

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: Bob Miller Middle School

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>			
During the 23-24 school year students with an IEP projected proficiency in Math will increase from 13% in 22-23 to 26.5% by 23-24, as measured by the SBAC and MAPS projected CRT proficiency data and will increase the percent of students with an IEP proficiency in ELA from 20% in 22-23 to 29.6% by 23-24, as measured by the SBAC assessment.		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 professional development to use tools to create common formative and summative assessments to subsequently guide instruction and provide remediation to identified students.	Students will receive standards-aligned instruction based on their present levels of performance as documented by common assessments to improve reading and mathematical skills.	Yes	Continue	Teachers received professional development on MTSS strategies and how to differentiate instructional activities based on individual student needs. Special education teachers collaborated with co-teachers to support students in the co-taught setting.	Continue to provide built-in, dedicated time for PLCs, department, and grade level meetings to collaborate, consider looking at master schedule to coordinate planning time of co-teachers.	Teacher engagement in RTI process at the middle school level to support students not meeting grade level expectations based on summative and formative assessments
Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?			
All grade level departments will meet consistently in PLCs and have evidence of MTSS strategies, planning for Tier 1 and 2 supports and data review and plans for remediation and extension.		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 a system of Professional Learning Communities (PLCs) with fidelity. This will be supported by resources including time allocated to teachers after contract time. Teachers will be provided a tracking system to document their PLC's progress and allow the administrative team the opportunity to provide oversight and feedback to the individual PLCs.	Teachers will become increasingly more confident and comfortable analyzing classroom data with colleagues and accept support to improve instruction.	Yes	Continue	Teachers engaged in monthly PLC meetings, however, in order to gain more from PLCs, teachers need to meet more often to collaborate to complete the PLC cycle.	Examine current dedicated meeting times and determine additional days/times PLCs can meet more often. Utilize instructional leaders in the building to engage and support colleagues in analyzing data to not only inform instruction but also to determine which students need extra support to extend or remediate their learning.	Staff buy-in and commitment to using data to inform instruction and dedicated time to collaborate with teammates. Administrative support and oversight in facilitating effective PLC meetings.
Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
Reduce the percent of students chronically absent from 21.7% in 22-23 to 10% in 23-24, as measured by FocusED data.		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
Closely monitor student absenteeism and school personnel will investigate absences and develop an action plan with individual students and their families.	Students will develop relationships with their peers and staff, resulting in increased attendance.	No	Correct	Chronic Absenteeism remained near 20% for the majority of the school year. The school counselors worked with individual families to provide support. Select staff were identified to conduct home visits, however, it was a challenge to coordinate towards the end of the year.	Utilize the home visit team, assigned mentors, student success facilitator, and teachers to engage parents and students. Educate and support families to encourage collaboration between home and school.	Parent and teacher support and communication to build a stronger collaborative community.