follows: PLC Meeting Agendas being used, PLC Assessment Review document used since November. PLC meetings continue to be focused on the following tasks - Assessment data review and shuffle for ELA Tier I instruction - BAM utilizing the Tier I PLC Assessment Review Form and Plan document for math - Long range planning aligned to CCSD Pacing Guides and Instructional Framework - Look Fors Tool Overview. Similarly, administrators will follow the PLC look-for tool when working with PLCs. Instruction has improved as a direct result from PLCs. However, shuffles for ELA Tier I instruction should not be completed during PLCs. We recognize the need to increase assessments used during PLCs to include MAP data, in addition to classroom formative and summative assessments. Additionally, grade levels need to submit PLC notes as a Google Form each week. This is in addition to the weekly PLC Agenda. Grade levels will increase the number of teachers contributing to PLC dialogue during meetings.	**Administrative Action Steps:** 1. Administration will continue to monitor grade level PLCs on effectively unwrapping upcoming standards identify learning progressions, intentions, success criteria, scaffolding and differentiation strategies, small group learning. Administration will continue to utilize the Teaching & Learning Cycle: Plan document. 2. Administration and strategists will work with grade levels to continue using the Teaching and Learning cycle in upcoming PLCs. 3. Administration will share PLC observation data trends with leadership team. Leadership team will discuss next steps for teams. 4. Administration will create a Google Form where teachers can submit PLC notes. **Staff Actions Steps:** 1. All teachers will continue to engage in PLCs to unwrap standards, identify learning progressions, intentions, success criteria, scaffolding and differentiation strategies. Grade level chairs will continue to utilize the Teaching & Learning Cycle: Plan document that they have been previously trained on using. 2. Grade level leads will continue to facilitate PLCs, utilizing and refining their practice with the Teaching and Learning Cycle: Squires Plan document. 3. Grade level leads will continue to refine PLC processes based on trends.	1. Teaching and Learning Cycle: Squires PLC document. 2. Teacher Clarity Guide 3. Pacing Guides 4. Look For Tools 5. Assessment Review document 6. PLC Look For Tool. 6. Google Form for PLC notes. 7. System for accountability.

		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
Inquiry Area 3 - Connectedness						
Decrease the percentage of K-5th grade chronically absent students from 39% in May 2023 to 25% by May of 2024 as measured by attendance data in Infinite Campus and 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 will implement and follow the CCSD Multi- Tiered System of Support Attendance Protocol. Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Climate and Culture- EBI Level 4	Increase daily student attendance rate resulting in students' overall academic success, connectedness for students, and a sense of partnership between home and school.	No	Continue	Our current chronic absenteeism rate is 33% as of May 14, 2024. This demonstrates a 6% decrease from January's rate of 39%. We continue to find challenges with consistency amongst stakeholders with tracking and follow through of action steps of the MTSS Attendance Protocol. The MTSS Attendance Protocol will be refined and adjusted. There is a need to RPC students when absences increase as a form of discipline. However, this requires Tier I implementation to be completed in	**Administrative Action Steps**: 1. Administration will continue to work with MTSS/Attendance Team to refine our structure for monitoring student attendance and assign specific tasks. 2. Administration, in collaboration with MTSS/Attendance Team, will implement monthly attendance incentives for students. 3. Administration will monitor attendance and conduct parent meetings for students with absence percentages over 25%. 4. Administration will	Monitoring of the accountabiliy by following through on all tasks.