

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: Lorna J. Kesterson Elementary

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 Kindergarten thru 5th grade students scoring above the 60th percentile in Reading from 31.3% (Fall of 2024) to 41.3% by spring 2025 as measured by MAP Growth Assessments.

No

Continue (and update)

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?

Teachers will work during PLC's to unwrap standards, analyze student data, and use that data to drive future instruction utilizing the CCSD Teaching and Learning Cycle guidance documents.

#REF!

Yes

Continue

Teachers met regularly to unwrap standards and to analyze the student data of the grade level. The PLC meetings helped keep teachers at the same pace, but it also helped the teachers learn new strategies for students that were not being successful. We have learned that all students have a different capacity for learning, and it must be done with all types of strategies. Our efforts have impacted achievement as the number has increased among all demographic groups.

We will have all teachers from all content areas, (SPED, Specials, etc.) These specialists in different fields will bring a new perspective and expertise to help teachers instruct with different tactics.

Teacher coverage of all areas to incorporate the teachers that have classes. We also need to make a schedule of special education teachers in order to work around the IEP meetings, and 1-1 minutes to secure their place at the meetings every week.

Teachers working together in PLC's to plan for instruction, analyze and respond to data, which will lead to students engaging in high cognitive demand tasks that are aligned to standards.

Yes

Continue

Inquiry Area 2 - Adult Learning Culture

Did we achieve our Adult Learning Culture goal?

Continue, Correct, or Cancel the Goal?

During the 2023-2024 school year, the percent of Professional Learning Community (PLC) observations where all expectations were present was 15%. Therefore, our goal is that the percent of Professional Learning Community (PLC) observations where all expectations are present will be 50% at the end of semester 1 and 100% by the end of semester 2, 2025 as measured by the PLC observation tool.

Yes

Correct

Improvement Strategies

Intended Outcomes/Formative Measures

Were our improvement strategies successful?

Continue, Correct, or Cancel the Strategy?

Now (Lessons Learned)

Next (Next Steps)

Need

#REF!

#REF!

Administration will provide training on weekly PLC structures, the Teaching and Learning Cycle, and extra preps will be provided during which the meetings will be held. Teachers will then participate in weekly PLC meetings and use the information from those meetings to plan and implement rigorous instruction. Observation data will be taken during meetings by administration.

Teachers will meet weekly and follow the common PLC meeting structure following the CCSD Teaching and Learning Cycle. As a result, students in every classroom will receive high-quality, rigorous Tier I instruction.

Yes

Correct

We have learned as an instructional team how difficult it may become to incorporate every one and their experience at every meeting. We found that each grade level had their own way of conducting PLC meetings and they all resulted in different outcomes. Even after Administration demonstrated PLCs and how they should be ran, they all eventually changed to what benefit the different grade levels. The differences however change the outcomes and participation started to dwindle as the year progressed.

We will continue to model for each grade level what is expected at each PLC and how each meeting should structurally be ran. All teachers will submit an agenda and log for each PLC. Every week a PLC leader will fill out the sheet and review it with administration to see what is being discussed and what next steps must be done to improve the discourse as well as the implementation of the work being done.

We need to establish PLC leaders that will conduct meetings, as well as take notes. We also need to create forms that better guide the discussions of the meetings, as well as collect relevant data.

Inquiry Area 3 - Connectedness

Did we achieve our Connectedness goal?

Continue, Correct, or Cancel the Goal?

During the 2024-2025 school year, the percentage of kindergarten through 5th grade students who are chronically absent will decrease from 22% (2023-2024) to 10%, as measured by students' attendance rates.

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

The school will develop and follow a comprehensive attendance plan, which will include and increase the use of positive incentives, communication with parents/guardians, and Tier 2 and 3 Interventions when applicable.	Improved student attendance rates and a reduction in chronic absenteeism through the use of targeted incentives, proactive communication with parents/guardians, and the implementation of Tier 2 and 3 interventions for at-risk students. These efforts will help foster a positive school climate and ensure students receive the necessary support to consistently attend and engage in learning.	Yes	Continue	Our strategies were successful due to the interventions being positive and giving the students a reason to come to school. We structured our attendance plan on making coming to school fun again. We have learned that if you mandate school and punish students for not being present, they will begin to resent the teachers and administration because all they see is negativity and punishment for something they do not have a lot of control over. Elementary school students attendance is driven by their parents. So punishing the student for something the parent has control over is not fair to them and their education.	We will add more dates to our attendance days in order to give more students the opportunity to participate in the celebrations. This will create a drive for students to want to be at school, and to make their parents bring them. We will also create a fun and inviting environment at the school by putting more time into clubs and sports on campus. Every teacher at the school will participate in a club or sport at the beginning of the school day.	Planning and preparation of clubs and sports on campus. Coordinating every teacher to have a club or sport will take scheduling of PLCs and IEPs around the clubs. We will also need funding for clubs and sports that require more supplies than what we currently have.