Act 3 - Reviewing Our Journey

[Directions and Resources for Act 3](#)

Only type in the yellow cells.

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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 students meeting SBAC Growth (AGP) for grades 3-5 in Math from 17.1% in 2024 to 24% in 2025 and ELA from 17.1% to 24% (according to focusedED State Assessments Growth visualization) by monitoring the number of students meeting their MAP growth goals for grades 3-5 in Math and ELA from Fall 2024 to Spring 2025.			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?*
Implementation of Tier I curriculum; HMH Into Reading, 95 Phonics Core, Envisions 2020 Math curriculum sets school wide; provide new staff with additional training and collaboration time with peers.	In Math, student AGP growth, (Closing Opportunity Gaps - NSPF) will increase from 17% to 24%. Increase ELA AGP growth from 17% to 24%.	Yes	Continue	Time to engage collaborative meetings and lesson study planning was provided. Classroom coverage was provided so that teachers could engage in data analysis, collaborative planning, and observe peers modeling lessons and debriefing.	Build teacher knowledge of expectations for students in completing the independent work postions of the HMH and envisions lessons (i.e. Engage and Respond and Problem Solving). Build teacher knowledge of high leverage student-led engagement strategies.	Time to engage professional learning sessions, collaboration, and lesson planning. Addtional resources: CCSD Pacing Guides, Teacher's Edition, Assessments, Tier 1 Monitoring Tool, Tier I Look For Tools.

Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?			
The percentage of Professional Learning Community (PLC) observations where scaffolds or differentiation are discussed will be 60% at the end of the first semester and 85% at the end of the second semester, 2025, as measured by the PLC Observation Tool.		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 weekly PLCs	Staff will collaborate within their grade level in order to analyze data to drive instruction	Yes	Continue	Teachers met weekly during a variety of PLC meetings to plan for lessons using the curriculum and the PLC planning template. Teachers implemented agreed upon instructional strategies. Classroom observations to monitor implementation of high level instructional strategies.	Teachers will develop a deep understanding of HMH and enVisions lessons, by engaging in PLC planning focused on alignment of learning intentions and success criteria to the appropriate independent student work tasks (i.e. Engage and Response and Problem Solving). Teachers will incorporate high leverage engagement strategies.	Time to engage in instructional planning and PLC meetings. PLC planning documents, Tier I Look For Tools, Tier I Monitoring Tool.

Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
Decrease the average number of behavior events from 16 monthly in 2023-2024 to an average of 10 behavior events monthly in 2024-2025.		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 Tier I PBIS Acknowledgement Matrix, Behavior Matrix, and Progressive Discipline Guide; and individual behavior incentives for students needing intervention.	The average number of behavior events will decrease from 16 monthly events in 2023-2024 to an average of 10 behavior events monthly in 2024-2025.	Yes	Continue	Time was provided for staff to analyze students behavior/SEL data and identify strategies for addressing student behaviors. Opportunities for student recognition and the provision students incentives was provided monthly based on meeting specific crtiteria out lined in the MKES Acknowledgement and MKES House point matrices.	Continue to provided time for staff to analyze students behavior/SEL data and identify strategies for addressing student behaviors. Revise the MKES Acknowledgement and MKES House point matrices to include opportunities for student recognition monthly based on meeting specific crtiteria historical and trend SEL data.	Time to meet with staff to analyze students behavior/SEL data and identify strategies for addressing student behaviors. Collaboration time with MTSS team members to revise the MKES Acknowledgement and MKES House point guiding docmuents.