

Act 3 - Reviewing Our Journey

Directions:

- Fill in the appropriate cells in the table below.
 - Did we achieve our Goals - **Yes, No.**
 - Do we continue, correct, or cancel our goals/strategies - **Continue, Correct, Cancel.**
- Identify specific **Lessons Learned, Next Steps and Needs.**

Note:
The selections you enter will automatically update the accompanying cell on the Master Tracker tab.

School Name: Hummel Elementary School

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? Why?</i>
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The goal for MAP 2022-2023 Spring data is to increase the percentage of students above the 40th percentile from 52% in fall 2022 to 57% in ELA in fall 2023 & from 51% in fall 2022 to 56% in Math. The number of students performing above the 40th percentile in ELA & Math will increase by 5% as teachers focus on a three-year plan using quality Tier 1 instruction, productive PLCs (Professional Learning Communities), and data-driven instruction. Hummel will increase the overall percentage of ELL students proficient in SBAC ELA from 9.7% in 2021-2022 to 36.8% in 2022-2023	No	Continue (and update)
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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? Why?</i>	Now (Lessons Learned) <i>How have our improvement efforts impacted achievement across demographic groups?</i>	Next (Next Steps) <i>What have we learned about ourselves and our school through this goal and these improvement strategies? What can we do right away to put these lessons into practice?</i>	Need <i>What do we need from others in this room and others outside of this room to be successful in taking action?</i>
Utilize the Literacy Framework & Math Pacing guides to assist with planning viable and consistent Tier I Instruction	ELA: The improvement strategies will assist teachers with purposeful planning time, lesson design, consistent Tier I instruction strategies as well as, differentiated instruction strategies using complex grade level text. During Tier I instruction students will be exposed to grade level text both whole group and small group. Intervention blocks will be established that will allow teachers to focus on MAP RIT Bands as well as foundational skills.	No	Continue	Teachers will focus on new reading curriculum that will align to the grade level standards and reinforce Tier 1 instruction.	Focus on Collective Efficacy to identify the leaders in each grade level who can be model teachers for the content area. Increase the PLC conversations to include more strategies for Tier 1 instruction.	Utilizing effective strategies that focus on Tier 1 instruction using our Read BY Grade 3 strategist to model for teachers that need more support according to their PLC data.
Utilize the Standards of Mathematical Practice to improve Tier I Instruction and small group instruction	The improvement strategies will assist teachers with purposeful planning time, lesson design, consistent Tier I instruction strategies as well as, differentiated instruction strategies. During Tier I instruction students will be exposed to grade level Math equations and tasks both whole group and small group. Intervention blocks will be established that will allow teachers to focus on MAP RIT Bands as well as foundational skills.	No	Continue	Teachers will need to create a plan to implement small group instruction under the supervision of the math strategist and while employing substitute teachers.	Additional time is needed to successfully implement Tier 2 intervention groups.	Revise the master schedule to be able to include additional minutes for the Math block schedule.

Inquiry Area 2 - Adult Learning Culture	Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?
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To provide consistent opportunities to collaborate while purposefully planning, analyzing data, and reflecting on current teaching practices. By the end of the 2022-2023 school year, 100% of grade level teams will implement weekly PLC meetings which will follow the meeting structure and identify differentiated tasks/groupings as measured by PLC forms.	No	Correct
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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 Tier I and Tiered instruction in ELA and Math by consistently collaborating.	The goal for MAP 2022-2023 Spring data is to increase the percentage of students above the 40th percentile from 52% in fall 2022 to 57% in ELA in 2023 & from 51% in fall 2022 to 56% in Math.	No	Continue	The plan that was developed and executed by administrations and strategists did not achieve the anticipated outcomes. Every grade with the exception of one grade had a removal of a licensed teacher due to medical leave or resignation.	We will create a schedule that teachers will adhere to using the pacing guides to implement weekly conversations that encompasses action steps that focuses on students that exceed, met, or below standards. Use the model of collettiate efficacy during PLC's to increase the quality of outcomes.	Continue with the current training model of Teaching and Learning Cycle model, Tier 1, and PLC's. Teachers need to dedicate more time for collaboration and execute the plan with fidelity.

Inquiry Area 3 - Connectedness	Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?
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Increase the frequency that students feel positive emotions from 68% in fall 2022 to 71% in spring 2023 as measured by the Panorama Survey.	Yes	Continue (and update)
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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>Provide explicit whole-class lessons supporting life skills and core values (SOAR)</p>	<p>When patterns of poor attendance are identified early, support and intervention can be designed and provided to increase access and participation in school. Students will feel more confident and therefore willing to take more risks and participate.</p>	<p>Yes</p>	<p>Continue</p>	<p>Give students an interest survey for what motivates students to come to school everyday.</p>	<p>Based on the survey results, design monthly motivators for different student groups.</p>	<p>We need to create an absenteeism incentive for students to attend school every day.</p>