

**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.

**Triggs 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>			
School Goal: Increase the percent of students scoring above the 61st percentile in math from 42% (fall) to 46% (winter) to 50% (spring) by 2023 as measured by 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? 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>
Unwrap math standards during PLCs, provide math professional development based upon the Math Leader Institute.	Teachers will implement meaningful discourse, goals to focus learning, tasks to promote reasoning, math representations, purposeful questions, building or procedural fluency, productive struggle, and evidence of student thinking. Teacher will provide structures for reciprocal and sustained interactions that enable them to articulate their developing understanding in order to deepen and/or consolidate that understanding or to acquire skills	Yes	Continue	While we did not meet our proficiency goal, 6 out of 7 groups showed an increase in the percentage of students making growth.	We are capable of closing gaps with Tier 1 instruction aligned to standards when that is the focus.	We need to have fewer demands placed on educators that are unrelated to improving student achievement.
		Yes	Continue	While we did not meet our proficiency goal, 6 out of 7 groups showed an increase in the percentage of students making growth.	We are capable of closing gaps with Tier 1 instruction aligned to standards when that is the focus.	We need to have fewer demands placed on educators that are unrelated to improving student achievement.
Implement discourse strategies in all classrooms K-5.						
Teachers will increase the frequency of implementation of effective teaching practices in the Big 5 Literacy Walks conducted by administration in December and February (from x to y—percentage of )		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
Increase opportunities to engage with complex text, write and participate in differentiated instruction in reading in alignment with CCSD Literacy Framework, iReady, and quality phonics and vocabulary instruction. Provide support to struggling students through strategist assistance with groups and coaching and support to teachers from RB3 strategist.	Students will improve their reading scores by participating in differentiated instruction during the Tier 2 Literacy block and during the RTI Tier 2 block Walk to read). Teachers will implement differentiated instruction in Tier 1 and Tier 2 according to best practices in literacy instruction.	Yes	Continue	While we did not meet our proficiency goal, 6 out of 7 student groups showed an increase in the percentage of students making growth.	We are capable of closing gaps with Tier 1 instruction aligned to standards when that is the focus.	We need to have fewer demands placed on educators that are unrelated to improving student achievement.
		Yes	Continue	While we did not meet our proficiency goal, 6 out of 7 student groups showed an increase in the percentage of students making growth.	We are capable of closing gaps with Tier 1 instruction aligned to standards when that is the focus.	We need to have fewer demands placed on educators that are unrelated to improving student achievement.
Increase the percent of students who agree or strongly agree that it is easy to get through something even when frustrated from 39.97% to 45% by 2023 as measured by the CCSD Districtwide 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
Implement Leader in Me, social emotional learning	Students will demonstrate improved growth mindset,	Yes	Continue	Having additional staff members dedicated to	Refine instruction to align with deficit areas from	We need to have fewer demands placed on
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