

**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**.
- 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.



**School Name: Sue Morrow Elementary**

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>			
Paste the Student Success Goal from your SPP: Roadmap in the Master Sheet. Areas of Strength: We will review our SBAC data when we receive results for the 22-23 school year and identify a new strength. We noticed the following: NSPF Results were: 4 STAR Math Proficiency: 52.6% (.2% increase) ELA 59.4% (-1.8% decrease) Science 30.7% (increase 20.4%) MAP Projected Proficiency - 46% in math and 58% in reading MAP Proficiency 23-24: ELA Fall: 63% ELA Winter: 62% ELA Spring: 59% / Math Fall: 49% Math Winter: 60% Math Spring: 62% We increased our proficiency on the SBAC assessment for the 21-22 school year. 24.5% increase in math was made on the SBAC assessment. 12.4% increase in ELA was made on the SBAC assessment.		Yes	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>
90% of teachers will use the PLC form to track student progress using rigorous standards based assessments. Teachers will include vocabulary, targets, concepts, strategies, scaffolds, differentiation, prior knowledge etc. to improve Tier 1 instruction for students.	Increased understanding of the rigor of the Nevada Academic Standards, plan for high quality Tier 1 and effective teaching strategies shared throughout grade levels/school.	Yes	Continue	We were better at using the PLC form. Grade levels are still at different spots. We are differentiating for grade levels based on their individual needs.	Based on reviewing of data and feedback from teachers, we will make time to modify the form. Based on district providing information with learning progressions, new curriculum, and reviewing spring data we will prioritize time to discuss scaffolds, differentiation, and progress from each classroom.	We need additional time, more training with Tier I materials, and cross collaboration between grade levels.
Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?			
90% of teachers will use the PLC form to track student progress using rigorous standards based assessments as measured by leadership team reviews and instructional rounds.		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
Clear expectations for PLC and collaborative PLC meetings with RB3 and administrative team.	Increased understanding of the rigor of the Nevada Academic Standards, plan for high-quality Tier 1 and effective teaching strategies shared throughout grade levels/school.	Yes	Continue	We need to continue to collaborate on assessments as teams, to ensure grade level cohesiveness with pacing and grade reporting. We will look to incorporate and share the process of item analysis from current grade levels who have had success with this process.	We will continue the use of our PLC tracking tool (agenda) but make adjustments based on grade level feedback. Adjustments will be made in the format of the tracking tool and in the different areas included on the form, enhancing the grade levels knowledge of the fluidity of the tool, based on weekly team priorities.	We will continue to collaborate and use lead team and grade level team feedback to adjust the PLC tracking tool. We will discuss priorities and expectations when working in PLCs.
Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
Reduce the amount of students that are chronically absent from 31.5% to 23% by the end of the 23/24 school year.		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
We hired a counselor to support SEL learning at school. School-wide dialogue about discussing survey and improvement strategies with the leadership team and teaching staff	Increase in student attendance	Yes	Continue	We incorporated monthly incentives and identified grade levels and their need for support. We included encouragement to families for attendance within parent communication avenues. As a school we are refining tracking / communicating the data, along with increasing motivation and incentives for students.	We will continued to implement strategies for improving attendance and SEL. We discussed different incentives, tracking attendance data efficiently, communication, and strategic attendance recognition.	Communication of incentives and using the data to best support students, staff, and families with increasing attendance throughout the school year.