

**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: Walter Long Elementary School**

| Inquiry Area 1 - Student Success  |   | Did we achieve our Student Success goal?<br><i>What does our data reveal about our progress toward our goal?</i>         | Continue, Correct, or Cancel the Goal?<br><i>Should we continue, correct, or cancel this goal in our next SPP?</i>                                 |   |   |   |
|---|---|--|--|---|---|---|
| School Goal: Increase ELA proficiency from 30.9% (2022-2023) to 40% (2023-2024) as noted on the SBAC. Increase Math proficiency from 16.7% (2022-2023) to 27% (2023-2024) as noted on the SBAC.   |   | Yes  | Continue (and update)  |   |   |   |
| Improvement Strategies  | Intended Outcomes/Formative Measures  | Were our improvement strategies successful?<br><i>How successful were we at implementing our improvement strategies?</i> | Continue, Correct, or Cancel the Strategy?<br><i>Should we continue, correct, or cancel the associated improvement strategies in our next SPP?</i> | Now (Lessons Learned)<br><i>Why were our improvement strategies successful or unsuccessful?<br/>What have we learned about ourselves and our school through this goal and these improvement strategies?<br/>How have our improvement efforts impacted achievement across demographic groups?</i>  | Next (Next Steps)<br><i>What can we do right away to put our Lessons Learned into practice?</i>   | Need<br><i>What do we need to be successful in taking action?</i>   |
| Improvement Strategy ELA: Implement systematic and explicit daily phonemic awareness processes K-5. Implement systematic and explicit daily phonics instruction in K-5. Continue tier 1 explicit fluency, comprehension, and vocabulary development daily K-5 with new curriculum.  | Intended Outcomes ELA: If teachers are trained on systematic and explicit phonemic awareness strategies and phonics strategies for instruction through LETRS professional learning sessions, phonemic awareness and phonics materials, and peer coaching sessions, then students will increase their reading abilities as documented by students shifting from 30.9% to 40% proficiency on the SBAC. Students will shift from 46% MAP Reading Growth to 56% MAP reading   | Yes  | Continue   | Although we do not yet have SBAC data back, MAP data reveals that we have not shifted growth from 46% to 56%. We did successfully implement Tier 1 explicit fluency, comprehension, and vocabulary development daily with the 95 CORE curriculum. We believe we will need at least another year of implementation before we see a significant difference in our school-wide data.                                       | Next year we intend to continue to implement the 95 CORE curriculum, we feel that with it being year 2 of implementation that students will bring their knowledge of fluency, comprehension and vocabulary to their next grade level. | In order to have success for our students we need to ensure that teachers are prepared to teach the 95 CORE curriculum. We will need differentiated training for our teachers, sub coverage so they are able to attend professional learning and prep buy-out time to allow teachers to observe other classes/grade-levels implementing 95 Core successfully.     |
| Improvement Strategy Math: Continue Rocket Math with fidelity school-wide to increase math fact automaticity. Incorporate quality tier 1 instruction K-5 with new curriculum.   | Intended Outcomes Math: If teachers continue the systematic and daily Rocket Math procedures with students, then students will gain fluency with math facts so that they can focus more on the mathematical processes needed for deeper learning. Kindergarten students will attain 80% fluency with addition facts, first and second Grade students will attain 80% fluency with addition and subtraction facts, third grade students will attain 80% fluency with addition, subtraction, and multiplication facts, fourth and fifth grade students will attain 80% fluency with addition, subtraction, multiplication, and division facts by March 2024. If teachers are trained on quality tier one instruction through professional learning sessions and peer coaching sessions, then students will increase their mathematical abilities. Students will shift from 47% MAP growth to 57% MAP Math growth by March 2024. Students will shift as follows on the formative STAR math assessments: 1st from .94 to 2.0, 2nd from 2.11 to 3.0, 3rd from 2.44 to 4.0, 4th from 3.6 to 5.0, and 5th from 4 to 6.0 by March 2024. | Yes  | Continue   | Although we do not yet have SBAC data back, MAP data reveals that we have not shifted growth from 47% to 57%, we did show growth at the 52nd percentile. Students shifted as follows on their formative STAR math assessments. 1st from .94 to 2.2, 2nd from 2.11 to 2.6, 3rd from 2.44 to 3.3, 4th from 3.6 to 4.4, and 5th from 4 to 4.2. We did successfully implement Tier 1 instruction in mathematical processes. | Next year we intent to continue to implement the enVisions curriculum, we feel that with it being year 4 of implementation that students will bring their knowledge of mathematical processes to their next grade level.              | In order to have success for our students we need to ensure that teachers are prepared to teach the enVisions curriculum. We will need differentiated training for our teachers, sub coverage so they are able to attend professional learning and prep buy-out time to allow teachers to observe other classes/grade-levels implementing enVisions successfully. |
| Inquiry Area 2 - Adult Learning Culture   |   | Did we achieve our Adult Learning Culture goal?  | Continue, Correct, or Cancel the Goal?   |   |   |   |
| School Goal: By March 2024, teachers will have increased their grade level content knowledge and best practices for instruction and student engagement of that content knowledge by 20% as indicated on pre and post professional learning assessments. In addition, 80% of classroom observations will show evidence of grade-level specific best practices as measured by classroom walkthrough fidelity data and tier 1 instruction. By March 2024, teachers will have participated at least once a week in PLCs that include standards trajectory focus and data discussions that move students forward as indicated by PLC minutes and grade level standards trajectory uploads on the shared drive. |   | 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  |

