

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: 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?</i>			
Increase the percent of students scoring above the 61st percentile in reading from 42% (fall 2022) to 45% (fall 2023) to 49% (winter) to 53% (spring) by 2024 as measured by MAP Growth Assessment. Increase the percent of students scoring above the 61st percentile in math from 42% (fall 2022) to 45% (fall 2023) to 49% (winter) to 53% (spring) by 2024 as measured by MAP Growth Assessment.		No--While we were very close to meeting our SPP Goal for Math, we did not meet it for Reading. We did increase our reading achievement (46% of students scored at/above the 61st percentile in Reading). In addition, 52% of students scored at/above the 61st percentile in Math.	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>
Implement Tier 1 instructional materials and utilize Teacher Clarity resources to guide planning and implementing effective instruction.	If teachers utilize required Tier 1 Instructional materials and provide learning intentions and success criteria (teacher Clarity), then students will have experience with complex texts and standards aligned tasks which will support an increase in the percent of all students proficient in reading to 53%% by May 2024 and math to 53%% by May 2024, as measured by MAP Growth Assessment.	Yes	Continue	Staff members have worked hard to implement the new reading curriculum. Additional time is needed for staff to understand all of the lesson components as well as provide opportunities for scaffolding and support. Math achievement data reflects that our Tier 1 Math instruction was consistently implemented. Staff have consistently posted the learning intention and success criteria and interacted with them throughout the lesson.	Staff will use the newly released ELA Teacher Clarity Guides to ensure both staff and students are clear on the intended learning standard. Grade level teams will use Teacher Clarity Guides to unwrap standards and analyze module and weekly assessments to ensure instruction is aligned to the standard/assessment.	We will continue to provide professional development on the new Tier 1 ELA curriculums (95 Phonics Core and HMH Into Reading). The RBG3 Strategist will continue to model lessons and co-teach to support staff members with direct instruction. Additional time is needed to plan for Tier 1 small group instruction in light of the new curriculum. The whole group Tier 1 lessons are taking longer than anticipated as staff become more familiar with the new curriculum.
Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?			
Increase the percent of classroom observations that show evidence of tasks that support overall mastery of the standard(s) from 35% in September to 50 % in January to 75% in April as measured by the Tier 1 monitoring tool. The percent of classroom observations that show evidence of tasks that support overall mastery of the standard(s) will be 60% at the end of semester 1 and 75% at the end of semester 2, 2024 as measured by the Tier 1 monitoring tool.		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 a coach or administrator to reflect on instructional practices.	Teachers will develop more confidence in their teaching practices which will lead to improved outcomes for student achievement.	Yes	Continue	Ongoing coaching support was consistently provided this year. The Strategist Team scheduled meetings with teachers based on the coaching needs assessment as well as modeling lessons and co-teaching in classrooms. Due to the varying needs of staff, coaching support varied based upon individual classroom teacher needs. Administration also provided support for teachers based on the needs/directives that have been set for teachers. The CPD Science Department came out and provided professional development training to our staff, and we were assigned Implementation Managers for an 8 week period for ongoing support. In addition, the 95 Percent Group modeled 95 Phonics Core lessons for Grades 4 and 5 as well as met with Grades K-5 to help them reflect on their instructional practices of reading foundational skills instruction.	We will continue to provide differentiated coaching support to teachers/grade levels based on data. Coaching support looks different based on teacher request/admin directives. We will utilize data from the Tier 1 monitoring Tool to continue to provide coaching support to classroom teachers. At the start of SY 24-25, we will provide a staff survey to also determine what areas staff may want coaching in (after the Fall MAP Administration).	Administration will continue to conduct classroom walkthroughs and observations to collect data. We will continue to use the Tier 1 Monitoring Tool to determine the next steps. We will schedule classroom walkthroughs with the Strategist Team to collect more data to ensure we are collecting ongoing data. We will also utilize the HMH Look-For Tool to review the components of the HMH Into Reading Lesson at the start of SY 24-25.
Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
Increase the percent of students who can get themselves to relax when upset from 44% Fall 2022 to 47% Fall 2023 to 50% Winter to 52% Spring 2024 as measured by the Panorama 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
<p>Implement new Leader in Me curriculum, PBIS, and Panorama strategies aligned to data to provide Multi-Tiered Systems of Support (MTSS) for social-emotional learning and behavior.</p>	<p>If teachers consistently implement new Leader in Me curriculum, PBIS, and aligned Panorama strategies, then students will have experience with learning strategies to regulate their emotions which will support an increase in the percent of all students reporting they can get themselves to relax when to 52% by May 2024 as measured by Panorama Survey.</p>	<p>Yes</p>	<p>Continue</p>	<p>This year Triggs implemented the new Leader in Me Curriculum, PBIS, and Panorama strategies in classrooms. Our Explorations teacher began the year implementing these strategies to all of our students to support social-emotional learning. She focused on areas that needed the most support based on data taken from the Panorama and Leader in Me MRA Survey. While the Explorations teacher, behavior strategist, and school counselor utilized Leader in Me supports, instruction of the Seven Habits was not consistent around the building. With the addition of new staff this year as well as for the upcoming school year, additional professional learning is needed to support social emotional learning in the classroom.</p>	<p>We will administer the beginning of year Panorama survey and Leader in Me MRA survey at the start of SY 24-25 and provide targeted behavioral intervention support. The behavior strategist and school counselor will monitor data from the Panorama survey and pull small behavior groups. They will monitor progress to support social-emotional learning. Teachers will provide instruction on The First Eight Days of the Leader in Me curriculum at the start of the school year as well as provide the weekly Leader in Me mini-lesson. Booster sessions will be provided for staff to refresh their understanding of Leader in Me and PBIS Tier 1 and Tier 2 supports throughout MTSS model.</p>	<p>We will continue to provide small group behavioral intervention support by working with students to support social-emotional and behavioral strategies. Small group support will be provided by the behavior strategist and school counselor. The Explorations teacher will support the instruction of Leader in Me as a social emotional learning (SEL) support during Specials. We will also continue to support students on an individual level by referring them to outside services as needed (Hazel Heath, The Harbor Referral, etc.). Professional learning will also be provided on social emotional learning and strategies to help students when they need to de-escalate/calm down.</p>