

Act 3 - Reviewing Our Journey

[Directions and Resources for Act 3](#)

****Only type in the yellow cells.****

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**.

Note:

The status you enter from the drop-down lists will automatically update the accompanying cell on the Master Tracker tab.

2. Identify specific **Lessons Learned, Next Steps and Needs**.



School Name: Iverson 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>			
On the MAP Growth reading and math assessment, Grades K-5 students scoring in all initial achievement bands have a median student growth percentile of at least the 60 percentile.		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?</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 consistent Tier I instruction that meets the expectations of the Teaching and Learning Cycle. Provide school-wide intervention and enrichment for reading and mathematics.	Implement all components of the Tier I programs within the suggested time frames on the Instructional Frameworks Increase student mastery across all subgroups Increase percent of students meeting their projected growth All students have opportunities for written and oral discussions	No	Continue	Increased mastery in all subgroups in math and reading except for Hispanic (-1%); increased the number of students who met their projected growth in reading and math: 49% in 22-23 for math to 75.5% in 23-24; reading: 55.7% in 22-23 to 58% in 23-24	Exact Path Reading; all teachers implementing Tier I programs, independent reading, add staff development pd for newer staff	PD on Tier I programs, Pacing Guides, Teacher Clarity Guides, peer observations, print Grades 3-5 vocabulary cards, ELL supports and discourse
Provide school-wide intervention and enrichment for reading and mathematics.	Decrease the percent of students below grade level. Increase the growth percentage by having students receive targeted intervention to increase growth and master grade-level skills. Increase the percent of students needing enrichment support. Increase the number of EL students who met the projected growth on MAP Growth Assessment.	No	Continue	Decreased number of students below grade level in math and reading, 50% of RTI students met their growth goal	Exact Path Reading, correct placement of phonics or comprehension/vocabulary group	PD on programs (Phonics Lesson Library and Exact Path), FastBridge Benchmark assessment three times a year, newcomer support, conversations about specific WIN support during PLC and/or DataTalks
Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?			
Increase the number of grade levels using common formative and summative assessment data to inform instruction and monitor students' learning from 10 at the end of semester 1 to 20 at the end of semester 2, as measured by PLC observations		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
Administration intentionally supports PLC meetings.	Teachers will plan and teach purposefully planned learning tasks and activities to increase the overall proficiency for all students on grade level common assessments. Written and oral opportunities are provided for students to represent their understanding of standards through high-leverage instructional strategies.	No	Continue	Need to clarify structure, transparent	Setting up and implement structures in PLC; meetings in conference room; more admin and strategist support during meetings; peer observation	All grade levels follow District PLCs guidelines
Provide professional learning for all classroom teachers on effective PLCs following a common, schoolwide structure.	PLC meetings will provide opportunities for grade levels to have data-driven conversations to create purposefully planned lessons and common formative assessment to increase achievement across all content areas. All teachers will complete the CCSD required ULD professional learning to build their capacity on addressing the language development needs of ELLs.	No	Correct	15 PLC meetings were held during the first semester and 27 PLC meetings during the second semester; 64 percent of teachers have completed ULD and 100% of the administrative team completed ULD	Schedule meetings and location	Calendar out dates and times
Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
The school goal is to decrease chronic absenteeism by 3.2 percentage points from 32.3% in 2022 to 29.1% in 2024 as measured by the NSPF.		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
Implement attendance intervention process (Absenteeism and Truancy; Interventions and Universal Procedures (ATI-UP) Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate.	Decrease Iverson's chronic absenteeism to 29.1%. Decrease EL students chronic absenteeism.	Yes	Continue	Successes: reduced by 9.2 percentage points; 24% fewer students were chronically absent this year compared to last year. Every Day in May; family incentives; phone calls; student incentives; and home visits.	Continue with home visits, incentives, and phone calls; TPOP and Ed Neglect	Parent conferences starting in August; Progress reports on how attendance impacts grades; CPS if needed
Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate.	Districtwide Survey increase by 10% in the staff feeling there are clear rules for behavior. Increase the amount of instructional time students are in the classroom.	No	Continue	50% less staff completed the survey compared to the year before	Behavior strategist support with PBIS; staff meeting time to complete	More staff to complete; ten staff members completed