|   |   |   |  |   |   |   |
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| <p>Improvement Strategy: Implement Revised Peer Coaching Professional Learning Customized to Grade Level Content Needs with the new curriculum (95 Core, HMH Reading, enVisions, Amplify); LETRS professional learning and implementation; PLCs focused on standards trajectories and data discussions that move students forward.</p>  | <p>Intended Outcomes: If teachers have meaningful professional learning sessions and application of those learning sessions directly implemented in their classrooms with feedback from peers and others, and if those professional learning sessions are tailored to our school wide goals and their grade level content needs, then their teaching craft will increase as well as their content understanding and best teacher practices of that content understanding will increase. This in turn will assist students in shifting their academic progression in a positive direction. If teachers have productive PLCs that provide deeper understanding of standards trajectories as well as data discussions that move students forward, teachers will have a clearer pathway to high impact teaching and learning structures, and students will make academic gains.</p> | <p>Yes</p>  | <p>Continue</p>  | <p>Although students did not make the level of gains we had hoped for, they did make gains and we believe that is a result of the teachers increased grade-level content knowledge as well as knowledge of best practices for instruction and engagement.</p> | <p>Next year we intend to continue to implement the Tier 1 curriculums, we feel that with it being another year of consistent implementation, teachers will continue to grow their knowledge of the curriculum as well as of best practices for instruction and engagement.</p> | <p>Now that we have completed two years of LETRS training, we will be able to hold professional learning sessions during staff development days that correlate with best practices for instruction and engagement. We will also need differentiated training for our teachers, sub coverage so they are able to attend professional learning and prep buy-out time to allow teachers to observe other classes/grade-levels implementing enVisions successfully.</p> |
| <p><b>Inquiry Area 3 - Connectedness</b></p>  |   | <p>Did we achieve our Connectedness goal?</p>             | <p>Continue, Correct, or Cancel the Goal?</p>            |   |   |   |
| <p>School Goal: Increase the percent of students who indicate the ability to practice emotional regulation on the Panorama survey from 38 % in fall 2023 to 45% in spring 2024 as measured by the Panorama Education Survey.</p>  |   | <p>No</p>   | <p>Continue (and update)</p>                             |   |   |   |
| <p><b>Improvement Strategies</b></p>  | <p><b>Intended Outcomes/Formative Measures</b></p>  | <p><b>Were our improvement strategies successful?</b></p> | <p><b>Continue, Correct, or Cancel the Strategy?</b></p> | <p><b>Now (Lessons Learned)</b></p>   | <p><b>Next (Next Steps)</b></p>   | <p><b>Need</b></p>  |
| <p>Improvement Strategy: Students will improve their emotional regulation through explicit SEL instruction daily for the first three-six weeks of school and at least one meet up each week thereafter using ReThink. Students with high needs will receive one-on-one or small groups sessions with counselor, CIS coordinator, behavior specialist, HAZEL Health, and/or Miracle Minds. Students will have explicit SEL instruction for emotional regulation during their extra prep time from August through December.</p> | <p>Improvement Outcomes: If students are given structures, processes, and strategies to self regulate, then students will increase their ability for emotional regulation. As students are able to regulate their emotions, they will be more ready to focus on academics.</p>  | <p>No</p>   | <p>Correct</p>   | <p>Without a counselor or a CTT to provide the extra preps we were not able to give as much ReThink and SEL to students as we had intended to. Students did receive support one-on-one and in small group but it was not as targeted as we had hoped.</p>     | <p>Next year we will use the panorama fall data to target individual students who's responses reflect a greater need to SEL support in small group and one-on-one.</p>  | <p>Next year we will need prep buy-out time for the teachers to meet with the counselor, social worker, Communities in Schools coordinator and Boys Town coordinator to address the students with emotional regulation needs.</p>   |