

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: Howard E. Heckethorn 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>			
Increase the percent of students scoring above the 41st percentile in reading from 68% (Fall 2023) to 70% (Winter 2023) to 72% (Spring 2024) as measured by MAP® Growth™ Assessments.		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>
Provide teachers with opportunities, support, and professional development to implement effective PLC meetings, RTI practices, academic discourse engagement practices, rubric based constructed written responses based on text evidence, and systematic targeted intervention of deficit areas in teacher small groups and CTT intervention.	If teachers effectively collaborate through weekly PLC meetings that focus on creating Tier 1 instructional strategies and systematic targeted intervention of student deficit areas, then students will be able to appropriately utilize academic discourse, read closely and analytically to comprehend and respond to a range of increasingly complex texts which will support improvement of all students reading comprehension and proficiency that will increase the percentage of students scoring above the 41st percentile in ELA as measured by the 2023-2024 MAP Growth Assessment.	Yes	Continue	Overall school outcome results for the Fall to Spring MAP Reading Assessment in grades K-5 showed a 2% increase from 68% to 70%. Although we did meet our spring goal of 72% at the winter benchmark, we dropped 2% in the spring to 70%. Specifically, grades 1-4 showed an average growth of 5% and grades K and 5 showed a decrease of 5%. Specific demographic groups, in both Reading and Math showed a significant increase in growth from fall to spring: (Math) White 70% - 82%, Hispanic 55% - 69%, Two or More Races 68% - 82%. (Reading) Asian 68% - 91%. Teachers utilized targeted SLG action steps, student goal setting, RTI groups, and targeted student CTT groups addressing deficits in Reading.	Moving into the new school year, our RBG3 coach will provide training and instructional modeling for small group instruction. Moving into the new school year, scheduled PLC Meetings will continue to be planned and attended by all stakeholders. Grade levels will utilize an accountability form to track targeted best practices and outcomes. An updated RTI system will be created to meet the changing behavioral and academic needs of our student population. We will continue our WIG Wednesday's as a common time for all classrooms to take 10-15 minutes to have student accountability meetings with teacher and/or classmates using their leadership binders and monitoring their academic growth goal.	1) Gen fund monies for any additional PLC resources, 2) Calendar time for RBG3 coach and gr. level trainings, 3) Calendar time for morning WIG Wednesdays, 4) Admin attendance in all PLC/RTI scheduled meetings, 4) Create master schedule to allow for a common one day prep period allowing administration, RBG3 coach, and teachers to consistently meet in PLC's, 5) Provide PD on Teacher Clarity practices to better align Tier I instructional practices.
Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?			
100% of the teachers will actively participate and implement the PLC Action Planning Form and understand how to analyze grade level assessment data by May 2024, as measured by ongoing professional development and PLC observations.		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
Provide teachers with professional learning emphasizing effective team collaboration, understanding the 4 key big idea PLC questions, unwrapping standards, and aligning the Common Core Companion resource to the PLC process.	If teachers effectively create a cohesive team with the same end in mind, ask/answer the 4 key big idea PLC questions, effectively unwrap content standards, and target effective instructional strategies, then teachers will be able to consistently access grade level standards and their progressions to create productive instructional plans, create-utilize-analyze grade level assessment data to determine meaningful next steps to support students with varying needs, and increase student proficiency and growth in all content areas which will support the improvement of 100% of teachers being prepared for PLC meetings by May 2023 as measured by the PLC Action Planning Form.	Yes	Continue	Consistent planning has occurred targeting grade level standards, creating Success Criteria & Learning Intentions for lessons taught, and collaborating on learning the new ELA curriculum, HMH. Extra duty pay was used for all teachers K-5 each week during a prep period to create a common PLC time for full grade level collaboration. A PLC room will continue to be available that will provide a common environment with technology/presentation resources to help with collaboration towards school and team goals. With the addition of two new assistant principals on campus, this allowed for more consistent admin attendance at all PLC meetings which promoted deeper collaboration and analysis of teaching practices.	Moving into the new school year, scheduled PLC meetings will continue to be planned and attended by all stakeholders. Grade levels will utilize a PLC accountability form to track targeted best practices and outcomes that align to the Teacher Clarity best practices during the meeting. Teachers will utilize the Teacher Clarity Playbook & Common Core Companion resources during their planning sessions. Teachers will also align their lesson design to the new lesson plan format. Administrative team will have a consistent presence in each PLC meeting.	1) Admin attendance in all PLC scheduled meetings, 2) Create master schedule to allow for a common one day prep period allowing administration, RBG3 coach, and teachers to consistently meet in PLC's, 3) PLC Accountability Tracking form
Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
Create a school culture of leadership that communicates worth and potential to all students, reducing the number of students who felt bullying is a problem from 37% to 27% by 2023 as measured by the CCSD District Wide Student Survey.		No	Cancel			

Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	Now (Lessons Learned)	Next (Next Steps)	Need
<p>Provide teachers with professional learning emphasizing the Core Paradigms of Leader In Me and how they connect with the schools mission statement and create opportunities for students and staff to collaborate through Student and Teacher Lighthouse Teams.</p>	<p>Students will feel a sense of worth and potential that they are valued and have a purpose for being at school.</p>	<p>No</p>	<p>Correct</p>	<p>Students perceiving that bullying is a problem showed an increase from 40% to 54%. However, 92% of students stated that the school encourages students to be courteous and respectful. The student survey also indicated that 85% of students stated they feel safe in school. Based off of I.C. behavior data, our school monthly bee ticket and party incentives provided by the schools PTO did not positively affect the overall student behavior. Major behavior incidents reported to administration increased by 51% from the previous school year. Students perception that cyberbullying is a problem at school increased from 26% to 41%. On the positive side, student after school club involvement increased with two additional clubs added that were student led. In addition, students are submitting applications to start additional clubs at school for the upcoming school year. Monthly student leadership assemblies awarded students for modeling and displaying the 7 Habits. The Student Lighthouse Team and Elementary National Honor Society involvement continued to provide students opportunities to be involved in school wide leadership roles.</p>	<p>In an effort to create a school culture of leadership that communicates worth and potential to all students, our student goal will change and focus on outcomes that will result in positive student behavior outcomes. This goal will be measured by the number of major behavioral referrals submitted to administration in I.C. The follow steps will be taken to address this goal: Restructure of student school wide incentive plan "Blazer Bucks"; Implementation of school wide morning Leader In Me SEL block with focus on restorative practices and student/teacher relationships; Continue monthly Student Leadership Assemblies; Staff PD on defining what "Aggressive Behavior" is; Provide teacher supports through bi-monthly "Behavior PLC's"; and Implement Counselor classes targeting student self regulation strategies.</p>	<p>1) Training materials from Leader In Me, 2) Lighthouse Team Coordinators, 3) Student Leadership Binders & Lighthouse Action Team Binders, 4) "Blazer Bucks", 5) SEL schedules and guidelines, 6) I.C. Behavior Reporting Guides, 7) School Wide Scoreboard</p>