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.

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.

- 1

School Name: Estes McDoniel

about or progress toward out of progress towa							
Mere our improvement Strategies Intended Outcomes/Formative Measures Intended Outcome	Inquiry Area 1 - Student Success		Success goal? What does our data reveal about our progress toward	the Goal? Should we continue, correct, or			
Improvement Strategies Intended Outcomes/Formative Measures Intended Outcomes/Formative Measures All students will engage in high quality, standards based Tier 1 instruction, HMM Intended Outcomes/Formative Measures Intended Outcomes/Formative Measures All students will engage in high quality, standards based Tier 1 instruction, HMM Intended Outcomes for all students and or solve the 61st percentile on the MAP assessment less representation of the specified or bishor practice from 50% in 2024 to 10% in 2025. Integrity Area 2 - Adult Learning Culture Increase the percentage of Iterachers will actively engage in effective PLCs, utilizing the Teaching and Learning Plan to plan for first Institution. Impurity Area 3 - Connectedness Did we achieve our Connectedness and used in adapting a connected management of the connectedness and used in a standard process of the percentage of Iterachers will actively engage in effective PLCs, utilizing the Teaching and Learning Plan to plan for for all students. Did we achieve our Connectedness Did we achieve our Connectedness and used in adapting a connected management of the death of the strategy? Continue (and update) Outstandard and the strategy of the connectedness and used in a standard and intended outcomes for all students. Page 2 - Adult Learning Culture Uses achieve our Adult Learning Plan to plan for for all students will actively engage in effective PLCs, utilizing the Teachers will actively engage in effective PLCs, utilizing the Teachers will actively engage in effective PLCs, utilizing the Teachers will actively engage in effective PLCs will support the achieve our Connectedness and used in a trategies and administration. The percentage of students will be administration of the str	Increase the percentage of students achieving at or above the 61st percentile from 46% to 51% on the ELA MAP assessment, spring 2024 to spring 2025.		Yes	Continue (and update)			
based Text instruction, HMF into Reading curriculum and 95 Phonics Core, with aligned learning tasks. Inquiry Area 2 - Adult Learning Culture goal? Increase in the percentage of students and above the 61st percentile on the MAP assessment Inquiry Area 2 - Adult Learning Culture goal? Increase in the percentage of students and above the 61st percentile increased from 51% to 64%. Inquiry Area 2 - Adult Learning Culture goal? Increase in the percentage of students who will seek feestback from instructional leaders and use a variety of data to self-reflect on his/her practice from 90% in 2024 to 100% in 2025. Intended Outcomes/Formative Measures Improve through collaboration among colleagues and Learning Plan to plan for Tail students. Inquiry Area 3 - Connectedness Did we achieve our improvement strategies Continue, Correct, or Cancel the Strategy? Continue, Correct, or Cancel the Strategy? Continue Continue, Correct, or Cancel the Strategy? Teachers will actively engage in effective PLCs, utilizing the Teaching and Learning Plan to plan for Tail students. Ontinue and pedagogical knowledge of teachers will improve through collaboration among colleagues and Literacy Strategies to increase the learning outcomes for all students. Inquiry Area 3 - Connectedness Did we achieve our Continue Correct, or Cancel the Goal? Continue, Correct, or Cancel the Goal? Continue, Correct, or Cancel the Goal? Continue, Correct, or Cancel the Goal? Continue (Correct, or Cancel the Goal? Continue (and update) Yes Continue, Correct, or Cancel the Goal? Continue, Correct, or Cancel the Goal? Continue (Correct, or Cancel the Goal? Continue (and update) Yes Continue, Correct, or Cancel the Goal? Continue, Correct, or Cancel the Goal? Continue (and update) Yes Continue, Correct, or Cancel the Goal? Continue (and update) Yes Continu	Improvement Strategies	Intended Outcomes/Formative Measures	strategies successful? How successful were we at implementing our improvement	the Strategy? Should we continue, correct, or cancel the associated improvement	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	What can we do right away to put our Lessons Learned	What do we need to be successful in taking action?
Increase the percentage of feachers who will seek feedback from instructional leaders and use a variety of data to self-reflect on his/her practice from 90% in 2024 to 100% in 2025. Intended Outcomes/Formative Measures Intended Outcomes/Formative Measures Intended Outcomes/Formative Measures Intended Outcomes/Formative Measures Continue (and update) Continue	All students will engage in high quality, standards based Tier 1 instruction, HMH Into Reading curriculum and 95 Phonics Core, with aligned learning tasks.		Yes	Continue	the percentage of students achieving at or above	with support from strategists. Instructional observations allows administrator to hold teachers	Use data to create small groups and identify skill deficits. Strategist continue to support teachers, while administration holds teachers accountable through classroom observations.
