

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.

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School Name: Ortwein ES

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>			
Increase the percent of students proficient in math from 32.9% in 2022 to 43% by 2023, as measured by state summative assessments.		No	Continue (and update)			
Increase the percent of students proficient in ELA from 38.8% in 2022 to 50% by 2023, as measured by state summative assessments.						
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>
Implement the CCSD Tier I Instruction Expectations	Communicate consistent expectations for Tier I instruction, including common assessments, success criteria, strategies, and materials.	No	Correct	Our improvement efforts were not specific enough to produce significant gains.	We need to be more targeted in our action steps in order to improve and refine one area at a time. We will focus on Tier I instructional materials.	We need to create a sense of collective efficacy and be willing to use research-based materials and common assessments for the benefit of students.
Establish math and ELA intervention routines	Ensure that consistent and effective intervention takes place.	No	Correct	We need to focus on Tier I instruction first in order to decrease the number of students requiring intervention.	We need to be more targeted in our action steps in order to improve and refine one area at a time. We will focus on common assessments in order to determine if students are mastering grade level standards.	We need time and guidance in creating or selecting common grade level assessments. We need to unwrap standards and calibrate scoring to ensure we have equity in teaching and grading practices.
Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?			
By the end of the 2023 school year, 90% of evidence walks will show that teachers are adhering to the Master Schedule and using the described grouping within that schedule (small group/whole group).		Yes	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
Evidence Walks	Teams will build collective efficacy and ensure adherence to the Master Schedule by conducting Evidence Walks and discussing data about questions related to the schedule.	Yes	Cancel	Evidence Walks are a successful tool in measuring whether or not a practice we have put into place is being implemented in the classrooms. They provide us with trend data, which we can follow up on with groups of educators to determine the reasons behind the implementation.	We will continue to use Evidence Walks as a way to measure the next improvement strategy we put into place (learning objectives and success criteria).	We need educators that are willing to conduct Evidence Walks and staff members to look at the data as trend data that gives and overall picture of instructional strengths and needs at our school.
Instruction Focus Meetings	Teachers will build content knowledge in order to understand the importance of adhering to the Literacy and Math Frameworks	Yes	Cancel	Building content knowledge through professional learning sessions and conversations is a successful way to implement changes.	We will continue to use professional learning as a way to measure the next improvement strategy we put into place (learning objectives and success criteria).	We need educators that are open to learning, productively discussing, and implementing new strategies.
Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
Increase the percentage of students reporting that they are able to "pull yourself out of a bad mood" from 35% to 45%.		No	Correct			
Increase the percentage of students reporting that they are able to stay relaxed when everyone around them gets angry from 37% to 47%.						
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	Now (Lessons Learned)	Next (Next Steps)	Need
Classroom instruction focused on perseverance, including the 8 Habits, mindfulness, and growth mindset	Development of a shared vision of learner habits among members of the Ortwein community.	No	Correct	Our improvement efforts were not specific enough to produce significant gains.	We will focus on Emotional Regulation as a whole, rather than breaking it down into discrete questions. We will work in the Elementary School Support Model Cohort to bring a Shared Space and a school wide behavior expectation program to our school.	We need educators willing to serve in leadership roles on the School Support Model Team. We need all staff members to come to consensus on common behavior expectations and how to reward students. We need all staff members to understand how students in crisis may present and what steps to take to help them regulate their emotions in that moment (reactive) and everyday (proactive).