

Act 3 - Reviewing Our Journey

Directions and Resources for Act 3

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: Estes McDaniel

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 achieving at or above the 61st percentile from 46% to 51% on the ELA MAP assessment, spring 2024 to spring 2025.

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?

All students will engage in high quality, standards based Tier 1 instruction, HMH Into Reading curriculum and 95 Phonics Core, with aligned learning tasks.

Increase in the percentage of students at or above the 61st percentile on the MAP assessment

Yes

Continue

Based on the Spring 2025 ELA MAP assessment, the percentage of students achieving at or above the 61st percentile increased from 51% to 64%.

Continue an ntense focus on small group reading with support from strategists. Instructional observations allows administrator to hold teachers accountable.

Use data to create small groups and identify skill deficits. Strategist continue to support teachers, while administration holds teachers accountable through classroom observations.

Inquiry Area 2 - Adult Learning Culture

Did we achieve our Adult Learning Culture goal?

Continue, Correct, or Cancel the Goal?

Increase the percentage of teachers 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 .

Improvement Strategies

Intended Outcomes/Formative Measures

Were our improvement strategies successful?

Continue, Correct, or Cancel the Strategy?

Now (Lessons Learned)

Next (Next Steps)

Need

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 improve through collaboration among colleagues and Literacy Strategist to increase the learning outcomes for all students.

Yes

Continue

Teachers participated in dedicated PLCs to collaborate on data-analysis, lesson planning, and instruction. Growth in student achievement can be attributed to effective PLCs.

Continue current practices and remain consistent in regularly scheduled meetings.

Continue engaging in weekly PLCs with support from strategist and administration.

Inquiry Area 3 - Connectedness

Did we achieve our Connectedness goal?

Continue, Correct, or Cancel the 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.

Improvement Strategies

Intended Outcomes/Formative Measures

Were our improvement strategies successful?

Continue, Correct, or Cancel the Strategy?

Now (Lessons Learned)

Next (Next Steps)

Need

Attendance committee formed to develop strategies to incentivize daily attendance and increase parent communication on the importance of daily attendance.

Students attend school regularly and arrive on time.

Yes

Continue

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 school year.

Continue to communicate with families about the importance of regular, timely attendance.

Continue to utilize all available personnel resources (teachers, school clerk, attendance officer, admin) to frequently communicate with families whose students are chronically absent.