Improvement Strategies Intended Outcomes/Formative Measures Continue (and update) Were our improvement strategies successful? Teachers will actively engage in effective PLCs, utilizing the Teaching and Learning Plan to plan for Tier I instruction. Content and pedagogical knowledge of teachers will move through collaboration among colleagues and Literacy Strategies to increase the learning outcomes for all students. Did we achieve our Connectedness Did we achieve our Connectedness or Continue, Correct, or Cancel the Strategy? Continue Continue Continue Continue, Correct, or Cancel three Gall of the Continue of Continue, Correct, or Cancel three Gall? Continue current practices and remain consistent in regularly scheduled meetings. Continue current practices and remain consistent in regularly scheduled meetings. Continue current practices and remain consistent in regularly scheduled meetings. Continue current practices and remain consistent in regularly scheduled meetings. Continue current practices and remain consistent in regularly scheduled meetings. Continue current practices and remain consistent in regularly scheduled meetings. Continue current practices and remain consistent in regularly scheduled meetings. Continue current practices and remain consistent in regularly scheduled meetings. Continue current practices and remain consistent in regularly scheduled meetings. Continue current practices and remain consistent in regularly scheduled meetings. Continue current practices and remain consistent in regularly scheduled meetings. Continue current practices and remain consistent in regularly scheduled meetings. Continue current practices and remain consistent in regularly scheduled meetings. Continue current practices and remain consistent in regularly scheduled meetings. Continue current practices and remain consistent in regularly scheduled meetings. Continue current practices and remain consistent in regularly scheduled meetings. Continue current practices and remain consistent	Inquiry Area 2 - Adult Learning Culture						
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improve through collaboration among colleagues and Literacy Strategist to increase the learning Plan to plan for Tier I instruction. Inquiry Area 3 - Connectedness Did we achieve our Connectedness goal? Decrease the percentage of students who are chronically absent from 8.6% at the end of 2023-2024 to 7.6% at the end of 2024-2025 as measured by the Quarterly Progress Monitoring Report in FocusED. Intended Outcomes/Formative Measures Intended	Improvement Strategies	Intended Outcomes/Formative Measures					Need
Inquiry Area 3 - Connectedness Connectedness goal? Decrease the percentage of students who are chronically absent from 8.6% at the end of 2023-2024 to Yes Continue (and update) Yes Continue (and update) Yes Continue (and update) The percentage of students considered as to incentivize daily attendance and increase parent communication on the importance of daily attendance. Students attend school regularly and arrive on time. Yes Continue Continue, Correct, or Cancel the Strategy? The percentage of students considered as chronically absent decreased from 8.8% in the 23-24 school year to 5.5% at the end of the 24-25 of the end of 2023-2024 to Yes Continue to utilize all available personnel eclared, school regular, timely attendance. Continue to utilize all available personnel eclared, school regular, timely attendance. Continue to communicate with families about the importance of regular, timely attendance. Continue to communicate with families about the importance of regular, timely attendance.	utilizing the Teaching and Learning Plan to plan for	improve through collaboration among colleagues and Literacy Strategist to increase the learning outcomes	Yes	Continue	collaborate on data-analysis, lesson planning, and instruction. Growth in student achievement can be		Continue engaging in weekly PLCs with support from strategist and administration.
Inquiry Area 3 - Connectedness Connectedness goal? Decrease the percentage of students who are chronically absent from 8.6% at the end of 2023-2024 to Yes Continue (and update) Yes Continue (and update) Yes Continue (and update) The percentage of students considered as to incentivize daily attendance and increase parent communication on the importance of daily attendance. Students attend school regularly and arrive on time. Yes Continue Continue, Correct, or Cancel the Strategy? The percentage of students considered as chronically absent decreased from 8.8% in the 23-24 school year to 5.5% at the end of the 24-25 of the end of 2023-2024 to Yes Continue to utilize all available personnel eclared, school regular, timely attendance. Continue to utilize all available personnel eclared, school regular, timely attendance. Continue to communicate with families about the importance of regular, timely attendance. Continue to communicate with families about the importance of regular, timely attendance.							
7.6% at the end of 2024-2025 as measured by the Quarterly Progress Monitoring Report in FocusED. Improvement Strategies Intended Outcomes/Formative Measures Were our improvement strategies successful? Attendance committee formed to develop strategies to incentivize daily attendance and increase parent communication on the importance of daily Yes Continue Now (Lessons Learned) The percentage of students considered as chronically absent decreased from 8.8% in the 23-24 school year to 5.5% at the end of 2024-2025 as measured by the Quarterly Progress Monitoring Report in FocusED. Next (Next Steps) Continue to utilize all available personnel resources (teachers, school clerk, attendance officier, admin) to frequently communicate with families about the importance of regular, timely attendance.	Inquiry Area 3 - Connectedness						
Intended Outcomes/Formative Measures strategies successful? the Strategy? (Lessons Learned) (Next Steps) Attendance committee formed to develop strategies to incentivize daily attendance and increase parent communication on the importance of daily Students attend school regularly and arrive on time. Yes Continue Continue Continue Continue Continue Continue Continue to utilize all available personnel resources (teachers, school clerk, attendance of the 24-25 importance of regular, timely attendance. officer, admin) to frequently communicate with	Decrease the percentage of students who are chronically absent from 8.6% at the end of 2023-2024 to 7.6% at the end of 2024-2025 as measured by the Quarterly Progress Monitoring Report in FocusED.		Yes	Continue (and update)			
to incentivize daily attendance and increase parent communication on the importance of daily Students attend school regularly and arrive on time. Yes Continue Con	Improvement Strategies	Intended Outcomes/Formative Measures					Need
		Students attend school regularly and arrive on time.	Yes	Continue	chronically absent decreased from 8.8% in the 23- 24 school year to 5.5% at the end of the 24-25		Continue to utilize all available personnel resources (teachers, school clerk, attendance officer, admin) to frequently communicate with families whose students are chronically absent.